



HARROW
INTERNATIONAL
SCHOOL
HONG KONG

RSACADEMICS

HEAD

Candidate Information

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INTRODUCTION

This is an exceptional opportunity to lead Harrow International School Hong Kong, one of the world's highest-performing international schools.

Harrow Hong Kong is one of eleven AISL Harrow Schools in Asia and the first international boarding and day school in Hong Kong. It opened its doors in September 2012 and now runs at capacity, with extensive waiting lists, at a combined roll of c.1,650 pupils from Early Years to Sixth Form. There are plans to carefully grow to over 2,000 in the years ahead, and a new satellite Early Years campus is due to open in August 2025. The School is defined by its holistic culture and values; it offers a caring, respectful community in which everybody thrives while delivering truly world-class academic outcomes.

Located in a magnificent crescent-shaped building with custom-built facilities near the Gold Coast, Tuen Mun, the School integrates elements of educational philosophy, practice and traditions from Harrow School in England into the diverse international community of Hong Kong to provide a highly distinctive education.

Harrow Hong Kong is an all-through school for pupils from K1 (3 years) to Year 13 (18 years). Boarding begins from Year 6 in the Prep School on a weekly basis from Sunday evening to Friday evening. Just under 50% of pupils in the Upper School board, but all day pupils are members of a House. There are currently four boys' and three girls' Prep Houses (Year 6 to Year 8) and four boys' and four girls' Senior Houses (Year 9 to Year 13).

The new Head will follow eight years of superb leadership from Ms Ann Haydon MBE and be passionate about continuing the holistic, individualised pastoral care that is a hallmark of the School. They will also bring strong reference points regarding premium education and an unashamedly academic pedigree delivering world-class outcomes. International experience is not essential, but as the School is very high profile, an ambassadorial presence with gravitas and a heightened cultural sensitivity are imperative.

Harrow Hong Kong is a dynamic school in a fast-moving environment, so there will be opportunities for a visionary Head to innovate with fresh eyes and reenvision excellence. Given the School's success and profile, the new Head must ensure they take the community with them on the journey: it is likely that visionary evolution (rather than revolution) will deliver success. The Head will enjoy the support and fellowship of the AISL Harrow Group Heads, as well as from Harrow UK.





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HARROW

Harrow School, UK, has been home to world leaders, poets and royalty. It has educated such inspirational characters as Sir Winston Churchill, King Hussein of Jordan, Jawaharlal Nehru, Lord Byron, and more recently, actor Benedict Cumberbatch and singer-songwriter James Blunt. Four values are embedded in the School:

- Courage
- Honour
- Humility
- Fellowship

Harrow School, UK, is steeped in rich history and heritage. The School was founded in February 1572 under a Royal Charter granted by Queen Elizabeth I to John Lyon, a wealthy local farmer. Lyon died in 1592, but it was only after the death of Lyon's wife in 1608 that the construction of the first school building began. It was completed in 1615 and remains to this day. However, it is now much larger.

The majority of the School's boarding houses were constructed in Victorian times when the number of boys increased dramatically. Currently, there are about 850 boys boarding at Harrow. Alongside the historic buildings, there now stand superb state-of-the-art facilities which help ensure Harrow UK remains at the forefront of outstanding education.



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AISL HARROW SCHOOLS

On behalf of Asia International School Limited (AISL), the holding company of all Harrow-branded schools, Harrow International Management Services Limited (HIMS) oversees the running of Harrow's family of schools. HIMS provides technical advice and assistance to support the management of each school.

The Schools operate under an agreement with the Governors of Harrow School in the UK. Under that agreement, the Schools are permitted to use the Harrow name and Arms and are required to have a Governing Board which, inter alia, is responsible for the overall philosophy, vision, culture and strategic direction of the School; compliance with governing documents and law; and ensuring that appropriate policies and procedures are in place for the day-to-day operations.

The Vision & Mission of the AISL Group is Preparing *for* the Future; Prepared *for* Life, and the Group is committed to:

- Pursuing Excellence
- Unleashing Potential
- Inspiring Greatness
- Fostering Innovation

AISL Harrow Schools have been providing world-class education in Asia since the 1990s. There are now AISL Harrow International Schools in Bangkok, Beijing, Hong Kong, Shanghai, Shenzhen, Haikou and Appi. All offer exceptional education to prepare students with diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment.

