HARROW
INTERNATIONAL SCHOOL
BANGKOK

SECOND IN HUMANITIES
(HEAD OF PREP HUMANITIES AND RELIGIOUS STUDIES)
JOB DESCRIPTION

Job Title :	Second in Humanities (Head of Prep Humanities and Religious Studies)	**RA Point:**	RA2
Line Manager:	Head of Humanities Faculty	**Responsible for:**	Prep Humanities and Senior School RS Staff

Purpose of Job

With responsibility for the academic attainment of the students studying within their Department, Heads of Department are exemplary in their professionalism and educational practice, acting as role models to colleagues.

Duties and Responsibilities

Objectives

- Ensure the academic progress of students who study their subject matches potential
- Encourage high standards in all aspects of school life, contributing to the effective and efficient management of the School and promotion of a School Culture that is happy, purposeful and learning orientated
- Support and motivate students, teachers and other school employees, encouraging consultation and discussion
- Communicate effectively and pro-actively with parents and guardians
- Be responsible for supporting the work of subject teachers and making sure that all members of the Department work effectively
- Support the professional development of all staff within the Department and promote a working atmosphere that encourages co-operation and values the contribution that individuals make to the work of the Department
- Ensure the developments undertaken within the Department support the School Improvement Plan (SIP) and promote the aims of the School

Overall Responsibilities

- Provide professional leadership and management for the subject to secure a high quality of teaching, effective use of resources and the highest standards of learning and achievement of all students
- Play a leading role in developing School Policy through Heads of Department and Departmental Meetings
- Evaluate the effectiveness of teaching and learning of the subject's curriculum
- Establish priorities and targets for the Department's development and review their progress
- Set targets for staff and students and monitor progress, within the context of School and Departmental Targets

- Understand the needs of their own subject and appreciate the way that other subjects contribute to the overall education of the students
- Efficiently and effectively carry out lesson observations and report back to the Head of Faculty and Director of Studies

Responsibilities for Students

- Ensure that students have the highest possible standard of education in the subject.
- Establish and implement clear policies and procedures for assessing, recording and reporting on student progress. Use this information to recognise achievement and set targets for future improvement, keeping the Director of Studies informed.
- Liaise with other phases of the School regarding attainment and induction of students into the Upper School.
- Support the options processes for IGCSEs and A Levels.
- Liaise with the Home Tutors, Heads of House and Student Support Services as appropriate

Responsibilities for Staff

- Advise on the recruitment of new staff, making them aware of their roles and responsibilities as subject teachers.
- Support the work of all staff and encourage an atmosphere of co-operation and mutual trust within the Department.
- Actively promote staff development by delegating responsibilities within the Department. Encourage staff to develop by undertaking professional development opportunities and providing feedback within (and outside) the Department.
- Make sure that all staff apply new technologies appropriately and in a way that promotes learning.

Responsibilities as Head of Department

- Ensure curriculum coverage, continuity and progression in the subject for all students of all abilities.
- Oversee effective planning, preparation and lesson delivery. Visit lessons on a regular basis and encourage visits by others both inside and outside the Department. Encourage cross-curricular links with other departments
- Keep up to date with changes within the subject curriculum and make recommendations to the Director of Studies about new courses and resources and professional development needs.
- Lead professional development of subject staff through example and support and co-ordinate the provision of high quality professional development by methods such as coaching, job alike, visiting lessons and professional dialogue.
- Negotiate departmental staffing requirements and teaching loads. Co-ordinate the purchase of resources for the Department.
- Ensure appropriate cover work is set in the case of a Department member's absence.
- Liaise with the Director of Studies regarding course outlines for curriculum booklets for Years 6 to 9 and option booklets for IGCSE and A Level and with the Examination Officer regarding external examinations.

Other Responsibilities

- Undertake other reasonable duties as requested by the Head of Upper School.

