



JOB DESCRIPTION

1. Job Information

Job Title:	Deputy Head (Academic)
Responsible for and Work Location(s):	AISL Harrow Harrow Hong Kong Children School Shenzhen Qianhai
Department:	Primary and Secondary
Section:	-
Grade:	F
Reporting to:	Head Master/Mistress
Line Managing:	<ol style="list-style-type: none">1. Heads/Coordinators of Subject Departments (Primary and Secondary)2. Secondary Curriculum Coordinator (including Cross-curricular Life Wide Learning)3. Primary Curriculum Coordinator (including Cross-curricular Life Wide Learning)
Relationships	<ol style="list-style-type: none">1. Parents2. Students3. AISL Harrow Group Department Heads and members4. PRC and Shenzhen Government Authorities

2. Job Purpose

School Overview

To deliver the School's aim to achieve academic excellence by strategically leading the School's academic provision, taking overall responsibility for all aspects of the Curriculum, Teaching and Learning, Continuing Professional Development and Professional Performance Review process for staff.

To be a visible presence in school every day and at all school events, to lead the school in the Head Master's absence and to support the Head Master in being responsible for organising and planning the School Strategic Plan, School Development Plan as well as other impactful strategy documents, and support with the execution of the School's strategic vision and the day to day management of operational aspects.

In pursuing this aim, the Deputy Head (Academic) 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.

3. Responsibilities and Competencies

Responsibilities



Overall Responsibilities

- Promote high standards in all aspects of school life, particularly in pupil progress.
- Actively support the vision, ethos, culture and policies of the school.
- Inspire and motivate pupils, teachers and other school employees.
- Comply with the professional duties of the Harrow staff Code of Conduct.
- Contribute to a school culture which is positive, purposeful and professional.
- Engage positively in the school Appraisal process and performance management arrangements.
- Be committed to safeguarding and to promoting the welfare of children and young people.

Specific Responsibilities as Deputy Head (Academic)

➤ **Whole School Academic Leadership**

- Design, develop and implement the strategic vision for the development of the Curriculum and Teaching and Learning across the School
- Drive the strategic development of academic standards across the School
- Design and implement innovative curriculum frameworks
- Evaluate teaching quality through rigorous observation and feedback systems
- Analyse teacher performance data to inform PPR decisions
- Present academic standards reports to the Governing Body
- Guide the Heads/Coordinators of Subjects and Coordinators of Cross-curricular Life Wide Learning on curriculum implementation
- Direct the Heads of Subjects on pedagogical development

➤ **IBDP-HKDSE Integrated Academic Leadership**

- Provide direction to the IBDP for Grades 11-12
- Enhance university application success rates
- Champion the Extended Project Qualification (EPQ)
- Elevate Oxbridge/Ivy League candidate preparation
- Refine predicted grades processes

➤ **Academic Policy & Development**

- Pioneer cutting-edge pedagogical approaches for secondary and primary education
- Align curriculum with the School's leadership development vision
- Revise academic policies and staff handbooks annually
- Manage the Upper School academic resources budget

➤ **Whole-School Leadership**

- Advise School Head on academic staff recruitment as well as pupils
- Direct team to maintain the academic profile through digital platforms
- Provide guidance and insight on the scholarship program development

Teaching and Learning Responsibilities as Teacher

- Apply the curriculum aims and objectives in the Secondary Education Curriculum Guide (CDCHK, 2017), its Supplementary Notes (CDCHK, 2021) and Primary Education Curriculum Guide [Pilot Version] (CDCHK, 2022), and their subsidiary subject/KLA curriculum guide(s) related to this job position, in a school-based manner according to the school's development plans, into the planning, implementation and evaluation of the school's curriculum, learning, teaching and assessment, in English / Putonghua / Cantonese.
- Plan, prepare and evaluate lessons, activities and learning and teaching strategies through the maintenance of a professional teaching plan, in active collaboration with peers and individually as necessary.
- Provide a safe, secure and stimulating environment in which consideration is given to the individual development of all pupils.
- Differentiate learning and teaching and associated resources in a manner that challenges and interests the pupils and is appropriate to the needs and skill-levels of pupils.