In 2020, AISL Harrow LiDe Schools commenced operation in China, providing bilingual education that integrates the best of the East and West. Leveraging Harrow's all-round curriculum, AISL Harrow Little Lions Early Years Centres ensure the youngest pupils launch their learning journey with the right start.





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LIVING IN HONG KONG

Hong Kong is one of the most exciting cities in the world with an urban landscape that is breathtaking by day and dazzling at night.

The cost of living in Hong Kong compares to other major cities such as London, Sydney and New York. Hong Kong is an incredibly easy city to navigate, and the many forms of transport are excellent value for money. They include taxis, trams, buses and the MTR (an underground train network), as well as, of course, the ferries that cross Victoria Harbour, including the icon of Hong Kong – the Star Ferry. Eating out in a top restaurant or hotel can be expensive, and beer and wine can be pricey at these venues; however, there are lots of good restaurants and bars that are really good value for money. There are a variety of supermarkets (local and imported goods) that cater to all budgets, as well as the traditional Hong Kong markets.

Hong Kong has a vibrant culture and is truly cosmopolitan; there is a multitude of local and international entertainment on offer. With a variety of performance venues (the Academy for Performing Arts, Asia-World Expo, the Hong Kong Cultural Centre), Hong Kong caters for everyone's tastes, from West End shows to international music artists.

There are also top-rate sporting venues that offer a great range of sports, from horse racing to football, including the highlight of the sporting calendar – the Hong Kong Rugby Sevens. Sports clubs play a major role within Hong Kong's social scene and are a good way to get to know people.

The year is punctuated with public holidays that illustrate how proud Hong Kong is of its Chinese heritage; they include Chinese New Year, the Mid-Autumn Festival and National Day which culminates in a stunning fireworks extravaganza over the harbour. However, there are also more understated cultural events, such as the mesmerising evening dance of the 67 metre-long 'Fire Dragon' made from thousands of incense sticks, which takes place in Tai Hang (close to Victoria Park in Causeway Bay) during the Mid-Autumn Festival.

People new to Hong Kong are certainly aware of the skyscraper skyline but may not be aware that a large proportion of the region is National Park land. Hiking is a popular pastime, and there are some incredible walks with breathtaking scenery. There are also a variety of beaches dotted around Hong Kong, and once away from the beating pulse of Central, life becomes much more relaxed. An example of this is the outlying island of Cheung Chau, which can be reached by a short ferry ride and is characterised by its beach restaurants, easy walking and ban on cars. [The Hong Kong Tourism Board](#) is very helpful in outlining the region's attractions and events.



HARROW HONG KONG

For all its academic success, Harrow Hong Kong is a holistic school defined by its values and culture. Honour, courage, humility and fellowship stand as core values in a caring, respectful community in which everybody thrives. Personalised pastoral care and wellbeing are central to the School's ethos. So is personal responsibility and international mindedness: *"We are global citizens who recognise the diversity of the world and are aware of our place in it. We take leadership roles in our local and global communities, working collaboratively to create a kinder, more peaceful and sustainable world."* This applies to fifteen hundred pupils from more than forty countries, who are taught by over 150 teaching staff.

The learning programme at Harrow Hong Kong is rich and diverse, from the Five Disciplines and Ten Domains of Early Years through to the Extended Project Qualification in the Sixth Form. Details can be found on the website, but the creative range of options that accompanies the more recognisable elements, such as GCSEs and A levels, is striking. Nonetheless, the public examination results are exceptional. In 2024, over 40% of the Year 13 cohort secured a clean sweep of A* and A grades, while 71% of all grades were A*–A. At GCSE, 57% of all results were Grade 9. The phrase *world-class* is not hyperbolic when describing this level of performance. Among co-ed schools, it ranks in the world's top ten for examination outcomes.

But alongside the headline-grabbing results, and every bit as important, are Super Curriculum Activities such as Model United Nations, STEAM, Entrepreneurship, Duke of Edinburgh and more. Co-curricular activities such as Art, Drama, Music, Sport, Leadership and Wellbeing are part of a huge programme. Student-led clubs, societies and publications abound, while a Speakers' Forum and Charity and Community Service extend skills, values and aspirations still further.

Three hundred weekly boarders enjoy the benefits of the unique close-knit community feel that only vertical boarding can bring. All day pupils also belong to Houses. In the Lower School, the Class Teacher is responsible for all aspects of each child's education and wellbeing; however, in the Upper School, it is the House Master or House Mistress who has the primary role in the pastoral care of pupils. Resident in each House is a House Master or House Mistress and a Resident House Tutor, but all Upper School teachers are Tutors in one of the Houses, and the House Pastoral teams play a major role in supporting the boarders and day pupils.