HARROW
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Required Qualifications, Knowledge, Skills and Personal Qualities
• Appropriate degree • Minimum three years teaching experience • Passion for teaching and commitment to educating the whole child • A high level of professionalism and consideration of the well-being of children • Recent and consistent involvement in extra-curricular activities • Respect for all members of a school community, irrespective of position, gender, age and ethnic background • Previous experience working with students for whom English is not a first language • A positive and solution-focused attitude to working life • Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and no question regarding suitability to work with children • Appropriate references from current and previous employer, corroborated by personal phone calls made to each referee

Education is an ever-changing service and all staff are expected to participate constructively in schools activities and to adopt a flexible approach to their work. 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 from 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 during the appraisal process, and will be varied in the light of the business needs of the school.

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JOB SPECIFICATION

About the Faculty

The Humanities Faculty is a high-performing and experienced faculty which includes Geography, History (and Classical Civilisations), Religious Studies, Travel and Tourism and Development Studies. In the Prep Phase an integrated Humanities course is taught in Year 6 and 7 and then splits into discrete subjects in Year 8 and in the Senior School (Years 9-13). The Faculty focuses on differentiating learning for all and instilling a passion for learning amongst the students.

In keeping with this there are ample opportunities provided for students to become immersed such as trips to Russia, Germany and France with History and through trips to Chiang Rai, Phetchaburi and Krabi each year to support Geography fieldwork. The Head of Faculty is supported by two 'Second in Faculty' post-holders, one who leads the Geography department (including Development Studies and Travel and Tourism) and one who leads the Prep Humanities and the Senior School Religious Studies departments. Both Second in Faculty post-holders are expected to play a faculty-wide role in maintaining high academic standards in addition to their head of department duties.

About the curriculum

Within the Humanities Faculty, the following qualifications are presently offered:

- IGCSE Geography (CIE)
- IGCSE History (CIE)
- IGCSE Development Studies (CIE)
- GCSE Classical Civilisations (AQA)
- GCSE Religious Studies (AQA)
- International A Level Geography (CIE)
- International A Level History (CIE)
- International A Level Travel and Tourism (CIE)

Geography and History are both popular choices at IGCSE, with around 70-80 students opting for Geography in Year 10 and 11 and 50 students opting for History. We also offer IGCSE Development Studies to our Year 10 and 11 high-flyers by invitation only. At A Level, our take up in Geography and History is around 15-20 students per subject, with around 10 students opting for Travel and Tourism.

Applicants for this post may be specialist teachers in History, Geography or Religious Studies

HARROW
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Experience in the following areas would be an advantage

- A passion for teaching the middle years
- Experience of teaching either Geography, History or Religious Studies in the UK curriculum from Key Stage 3 through to A Level
- Experience of teaching students who have English as a Second Language
- Experience in teaching high achieving students at IGCSE and A Level, and the ability to extend able students, such as through the recommendation of extension reading materials
- Experience of managing a team, conducting lesson observations and setting targets for PDR
- Experience of delivering INSET

Desirable skills and attributes for teachers

- Desire to inspire youngsters to have an interest in the local and global environment and the sustainable future of our planet
- Willingness to take an active approach to developing professionally by learning from and sharing knowledge and skills with colleagues, and keeping abreast of current pedagogical strategies
- Ability to plan effective and creative lessons to meet the needs of all learners, challenging them to make continuous improvement beyond their expectations
- Ability to lead on extending high-flyer students beyond the age-specific curriculum, such as through the recommendation of extension reading materials, delivery of 'critical lunches' and stretch activities
- Ability to use external data to guide and support student progress and target setting
- Commitment to dialogical feedback and ensuring learners benefit from a wide range of feedback
- Ability to identify individuals in need of support and a commitment to offering significant extra support outside of lesson time to ensure all students reach their potential
- Willingness to offer regular revision sessions for students outside of normal teaching hours (at lunchtimes and after school) in the lead up to examinations
- Willingness to share resources communally with colleagues and to assist in maintaining a collegiate and supportive environment for all
- Desire to participate actively in the life of a busy and ambitious school