



HARROW
INTERNATIONAL SCHOOL
HONG KONG

Harrow International School Hong Kong is the first international boarding and day school in Hong Kong. It is the third school in the Harrow family of schools in the Asia region and provides a British independent style of education from Early Years to Year 13 in custom-built facilities in a stunning location in Hong Kong. The School combines elements of educational philosophy, practice and traditions from Harrow School in London with the international mindedness of a diverse pupil body in Hong Kong. Having opened in September 2012, the School roll is currently 1300 and the school achieves some of the best results in Hong Kong at A-level and GCSE and pupils go on to study at some of the top universities across the world. Harrow Hong Kong is, however, about much more than academic results and our pupils excel in music, drama, sport and art as well as involving themselves in service to the local community.

Job Title: Early Years Class Teacher

Job Purpose: To provide classroom teaching and associated pastoral care to pupils in K1 or K2 to support the Early Years team in the delivery of a stimulating and challenging curriculum; and contribute to the extra-curricular programme which helps pupils to learn and develop through activities outside the classroom.

Start Date: August 2018

Reporting Line: Assistant Head - Early Years

Specific aims and key responsibilities are:

- 1. Responsibility for high standards of teaching and learning within the classroom, including:**
 - Managing curriculum delivery and associated resources in a manner that challenges and interests pupils, is appropriate to their needs and skill-levels and in a manner consistent with School and departmental policies and procedures.
 - Fostering, by example, a spirit of enquiry in the classroom.
 - Maintaining an on-going formative assessment programme related to the EYFS curriculum and associated learning objectives and development matters.
 - Maintaining consistency with internal and relevant external marking schedules and moderation procedures.
 - Maintaining legible, accurate, comprehensive, records of formative and summative assessment results.
 - Compiling written reports on pupil performance for internal and external use as required and participating in parent/teacher meetings to discuss pupil progress and targets.
 - Completing detailed observations which are shared with parents weekly via online Learning.
 - Liaising with the Individual Needs Coordinator regarding pupils who may need additional support or challenge.



HARROW
INTERNATIONAL SCHOOL
HONG KONG

- 2. A contribution to the development of teaching and learning in the Early Years, including:**
 - Under the Deputy Head of Lower School, planning, preparing and reviewing the curriculum as part of the Early Years team.
 - Keeping up-to-date with subject developments outside the School and bringing them to the attention of colleagues.
 - Supporting the teaching of Swimming each week in the swimming facility within the School.

- 3. An effective contribution to pastoral care of pupils in the Early Years and the wider School, including:**
 - Communicating and consulting with parents on any issues of pastoral care on a day-to-day basis.
 - Liaising with the Assistant Head - Early Years before responding to parents about sensitive issues.
 - Participating in the maintenance of high standards of behaviour and dress of pupils in the classroom and around the School.
 - Following School policies with regard to the health and safety of pupils both on and off the School premises.
 - Taking a pastoral interest in pupils through the curriculum, their extra-curricular activities, and attending and supporting whole School events, such as plays and concerts.
 - Supervising pupils during non-curriculum time as determined by the duty rota.

- 4. An effective contribution to the extra-curricular programme.** Depending on the interests and abilities of each teacher, undertaking a leadership role in the School in the extra-curricular programme (or the general administration of the School) in one or more activities. This might, for example, involve organising and/or leading an Early Years expedition or excursion; running an existing extra-curricular activity with pupils from other phases of the School or developing a new one that enhances the programme available to pupils; or organising participation in a Hong Kong competition.

The Head of Lower School monitors the overall workload of every teacher and the balance between teaching, pastoral care and extra-curricular activities. There is a clear commitment to a balanced, equitable workload for, and the continuing professional development and overall wellbeing of, all teachers at Harrow Hong Kong. All teachers are expected to:

- Actively seek opportunities to develop professionally including subject-specific knowledge, teaching and learning theory and research, and career-related goals.
- Participate fully in the in the annual Professional Performance Review and seek CPD opportunities that may arise from it.
- Participate in School-wide CPD initiatives and be prepared to share expertise in CPD programmes.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request by the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually.



HARROW

INTERNATIONAL SCHOOL

HONG KONG

The School is committed to safeguarding and promoting the welfare of children. All adults in the School community are expected to follow its Child Protection procedures and are required to undertake safeguarding checks.

Harrow International School Hong Kong reserves the right to recruit at any stage during the selection process.



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Person Specification

The successful candidate will be likely to fit the following profile:

Qualifications:

- Good Honours degree
- A postgraduate teaching qualification, including QTS
- Evidence of further relevant professional development

Skills:

- A genuine interest in the kindergarten age group and a strong commitment to high standards of teaching and learning.
- A commitment to the wellbeing and pastoral care of children
- Interests and abilities that can enhance the School's extra-curricular programme
- Have a vision for and the ability to translate Harrow Hong Kong's vision to be a leading school in Asia into reality
- The ability to inspire others and lead by example, role modelling the School's vision statement *Leadership for a better world* in relationships with pupils, teachers and parents
- The ability to work in a successful and dynamic school

Experience:

- The ability and commitment to be an excellent classroom teacher, usually with a minimum teaching experience of three years
- A proven track record of delivering on academic performance
- Experience of collaborating with colleagues

Knowledge

- Up-to-date knowledge of successful and innovative teaching and the latest curriculum developments and initiatives

Personal Qualities

- Ability to exercise discretion and confidentiality
- Personal warmth to gain the confidence of pupils, staff and parents
- Positive rapport with pupils
- High standards of personal presence and presentation and attention to detail
- Ability to communicate concisely and sensitively, both orally and in writing, to a variety of audiences

Attitudes

- A team player with leadership qualities and a reflective and flexible approach
- Organised, energetic, positive and able to self-direct
- Positive, enthusiastic and energetic approach to life
- Ability to think creatively and imaginatively
- Committed to the Harrow Hong Kong's ethos
- High expectations for pupil attainment, personal development and conduct



HARROW
INTERNATIONAL SCHOOL
HONG KONG

- Ambitious and aspirational for oneself and for the school
- Committed to professional development and show a willingness to undertake appropriate training as required
- A positive 'can do' approach in all aspects of the role
- A willingness to be fully committed to the life of a busy boarding school
- High levels of personal presentation, integrity and communication skills