In the Prep School Houses, there is a mixture of study bedrooms for two, three and four pupils; in the Senior School Houses, they include single rooms, usually with a shared bathroom, as well as rooms for two or three pupils. Each House has a common room with a variety of facilities in which its residents can relax and socialise. In addition, all boarders share a common room on the ground floor together with an outside patio area in front of the boarding block. The boarding facility also contains a health centre where 24-hour

care is available. Facilities such as the Sports Hall, swimming pool, sports fields, tennis courts and music practice rooms are available to boarders out of school hours.

School facilities are excellent and, aside from state-of-the-art classrooms and laboratories, include a Black Box Theatre, astroturf, sports hall, indoor swimming pool, recording studio, specialist art, music and drama facilities, and much more besides.

The School is a gated community set into the forested hills of the Tai Lam Country Park immediately behind it. The country park covers an area of 54 sq. km, and it contains many trails for walking and picnic sites. There is direct access to the MacLehose Trail which, at over 100kms, is the longest trail in Hong Kong. From many parts of the campus, there are stunning views across the sea and towards the hills.

The local surrounding area of the School is called the Hong Kong Gold Coast. It contains residential development completed in the early 1990s, a five-star hotel, a convention centre, a piazza including a shopping mall and numerous restaurants backing onto the Gold Coast Yacht and Country Club and marina, and the 545-metre long Golden Beach. This is the largest public beach in Tuen Mun and the first artificial beach in Hong Kong. Tropical trees and flowers are planted on both sides of a 480-metre-long promenade running parallel to it.



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THE ROLE

Positions like this are rare. The rewards of successfully leading and innovating in a school such as Harrow Hong Kong are immense: the community is high performing to an exceptional degree; the physical and cultural environments are inspiring; the fellowship and support of the larger group and Harrow UK are both invigorating and reassuring.

Harrow Hong Kong is enjoying remarkable success under Anne Haydon, but, given the dynamic environment in which it currently excels, the School still needs a visionary candidate who is passionate about continuous improvement in a Tier 1 school. No revolution is needed, but as the world around it changes, so must Harrow Hong Kong. There is further growth planned, and perhaps even the opportunity to open a satellite campus; a Harrow Diploma monitoring personal development will be rolled out this year; and, of course, there are the opportunities and challenges coming down the track with, among other things, rapid technological developments (most obviously, AI). The new Head will model excellence and expect it in return. The children must come first, always, and with technology especially, the Head must be sure all developments are purpose driven, with pupils' progress at the heart of any decisions. And the Head must be willing to challenge the status quo: the Group will welcome a Head with courage,

imagination and initiative who can articulate, for example, a vision of what excellence might look like in the School ten years in the future.

International mindedness is essential, but international experience – while welcome – is not. More important than the latter is the ability to lead a through-school performing at the highest level and to thrive in this fast-moving world of sky-high expectations and thrilling ambition. So, the new Head must be able to reenvision excellence, recruit staff of the highest quality, build on success and strengthen still further the breadth of the offer, ensuring, for example, that sport, music and drama flourish while academics continue to set the benchmark for others to follow. Also, boarders should want to remain in Harrow Hong Kong and not leave for UK schools in the Sixth Form. The profile of the School means that the Head must be ambassadorial, culturally sensitive and able to model and project the values and culture of Harrow in a variety of settings and to an audience extending way beyond the immediate School community. There are strong and proven systems in place to support the Head in all their endeavours.

The seven Heads of AISL Harrow International Schools meet in person twice per year, and they all work to Group-wide quality assurance systems which are very much enablers rather than blockers. Mentoring systems are also in place for new Heads. On the Hong Kong Campus, there is currently an SLT and Executive Leadership Team meeting every week.

