



<b>JOB TITLE</b>	<b>Learning Strategy and ESL support</b>
<b>REPORTS TO</b>	<b>Head of Department</b>
<b>WORKING HOURS</b>	<b>Full-Time</b>
<b>ISSUE/REVISION DATE</b>	<b>August 2025</b>

## BACKGROUND

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Harrow International School, Bengaluru is the first of a series of Harrow Schools to open across India, in a collaboration between Harrow School, UK and Amity Education, a not-for-profit education foundation based in Delhi. The school was awarded the title of 'Best Emerging High Potential International School in India' in October 2023 by Education World, reflecting our ambition to become the leading international school in South Asia.

Harrow Bengaluru opened as a co-educational boarding and day school, with a capacity for over 500 students, in August 2023. The many of our secondary school students are boarders, hail from across India and beyond; 40% are non-Indian passport holders, of multiple different nationalities. Our day students are drawn from closer to home in Bengaluru and we have strong links with our local community and regular school buses that bring students every day from many parts of the city.

In August 2025, we are delighted to announce that our primary school will open, extending the opportunities of a Harrow education in India to day students aged 5 upwards – Upper Kindergarten (UK Year 1) to Grade 5 (UK Year 6). The primary school will share our existing Devanahalli campus, allowing access to all of the school's wonderful facilities, as well as providing a dedicated primary school wing with the very best learning spaces.

The Harrow Values of Courage, Honour, Humility and Fellowship have a particular significance and relevance to parents and students in the context of the culturally diverse, modern India. We offer an exceptional educational experience, which is characterized by world-class academic and extra-curricular opportunities but rooted in these key values.

We follow a British-style curriculum, learning approach and environment, at both primary and secondary levels, combining academic excellence with a wide range of extra-curricular activities within a superbly equipped, large, modern campus in one of India's most vibrant and international cities.

### Our Facilities

The campus is located in Devanahalli, a new part of the city in the northern corridor, close to Bengaluru International Airport. It benefits from a wide range of outstanding facilities.

It includes 12,000 sq m of academic space, providing spacious, well-equipped classrooms and multiple break out spaces to encourage collaboration and independent learning. Ample space for the arts is provided through an extensive music wing which incorporates performance halls and numerous practice rooms, as well as multiple soundproofed teaching spaces. Further dedicated zones for fine art, sculpture, dance and drama have ensured that creativity is already thriving at Harrow Bengaluru.

The school also enjoys wonderful sports facilities, including an Olympic sized 50m swimming pool, a 4,500 sq m sports hall, a full-size FIFA standard astroturf football pitch and a 400m running track. A strong commitment to boarding is an important characteristic of the secondary school, which is reflected in the outstandingly equipped boarding houses, each accommodating up to 70 students in en-suite single or twin study bedrooms.

Each boarding house has its own dining room, library and numerous common spaces, helping to ensure a flourishing boarding community.

### **The Academic Curriculum**

Harrow Bengaluru offers a British curriculum which broadly follows the National Curriculum for England, leading to IGCSE in Year 11 and the choice of A levels or the IB Diploma in Years 12 and 13.

The curriculum recognizes the value of a broad range of academic subjects. Students in the primary school will study the traditional core subjects but will also benefit from a wide range of additional activities and studies led by subject specialists, making use of our exceptional facilities. In August 2025 when the Primary School opens there will be a single form entry, with a maximum of twenty students per class.

In the lower secondary school, up to Year 9, they take classes in English, Maths, Science, two Modern Languages, History, Geography, PSHE and PE. In addition, there are timetabled lessons in Drama, Art, Music and Dance, ensuring that each student benefits from a broad ranging introduction to different aspects of The Arts. IGCSE options include all of the subjects above (with Chemistry, Physics and Biology offered as separate courses) but also Economics, Business and Psychology.

In the sixth form, again, a broad range of options are offered, across the six IB Diploma subject areas and allowing a varied mix of A level choices. Offering both A levels and the IB Diploma has allowed us to build quickly a good-sized and vibrant sixth form, where the individual interests of each student can be fully satisfied.

### **Holistic Education**

The extra-curricular programme at Harrow Bengaluru forms an integral part of the school day. This ensures that Harrow students recognize the importance of pursuits outside of their core academic programme and that they have the opportunity to develop and enjoy interests in sport, the creative arts, service, leadership and a variety of other activities.

Harrow's commitment to ensuring every student engages in a holistic programme is deep seated and has helped to mark out the school as a place where students develop confidence, character and leadership skills, as they enthusiastically throw themselves into a range of activities which are the preserve of a minority elsewhere.