- Take responsibility for learning and teaching and associated resources in a manner consistent with school policies and procedures, including advice and recommendations offered from the Inclusion team.
- Apply, where appropriate, IT capability to enhance learning and teaching.
- Be open and adaptable to changing circumstances and guidelines.
- Contribute to and maintain consistency with internal and relevant external marking schedules and moderation procedures.
- Engage pupils fully in the assessment and self-evaluation process.
- Carry out a range of formative and summative assessments of pupil's attainment for feedback to the pupil, further planning for individual, group and class work, whole-school planning and target setting, reporting to parents and other authorized requesting external agencies, informing pupils' transition from year to year, and writing and maintaining relevant records for individual pupil files in school.
- As academic staff member of a boarding school, provide biweekly late-afternoon learning support to boarders' learning.
- Applicants experienced and interested in boarding education are welcome to state their preference to take up a Boarding Housemaster / Housemistress role with reduction in lesson load.

Pastoral Care and Pupil Management

- Accept fully the established Harrow philosophy that children should be treated in such a way that always maintains their dignity.
- Monitor the work of class pupils, providing guidance, advice and support, fostering self-esteem.
- Write and maintain relevant records for individual pupil files and writing reports.
- Motivate pupils through praise, displaying an interest in the pupils and the presentation of well-structured stimulating lessons and activities.
- Lead moral education sessions for small groups or the whole class as required.
- Communicate and consult with parents on a regular basis maintaining records as appropriate.
- Value and promote links with charities and the community.
- Communicate and consult with the Inclusion team in order to implement recommendations.
- Actively maintain the high standards of behaviour and dress of pupils in the classroom and in all school locations and activities.
- Follow policies with regard to the health and safety of pupils both on and off the school premises when pupils are under the school's jurisdiction.
- Take a pastoral interest in pupils in curriculum and extra-curricular activities and around the school environs so that they feel noticed, valued and cared for.
- Participate in and contribute towards meetings for any of the purposes above.

Accountability

- Be respectful of the needs of colleagues and the school with regards to cooperation, collegiality, deadlines and team cohesion.
- Participate positively in meetings, follow policies and generally contribute to the effective and efficient running of the school.
- Promote professional dialogue, share ideas about teaching and learning and support other teachers in developing good practices and new approaches and initiatives.
- Engage positively in, and contribute to, INSET activities offered by the school.
- Enthusiastically contribute to cross-curricular links and initiatives, and extracurricular activities.
- Be involved in new initiatives within the school as part of ongoing professional development.
- Take an active interest in maintaining subject knowledge, learning networks and current educational research.
- Constructively contribute towards school developments and to implement agreed whole school policies and initiatives.
- Contribute and respond positively to the outcomes of the school's self-evaluation reviews and inspections.
- Behave in a manner befitting a role model for the pupils of the school and in a manner that brings only respect to colleagues and the reputation of Harrow.
- Be proactive in maintaining and developing your IT capability in line with the Digital Learning Strategy.



House Responsibilities

- Assist students to foster a sense of honour and belonging and strive them to uphold the reputation of their House.
- Build a personalised learning environment for students and have a very detailed knowledge of the students for whom they should be responsible.
- Help students with strong links and mutual support within each House shape the House's unique character.
- Know each member of the House in detail and support them academically, in their lives and in their personal development.
- Provide students with the most impartial assessment and effective guidance if they encounter problems in their lives and studies.
- Provides students with a small community that is more closely connected to the school, and extends the range of activities and support available to students.
- Organize college activities often include sports days, charity events, dance competitions, music competitions, athletic contests, and a wide range of activities that foster a positive spirit of play and a sense of honour.

Boarding and Non-boarding Duties

- Apart from the normal duties, staff shall be required to assist with extra-curricular and other school duties, including attending boarding or non-boarding duties after school hours and during school holidays as may be required by the Headmaster/Headmistress. The Headmaster/Headmistress may also require staff to attend educational courses or seminars.

Safeguarding

- Take seriously the responsibility to safeguard and promote the welfare of children, and to work together with others to identify, assess, and support children who are suffering harm.

Other Responsibilities

- Build strong relationships with parents through effective parent-teacher communication and home-school meetings and/or workshops as appropriate.
- Take part in the professional planning and implementation of student admission activities.
- Undertake other reasonable duties (including cover for classes) as requested by members of the Senior Leadership Team and any duties that the Head Master/Mistress deems necessary for the effective operation of the 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	Leads people and teams towards a culture of excellence using an understanding of organisational culture.
	Cultural Awareness and Engagement	Contributes to develops a strategic plan to support the vision and strategy. Implements cultural awareness training programs to enhance employees' cultural intelligence. Leads and reinforces cross cultural initiatives within the organisation and with other external stakeholders. Bridges diverse cultural groups and encourages cross cultural collaboration and knowledge sharing.
	Embracing Values and Ethical Conduct	Upholds integrity, ensuring ethical conduct, integrity, kindness and adherence to values across departments.