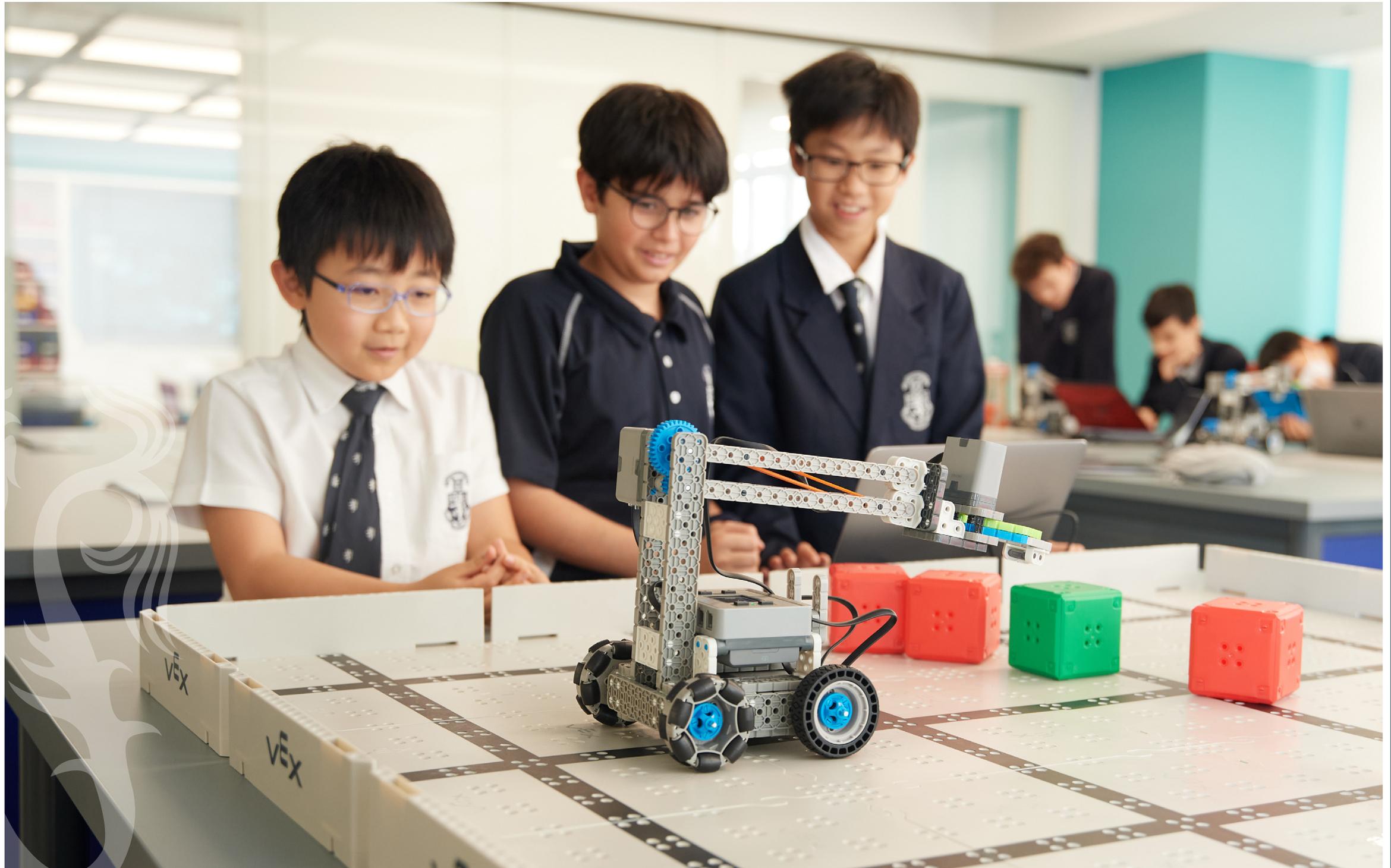
At the Group level, all AISL Harrow Heads ultimately report to Dr Ahmed Hussain, the Chief Education Officer of AISL. Though there is, of course, autonomy for each Head to a very large degree regarding their own school, any decision affecting the Group or brand or requiring significant spend will need clearance from Dr Hussain. (So, for example, replacing GCSEs or A levels with other programmes would need clearance at the Group level.)

At the School level, the Head will report to a Governing body composed of the following members:

- A Chairman
- Two Harrow School Governors or their representatives
- Two representatives of the owners of the School
- One Director of Harrow International Management Services Limited
- One independent expert in the field of international education
- Three other independent people with relevant expertise in education and/or other areas of activity relevant to the School's activities

The presence of Harrow School Governors and HIMS in governance is to assure, amongst other things, a consistently high standard of education reflecting Harrow School's values and traditions of excellence.





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JOB DESCRIPTION

Job Title: Head of Harrow International School Hong Kong

Line Manager: Chief Education Officer (CEdO)

Context

This is a truly exciting time to be joining the School and the wider AISL Harrow family of schools.

