



JOB DESCRIPTION

1. Job Information

Job Title:	Head of Upper School
Responsible for and Work Location(s):	Harrow LiDe School Chongqing
Department:	Upper School
Section:	-
Grade:	E
Reporting to:	Head of School
Dotted Line to:	-
Line Managing:	1. Head of Faculty
Relationships	1. SLT 2. Parents 3. Students 4. Governing Body 5. AISL Group Education Team

2. Job Purpose

- Establish, evaluate and develop the academic aims and standards of the Upper School in partnership with students, staff, governors, HIMS personnel and parents
- Take responsibility for the leadership, and management of Upper School
- Assist the Head of School in establishing and maintaining a vibrant and thriving school
- Manage the performance of the Upper School teaching staff
- Ensure that quality educational programmes take place in a safe, positive and healthy learning environment
- Provide strategic direction and leadership of the Upper School, ensuring excellence in teaching and learning, pupil wellbeing and development, and the provision of co-curricular activities.

3. Responsibilities and Competencies

Responsibilities

Work collaboratively with the Head, SLT, Governors and AISL colleagues Harrow to co-devise and deliver upon the School's key strategic aims

- Create the strategic vision for the Upper School with the Head and SLT.
- Prepare Upper School strategic plan as part of the whole School Development Plan
- Lead staff as they work collaboratively to implement School priorities to ensure excellence in teaching and learning, curriculum development and pupil wellbeing.
- Provide supportive and challenging leadership and line management to the leaders and leadership teams within the Upper School.
- Lead by example and set high and realistic expectations in all professional matters, ensuring that

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all staff and students observe matters such as dress, behaviour, punctuality, attendance and mutual support.

- Conduct interviews in the recruitment of teaching staff and educational support staff.
- Conduct admissions and the assessment of potential new pupils.
- Actively lead in promoting the School to all stakeholders.

Operate effective communications and public relations

- Actively establish good relations with parents and all other visitors to the school.
- Present a coherent and accurate account of the school's performance in formats appropriate to a range of audiences.
- Oversee the organisation of and attend academic parents' evenings and be available to meet parents as required
- Oversee the production of reports, working with the Heads of Department/ KS leads, and ICT Services.
- Support and attend all major school events.
- Communicate closely with parents and ensure that student progress is regularly reported, and relevant data is always available.
- Work to maintain effective partnerships with the community, promoting and representing the school at local, national and international level.
- Operate effective communication channels throughout the school.
- Support and attend marketing and admissions events.
- Design the arrangements for IGCSE and A-Level options
- Line manage and oversee the work of the University Guidance Counsellor and university applications.

Responsible for academic standards in the Upper School

- Maintain a teaching load appropriate to the position, including participation in extra-curricular activities as appropriate, and as agreed with the Head.
- Role-model the delivery of excellent lessons through inspiring and engaging teaching.
- Review schemes of work and monitoring their use by Head of Subjects and subject teachers.
- Monitor and review, with the Upper School leaders, the effectiveness of methods of formative and summative assessment of pupils' work and ensuring effective ways to track pupil progress and attainment.
- Foster, by example, a spirit of enquiry throughout the Upper School.
- Liaise with fellow leaders to monitor standards of teaching and learning, including the observation of Upper School learning as a matter of good practice and to provide constructive feedback to the teachers concerned.
- Ensure that differentiation, challenge and support are embedded within the curriculum.
- Regularly review and sharing pupil work and progress and foster high standards of pupil work.
- In conjunction with the Group Special Education Needs Coordinator (SENDCo) and English as an Additional Language (EAL) and Head of Boarding to support for individual needs within and beyond the classroom.
- Compile a termly report on academic standards for the Head, including a detailed analysis of standardised assessment results.
- Perform teaching duties appropriate to the standards of the School Leadership Team.