		Contributes in promotion of AISL and Harrow Values across departments and leads all employees to understand and uphold a high ethical standard, AISL and Harrow values.
Leading Organisation al Success	Strategic Planning and Execution	Communicates and inspires all employees to act in line with the vision of the school and Group. Establishes a system to monitor that all the practices in the school are aligned with the vision. Adapts quickly to operational challenges, resolving them strategically to support the organisation's strategic initiatives effectively. Assists in implementing transformative strategies across departments and ensure them execute their respective strategic plans in line with the vision
	Performance Optimisation	Sets stretching goals across departments within the organisation and continually challenges cross-departmentally, promoting improvement and growth. Provides guidance and support to various departments and ensures that resources are allocated effectively to achieve diverse departmental goals. Monitors progress, identifies areas for improvement, and drive initiatives to deliver results. Promotes a learning culture and provides CPD opportunities to engage talents to drive the organisation growth.
	Financial and Operational Management	Understanding of key Group financial drivers and contributes to manage and review the accuracy of financial reports to drive the operational efficiency across departments. Understands long-term plans and leads relevant departments to effectively utilise the premises and accommodation for driving sustainability in place.
	Creativity and Innovation	Promotes and facilitates collaboration and alignment across departments and teams to foster a culture of ownership and initiative for driving innovation and growth. Considers holistic perspectives, anticipates outcomes and drives progress and innovations across departments.
	Decision Making	Exhibits strong decision-making capabilities by analysing information, consulting with stakeholders, and making timely and effective decisions that support the organisation's strategic direction. Capable of handling adversity and changes, ensuring decisions drive the organisation towards its strategic goals. Considers various perspectives and implications while balancing risks, opportunities, financial results across departments and education excellence of the organisation.
Leading People	Influential Communication	Articulates messages to diverse audiences, engages in active listening and use persuasion to foster commitment to strategic initiatives for cross departments. Leverages their communication skills to inspire and motivate cross teams, driving alignment with organisational goals. Communicates in an influential manner, expressing ideas compellingly, capturing the attention of others effectively, drives alignment, engagement, and commitment across departments.
	Self-Management and Team Leadership	Accountable for team achievement across departments. Sets challenging SMART targets and manages individual and team performance effectively. Delegates responsibility. Recognises success and challenges underperformance, providing support and constructive feedback across departments and teams. Anticipates expectations of all stakeholders and manages their expectations and strives for the best benefits of all parties when considering solutions and ideas. Effectively manages conflicts across teams. Assists in developing a robust system for ensuring a pipeline of highly effective people and teams through systems leadership.



	Empowerment and Collaboration	Empowers and motivates team members by providing opportunities for growth, recognising achievements, and fostering a supportive and inclusive work environment. Inspires individuals to take ownership of their work, stay engaged, and perform at their best, contributing to overall team success.
	Resilience	Resilient in the face of challenge and conflict. Offers support and encouragement during challenging times, fostering a resilient environment within the organisation.

4. Required Qualifications and Experience	
Education	<ul style="list-style-type: none"> Bachelor's Degree or above in any field.
Qualifications	<ul style="list-style-type: none"> Appropriate degree, with secondary/primary education teacher training recognised in Hong Kong (or the UK), or other equivalent teaching qualification giving QTS. Working experience and knowledge of the Curriculum issued by the CDCHK or the KS1/3 and KS2/4 National Curriculum of England.
Knowledge	<ul style="list-style-type: none"> Strong commitment to high standards and a variety of approaches to teaching and learning Inspire, motivate and support pupils and colleagues An outstanding classroom practitioner Interests and abilities that can enhance the School's Super-Curriculum and Co-Curricular activities Excellent organisational, administrative and IT skills Up-to-date knowledge of issues surrounding young people and a proven track record of delivering on curriculum initiatives
Experience	<ul style="list-style-type: none"> A minimum of 10 years' teaching experience and appropriate familiarity with holistic education among Secondary and Primary Section is required The ability to be identified as an excellent classroom teacher and have experience of successful leadership within a school A proven track record of leadership, impacting on whole school outcomes A proven track record of delivering on academic performance A proven track record of suitability for working with children and young people, including the ability to form and maintain appropriate relationship and personal boundaries Experience of collaborating with colleagues Experience of analysing whole school data and using it to inform whole school planning and development