The successful candidate will inherit an established school with real strengths and significant ongoing ambition. Operating in a highly competitive environment, the School is at capacity in terms of student roll and delivers excellent academic results. With a dynamic Senior Leadership Team and thriving community, the Head will have a platform to continue to develop this school and position it at the forefront of educational excellence in Hong Kong.

In pursuing this aim, the Head will benefit from the resources and expertise of a leading global education brand as they will be joining a well-established, ambitious and expanding family of international schools. There will be opportunities to contribute to the strategic development and growth of the Group whilst growing professionally through collaboration with high-performing colleagues across the AISL Harrow family of schools.

Key Responsibilities

More specifically, the key duties and responsibilities of the Head will be:

Strategic Leadership and Vision

- To develop and deliver a clear strategy for the further development of the School.
- To translate this strategy into a coherent, measurable plan for continued development in every aspect of school life in ways clearly aligned with the mission of AISL Harrow Schools.
- To ground this strategy in the context of a rapidly shifting external environment and in the international education sector more broadly, ensuring that the School is well positioned to seize opportunities and respond to changes locally, nationally and internationally.
- To lead on facilities development and expansion projects, including the launch of a satellite Early Years setting.

Educational Development

- To provide clear, inspirational academic leadership, ensuring that educational standards and expectations continue to rise and that students are fully supported and challenged to realise their potential.

- To maintain a strong, current knowledge of the latest pedagogical developments globally and lead by example in encouraging all leaders and staff to be outward facing in their approach to their work in the School.
- To work closely with the Senior Leadership Team to develop and sustain an education of the highest standards.

Communications and Marketing

- To be a compelling ambassador for the School with prospective parents, ensuring that the School continues to flourish at a time when new competitors are entering the market.
- To develop and lead on sophisticated internal and external marketing strategies to ensure that the School's distinctive offer is clearly and effectively articulated.

Stakeholder Management

- To build a strong, productive working relationship with colleagues at AISL, particularly the Education Team.
- To work effectively with the Governors, attend all Governor and sub-committee meetings and produce termly reports for Governors.
- To build strong relationships across professional associations and to value connectivity with such bodies.

People and Resource Management

- To provide effective leadership to a high-quality Senior Leadership Team, delegating effectively such that colleagues are supported to deliver their remits to the highest standards.
- To attract, develop and maintain a team of high-quality teaching, administrative and support colleagues, further developing the School as a destination for high-calibre staff.
- To work with the Director of Finance and Operations to ensure effective financial and resource management.

Educational and Organisational Culture

- To be a visible champion of the distinctive Harrow International ethos and educational philosophy.
- To deliver the highest standards of pastoral care, ensuring that the welfare, social, moral and personal development of students is at the heart of all decision-making within the School.

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PERSON SPECIFICATION

This person specification is an indication of the strengths and qualities that Harrow Hong Kong will be seeking in its Head; the recruitment process will consider candidates against this list of experience, qualifications, values and attributes.

Experience and Qualifications

The successful candidate is likely to have:

- A university degree and a teaching qualification.
- A minimum of 15 years' relevant teaching experience in an English National Curriculum school, either in the UK or overseas.
- A proven record of successful leadership at a senior level in a large and successful Tier 1 through school, demonstrating academic excellence in a holistic, caring environment.
- Experience of an approach to education that resonates with Harrow's ethos, values and aims.
- Experience of developing and embedding a vision, strategy and organisational plans.

It should also be noted that:

- A Master's degree in the field of education or an NPQH qualification is desirable.

- Previous international experience is welcome but not essential.
- Experience in working in a boarding school is welcome but not essential.

Values, Attributes, Skills and Personality

The Head will be committed to Harrow Hong Kong's approach to education and its international development. Beyond this, the successful candidate is likely to be:

- Resilient and adaptable, comfortable with uncertainty/ambiguity while working in a fast-developing environment.
- Visionary, able to lead and to see ways of interpreting Harrow Hong Kong's approach in the international context, but at the same time with an eye for the details that are vital for a thriving school.
- Energetic and determined to set out, achieve and personify the aspirations and priorities of the School, yet pragmatic enough to adjust priorities when necessary.
- Thoroughly cognisant of the Head's responsibilities in relation to safeguarding and child protection issues and with a clear commitment to delivering best practice in safeguarding.
- A passionate believer in academic excellence and a holistic approach to education.
- Open-minded, a good listener, slow to judge and keen to understand the perspectives of others before coming to a clear decision.
- Culturally curious in general and specifically about living and working in Hong Kong and aligning Harrow's approach with local expectations.
- A relationship builder whose default position is to build teams and work collaboratively; someone who understands that the School's success will be based on his or her ability to build mutually respectful relationships at several different levels and, when necessary, to work to resolve conflicts.
- A problem solver, able to work under pressure, prioritising tasks and finding creative solutions.
- Diplomatic, politically astute and able to maintain good external relationships.
- Committed to the highest standards and continual improvement while also recognising the importance of support and compassion in achieving such standards.
- Thoughtful, considerate, intelligent and articulate.
- Keenly interested in new educational thinking and innovation, but not someone who always reacts to the latest new idea.
- Comfortable and excited to be working within the group structure of the AISL Harrow International Schools.
- Convincing and reassuring for parents: someone to inspire confidence in British education and Harrow's approach, even when it is different to the expectations of parents.
- A confident ambassador, able to work with a wide range of people.
- An excellent communicator in English, able to share the Harrow vision with staff, pupils and parents.





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REMUNERATION

AISL Harrow International Schools are committed to employing and rewarding teachers and leaders who share their ambition, aims and values. In addition to a competitive salary, the Head of Harrow Hong Kong will also benefit from:

- Accommodation.
- A fee remission scheme for children.
- Private health care.
- Car and driver.
- Annual flights for self and dependants to country of origin.

The role comes with a three-year fixed contract, followed by mutually agreed two-year extensions. The School is committed to the professional development of all its staff and leadership so that they can continue to grow as teachers and educators.





RSAcademics is committed to safeguarding and promoting the welfare of children and young people and to promoting diversity and inclusion in schools.

Founded in 2002 by Russell Speirs, RSAcademics has advised and supported over 700 schools and educational organisations in the UK and worldwide. Through our working partnerships with heads, leadership teams, boards, staff and parents, we specialise in supporting schools in five main areas: strategy, marketing and research; equality, diversity and inclusion; operational improvement; leadership and governance and philanthropy. We enable schools worldwide to thrive by finding and developing senior leaders, guiding decision makers, making connections and shaping debate. We are known for the calibre and spirit of our people. We exist entirely to serve schools because we believe that the world needs thriving schools. RSAcademics is committed to promoting diversity and inclusion in schools.

Please visit www.rsacademics.com for more information.

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APPLICATION PROCESS

This recruitment process is being managed by RSAcademics Ltd on behalf of AISL Harrow Schools. Unless stated otherwise, all communication about the appointments will be via RSAcademics.

Two members of the RSAcademics team are primarily engaged in this process:

- Chris Edwards, Senior Advisor for International Appointments: chrisedwards@rsacademics.com
- Jean Sullivan, Head of International Search: jeansullivan@rsacademics.com

Interested candidates are invited to contact Jean Sullivan by email for an initial confidential conversation.

Closing date: Monday 14 October 2024 at 10:00 (UK) / 17:00 (HK).

Applications should be made electronically to RSAcademics.

Please apply at www.rsacademics.com via the Apply Now link accompanying the announcement of the position. You will be taken to an online portal where you will be able to download an application form and data-sharing agreement.

Please follow the instructions provided to complete and submit your application. You should submit:

- A completed application form.
- A completed data-sharing agreement.
- A copy of your curriculum vitae/résumé.

- A covering letter, preferably of no more than two pages, addressed to Dr Ahmed Hussain, AISL Chief Education Officer. The letter should explain your reasons for applying, the attractions of this role and of the School, and the relevance of your experience and personal educational philosophy.

Should you have any queries relating to uploading your application documents, please contact Alison Hooper, Project Coordinator, at applications@rsacademics.com. Alison can also be reached by calling +44 (0)1858 383163.

The recruitment process will proceed as follows:

- When you submit your application, you will receive an automated email from RSAcademics confirming that we have received it. If you have not received the automated email within two working days of submitting your application, please email us at applications@rsacademics.com or contact us by telephone on +44 (0)1858 383163.
- Preliminary interviews (by video call with RSAcademics colleagues) will take place for selected candidates later in the week commencing 14 October 2024. Dates for further and final-stage interviews will follow shortly.
- RSAcademics will collect references for candidates who progress to the later stages of the process. No referees will be contacted until RSAcademics has received your express permission to do so.

AISL Harrow International Schools are committed to safeguarding and promoting the welfare of children and young people and expects all its employees and volunteers to share this commitment. Safeguarding and child protection issues will be discussed throughout the appointment process, and candidates must be willing to undergo child protection screening, including reference checks with previous employers and criminal records and social media checks.