In liaison with the Head, lead the implementation of a dynamic and innovative curriculum

- Ensure a challenging, varied and exciting curriculum is in place that achieves excellent academic outcomes for all pupils.
- Keep up-to-date with developments in teaching and learning, ensure that the school's offer progresses as required.
- In conjunction with fellow senior leaders, ensure there is appropriate academic progression/vertical pathway from the Lower School to the Upper School (and be aware of the transition from HLL to Lower School)
- Formulate and monitor effective initiatives in the academic curriculum to provide effective opportunities for pupils to develop key knowledge, skills, and competencies.
- Liaise with the School Head to provide relevant information for the construction of the Upper School timetable.
- Plan the deployment of staff for the production of the school timetable

Lead the CPD programme for Upper School teachers

- With the Head, coordinate, manage and review the annual Professional Performance Review for Upper School teachers.
- With the Head, manage staff disciplinary issues effectively and in a timely manner.
- Collate and recommend the CPD needs of Upper School teachers.
- Develop a CPD programme for Upper School teachers taking into account the School Development Plan and the needs of individual teachers.

Responsible for the strategic leadership of Upper School's Pupil Wellbeing Programme and the personal development of pupils

- Work with colleagues to lead on initiatives in the Upper School that provide effective opportunities to develop the School's Core Values, with a focus upon pupil wellbeing, their happiness and achievement.
- Lead the strategic development of policy making on pastoral care throughout the Upper School, including keeping up to date with local and international initiatives related to pastoral care.
- In liaison with appropriate colleagues, coordinate responses to significant pastoral issues in the Upper School.
- Oversee and coordinate the pastoral care elements of the transition programmes for pupils from Year 5 to the Upper School, and lead on innovative transition events.
- Prepare termly reports for the Head and Governing Body on pupil wellbeing and pastoral development.
- In liaison with fellow pastoral leaders, implement and regularly review of the School's Rewards and Sanctions Policy, the Behaviour Policy and Code of Conduct.

Responsible for Safeguarding in the Upper School

- Act as one of the School's Deputy DSLs and membership within the Safeguarding Team.
- Implement School policies on safeguarding and child protection, health and safety, anti-bullying and behaviour.
- Liaise closely with the DSL and safeguarding team more widely on all child protection and safeguarding matters in the Upper School.

Oversee the operations and organisation of the Upper School

- Contribute to the writing and localisation of standard AISL policies.
- Chair Upper School staff meetings, and those of middle leaders.

- Chair meetings each term of the Upper School Parent Reps and attend Friends of Harrow meetings as required
- Control the Upper School budget.
- Organise Upper School parents' meetings and other events.
- Manage and review the Upper School reporting process to parents.
- Take a fair and appropriate share of duties and act as a Duty Supervisor.
- In liaison with the Marketing Dept, produce literature for current and prospective parents and pupils.
- Maintain an active online presence via the School's social media platforms and taking advantage of ambassadorial opportunities for the development and promotion of the Upper School.

Work collaboratively with the School Head and the Admissions Department to recruit new pupils to the Upper School

- Contribute to the design and development of appropriate entrance testing methods of applicants.
- Interview pupils and providing recommendations for the admission of pupils into the Upper School.

Whilst every effort has been made to set out the main duties and responsibilities of the post, every individual task to be undertaken by the post holder cannot be exhaustively identified in this job description. The post holder agrees to undertake such other tasks, duties or projects as the line manager may reasonably assign, whether or not such tasks are specified in this job description, provided that they are consistent with the post holder's skills, qualifications, and position within the School. This job description may be amended from time to time in response to the operational needs of the School and/or as agreed between the line manager and the post holder. This job description will be reviewed annually.

