HARROW
BEIJING

*Leadership for a better world*

# JOB DESCRIPTION (ACADEMIC)

## I. Job Information

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| **Job Title:** | PE Teacher |
| **Department:** | PE |
| **Line Manager's Job Title:** | Head of PE |

## II. Job Specification

**Job Purpose:**

Working to the Head of Department and for the Head of Upper School in maintaining high academic standards within their subject area. To ensure that students are supported in their learning journey through Upper School and set the highest aspirations for their students' achievement and development, both in the classroom and through the many extra-curricular activities on offer.

| Key areas of accountability | Main duties & responsibilities |
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| 1. General | - Actively promote and develop the ethos of the school.<br>- Lead by example in all professional matters ensuring that all students observe matters such as dress, punctuality and attendance.<br>- Actively establish good relations with parents and visitors to the school.<br>- Support and attend all major school events.<br>- Maintain a teaching load appropriate to the position, including the participation of Leadership in Action activities if appropriate, and as agreed with the HoUS.<br>- Take a fair and appropriate share of duties.<br>- Participate fully in House activities<br>- Participate in Retreats and Expeditions as required. |
| 2. Curriculum Matters | - Possess a functional familiarity with the relationship between the UK National Curriculum guidelines, Harrow Beijing Units of Work, lesson plans and evaluation for the particular year groups/subjects taught.<br>- Keep up to date with curriculum developments through reading and CPD opportunities.<br>- Plan, prepare and document lessons.<br>- Manage curriculum delivery and associated resources in a manner that challenges and interests students and is appropriate to their needs and skill-levels.<br>- Take responsibility for curriculum delivery and associated resources in a manner consistent with school and departmental policies and procedures.<br>- Maintain an ongoing formative assessment programme related to Units of Work and associated learning objectives. |




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| | - Prepare students for and administer summative assessment programmes including both school-based and externally examined assessments.<br>- Maintain consistency with internal and relevant external marking schedules and moderation procedures.<br>- Maintain legible, verifiable, accurate, comprehensive, defendable and fair records of formative and summative assessment results.<br>- Write reports on student performance for internal and external use as required |
| 3. Welfare and Discipline Matters | - Monitor the work of class/form students, providing guidance, advice and admonishment.<br>- Write and maintain relevant records for individual student files and write reports.<br>- Lead Personal Development (PD) tutorial sessions.<br>- Communicate and consult with parents.<br>- Participate in, and document, meetings for any of the purposes above.<br>- Participate in the maintaining of high standards of behaviour and dress of students in the classroom and in all school locations and activities.<br>- Follow Harrow Beijing policies with regard to the health and safety of students both on and off the school premises when students are under the school's jurisdiction.<br>- Take a pastoral interest in students in curriculum and extra-curricular activities and around the school environs so that they feel noticed, valued and cared for. |
| 4. Leadership In Action | - Supervise and coach students in the after school Enrichment Activities (EA) programme and the extra-curricular sports and performing arts programmes.<br>- Organise the logistics associated with these programmes as they relate to transport and accommodation. |
| 5. Professional Development | - Participate in the annual Professional Performance Review.<br>- Participate in school-wide CPD initiatives.<br>- Seek CPD opportunities that may arise from the appraisal process, including pathways to higher qualifications.<br>- Seek advice from line managers with regard to professional development and career paths.<br>- Take full responsibility for areas that may be reviewed in a full school audit. |
| 6. Collegiality | - Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes.<br>- Take responsibility for mentoring new teachers, particularly those with whom a functional relationship exists.<br>- Supervise students during non-period time as determined by the duty rota.<br>- Supervise classes on behalf of colleagues as determined by the cover schedule.<br>- Behave at all times in a manner befitting a role model for the students of the school and in a manner that brings only respect to colleagues and the reputation of Harrow Beijing. |
| 7. Safeguarding | - To take seriously the responsibility to safeguard and promote the welfare of children, and to work together with others to ensure adequate arrangements within the School help to identify, assess, and support children who are suffering harm. |

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**Key Relationships:**

Internal

- Head of Department, Housemaster / Housemistress, Director of Studies, Head of Upper School, Academic Support Team.

External

- Parents and other educational providers as required.

**Other important features or requirements of the job:**

- Work closely with the Academic leadership team to ensure effective implementation of the School's strategic plan and to take a central role in that process
- Attendance at camps, expeditions, parent information evenings, community events.
- Representing the school at official functions as and when requested by the Head Master.
- Proactively manage the transition between Lower and Upper Schools for both students and parents.
- Teaching load as required and specified by Head of Upper School.
- Lead by example in all professional matters ensuring that all teachers and students observe matters such as dress, punctuality and mutual support.
- Contribute to the development of the overall Harrow vision and ensure that students, staff and parents all understand and subscribe to that vision.
- Be available to advise staff and individual students, ensuring that, so far as possible, each person's individual needs are met so that they can exceed their potential, and that students' progress is maintained in an effective way.
- Harrow Beijing is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment.

**III. Person Specification**

| | Essential | Desirable |
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| **Behaviours** | • Be a role model for Harrow staff Code of Conduct.<br>• Be highly motivated, ambitious and collaborative.<br>• Have high levels of honesty and integrity in aspects of their role.<br>• Demonstrate empathy, humility and genuinely care about staff, taking the time to listen and motivate them.<br>• Committed to safeguarding and to promoting the welfare of children and young people.<br>• Ensure a secure, stimulating and well managed learning environment that promotes a sense of | • Have an appreciation of their own culture as well as openness to the perspectives and beliefs of people from different countries, cultures, religions and languages.<br>• Recognize the importance of developing our students to be ethical global citizens. |




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| | safety, support and wellbeing. | |
| **Skills and Knowledge** | • Demonstrate skills which leads to improvement of attainment and success within the school.<br>• Have excellent organizational skills<br>• Demonstrates the ability to manage change and work under pressure within those changing circumstances. · Has excellent communication skills along with the ability to listen and understand.<br>• Demonstrates good coaching skills within a team environment.<br>• Has the ability to contribute to the positive management of student behaviour.<br>• Has the ability to inspire both adults and young students.<br>• Demonstrates outstanding interpersonal skills and the ability to relate well to a wide range of people<br>• Ability to work in a way that promotes the safety and wellbeing of children.<br>• Effective communication and engagement with children and their families. | • Show evidence of establishing clear goals and objectives for students which led to significant improvements in achievement across the subject<br>• Knowledge and understanding of positive disciplinary methods.<br>• Knowledge and understanding of child development and its impact on behavior. |
| **Experience** | • Minimum 3 years' experience in teaching the subject<br>• Successful experience in working with students in the age group you are teaching<br>• Demonstrated experience in inspiring students in a stimulating learning environment  Demonstrated experience of using ICT to promote learning<br>• Ability to analyze student data to support student achievement<br>• Demonstrated experience in raising achievement and setting challenging targets<br>• Strong commitment to supporting all aspects of our programme, especially through participating actively in the extra-curricular activities and contributing to the life of the school community | • Experience in teaching EAL students<br>• Experience delivering at IGCSE and A Level<br>• Previous experience in an international school and familiarity with British education system |

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| **Qualifications** | • Graduate qualified teacher<br>• Bachelor's degree in relevant subject area | • Master's degree an advantage |