Competencies

Leading Culture	Building a Culture of Excellence	Guides teams toward a culture of excellence by leveraging organisational understanding and implementing systems that strengthen and develop culture.
	Cultural Awareness and Engagement	Develops culturally aware teams, implements systems to address cultural differences, and facilitates cross-cultural initiatives within the organisation and with external stakeholders.
	Embracing Values and Ethical Conduct	Operates with unwavering morality and ethics, models and upholds values even in challenging situations, and ensures alignment with departmental objectives and AISL and Harrow Values.
Leading Organisational Success	Strategic Planning and Execution	Leads by example, inspiring and empowering others to embody the school and Group's vision through fostering a culture of innovation, balancing short-term tasks with long-term strategic goals, and mentoring individuals towards transformative organisational strategies.
	Performance Optimisation	Sets ambitious goals, consistently challenges and improves, courageously drives change by challenging norms, demonstrates strong leadership both internally and externally, effectively delegates through established systems, makes decisive decisions swiftly under pressure, proactively seeks self-improvement, understands personal leadership capabilities, acts on feedback, manages emotions, and considers their impact on others.
	Financial and Operational Management	Proficient in organisational financial drivers, adept at creating and monitoring cost-effective plans tied to KPIs, ensuring efficient delivery of objectives, while strategically enhancing school infrastructure to bolster educational excellence.

	Creativity and Innovation	Champions innovation by fostering creative thinking and strategic initiatives to boost departmental performance, while leveraging diverse perspectives to anticipate outcomes and drive progress and innovation internally.
	Decision Making	Exhibits proficient decision-making abilities by analysing data, assessing risks, and aligning informed decisions with departmental and organisational objectives, financial impacts, and budget limitations, fostering initiative, conducting comprehensive root cause analyses, and demonstrating decisiveness under pressure, adept at independently resolving issues, escalating critical matters, and taking calculated risks to pinpoint optimal organisational resolutions.
Leading People	Influential Communication	Efficiently communicates to build trust and relationships with stakeholders, tailoring messages for diverse audiences, utilising active listening and persuasion to drive alignment and commitment to strategic initiatives, displaying charisma, professionalism, adaptability in communication, and adjusting detail levels for audience suitability.
	Self-Management and Team Leadership	Values individuality and innovation while setting challenging SMART targets, effectively managing individual and team performance, delegating responsibilities, recognising successes, addressing underperformance, fostering strong stakeholder relationships, promoting consensus building, investing in understanding diverse perspectives, and implementing efficient systems to optimise the potential of individuals and teams through recruitment, retention, and development of high-performing staff.
	Empowerment and Collaboration	Empowers teams through delegation, autonomy, trust, and collaboration, while recognising achievements, promoting professional growth, and instilling purpose and commitment for heightened engagement and performance.
	Resilience	Exhibits resilience amid challenges, showcasing adaptability and leadership in guiding teams through change and uncertainty, ensuring stability and instilling confidence during difficult circumstances.

4. Required Qualifications and Experience	
Education	Bachelor's Degree or higher.
Qualifications	- A UK PGCE, or other recognised teaching qualification that permits QTS, from an accredited institution. - Acceptable personal and professional background checks with the ability to be allocated unsupervised access to children (as reported via an International Child Protection Certificate background check and/or appropriate police and other checks from relevant countries of present and previous residence/work).
Knowledge	- A strong understanding of effective classroom pedagogical practice and pastoral care within a secondary level setting. - Knowledge and understanding of positive behaviour management of students and evidence of effective practice in a range of settings.
Experience	- At least 4 years senior leadership experience. - Experience in teaching learners with diverse needs, especially EAL in the Upper School.

	• Experience in managing performance of staff, especially senior or middle level managers. • Experience in highly effective relationship management with a variety of stakeholders. • Experience or clear understanding of Upper School leadership in an international school environment. • Knowledge of international accreditation, inspection and evaluation frameworks.
Personal qualities	• Have the ability and willingness to inspire others; leading by example, role modelling the school's vision statement: Leadership for a better world • Be a role model for the Harrow Staff Code of Conduct • Be flexible and capable of managing change and instilling high standards • Be highly motivated, ambitious and collaborative and willing to take the initiative • Have high levels of honesty and integrity in aspects of their role • Demonstrate empathy, humility and genuine care about staff and students, taking time to support, guide and motivate them • Be able to think strategically and drive improvements in student welfare and their wider learning experiences • Be flexible and able to manage change • Have excellent organisational, communication and interpersonal skills • Demonstrate strategic leadership and the ability to lead and manage a team to deliver the school development plan effectively.

AISL Education Group is committed to the safety and protection of children. All employees are expected to comply with our School Child Protection and Safeguarding Policy.