### **Boarding and Pastoral Care**

A vibrant House system is at the heart of a comprehensive pastoral care framework, which supports the character development, mental wellbeing and resilience of students at Harrow Bengaluru. Both primary and secondary students are members of an allocated house, allowing the creation of a strong sense of community and belonging in every pupil.

Whilst the primary school is for day students only, most of our secondary school students board, in superbly equipped boarding houses, each of which has its own building within the school grounds. Facilities include single or double bedrooms, many with ensuite bathrooms, house dining rooms where all meals are served, residential homes for a houseparent, assistant houseparent and matron, as well as several common room areas and libraries.

### **Living in Bengaluru**

Bengaluru is a cosmopolitan, progressive and well-developed city with a modern metro system and a lively dining and shopping scene. Known as "The Silicon Valley of India", on account of a high concentration of IT companies and a Californian style climate of pleasant summers and mild winters, Bengaluru lies at an altitude of 945m above sea level, at the centre of Southern India's road and rail network. This makes it both an ideal starting point for exploration around the country as well as a popular home to many ex-pats. Whilst the city centre enjoys all the colour, noise and energy which one associates with major cities across India, our school campus, located to the North of the city centre, will benefit from the relative peace of its suburban location.

## KEY RESPONSIBILITIES AND DUTIES

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The Learning Strategy and ESL Support Teacher will play a pivotal role in ensuring an inclusive and supportive learning environment for all students, particularly those with diverse learning needs and English as a Second Language (ESL) learners, within an international school setting. This role requires expertise in differentiated instruction, learning strategies, and language acquisition, and involves working closely with classroom teachers across all departments to identify, assess, and support students effectively. The teacher will develop and implement individualized or small-group interventions, fostering students' academic independence, language proficiency, and confidence, while contributing to the overall curriculum and school community. The Learning Strategy and ESL Support Teacher will assist in lessons, extracurricular activities, and school events, ensuring a safe, supportive, and stimulating environment for all students.

### OVERALL RESPONSIBILITIES

#### Teaching and Learning:

- Ensure academic endeavor and excellence in students by designing and delivering targeted learning support and ESL interventions, which build both foundational academic skills and language proficiency in a manner that ensures high engagement by students and hence highly effective learning.
- Inspire and motivate students through a passion for inclusive education and supporting diverse learners.
- Contribute to the creation and subsequent maintenance of individualized learning plans (ILPs), language support strategies, and other standards which support outstanding inclusive teaching and learning practice.
- Collaborate with mainstream teachers to differentiate curriculum, provide accommodations, and integrate learning strategies and language support into regular classroom instruction.
- Ensure that assessment, feedback, progress monitoring, and other responsibilities related to student support are completed to the high standards expected across the school.
- Stimulate an interest in and enjoyment of scholarship within the learning support and ESL context, fostering a culture of academic growth, resilience, and engagement for all learners.
- Ensure that the Harrow values of Courage, Honour, Humility and Fellowship are fundamental to the classroom and all student interactions.
- Contribute to regular departmental meetings (both Learning Support/ESL and relevant subject departments), collaborating to bring success to the wider department and school.
- Implement the policies of the school, ensuring consistency in practice in all classrooms regarding inclusive education and language support.

#### Development:

- Support a Departmental Development Plan for Learning Support and ESL which ensures that the department moves forward effectively with the school through continuous improvement in inclusive practices.
- Enthusiastically engage with the appraisal and review processes of the school, hence taking all opportunities to further develop good teaching practice in learning support and ESL.
- Embrace opportunities for further professional development, engaging in this process through effective coaching, mutual lesson observations, collaborative planning, work scrutiny, external professional development in SEN/ESL, and other opportunities as they arise.
- Engage with the tracking of pupil progress in both learning strategies and language acquisition, monitoring the resultant actions to continue to raise achievement levels for diverse learners.
- Collaborate with colleagues within and across departments to ensure consistency and best practice occurs across the curriculum in supporting students with varied needs.

#### Holistic Education:

- Contribute to the co-curricular programme which runs alongside the academic programme, identifying opportunities to support diverse learners and enhance their holistic education.
- Play a part within the pastoral care and/or boarding programmes, as a house tutor or in another pastoral role, specifically supporting students with learning or language needs.

#### Health and Safety:

- Adhere to all health and safety requirements and contribute to the evaluation of policies and Risk Assessments to bring about the safest possible campus environment for all students, including those with specific learning needs.

#### Marketing and Admission:

- Work with the Marketing Department to promote the school's commitment to inclusive education and robust learning support/ESL provisions, thereby supporting recruitment into the school.
- Work closely with the Admissions Office where necessary, regarding pupil admissions and the assessment of prospective students' learning and language support needs.

## PERSON SPECIFICATION

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All HISL members of staff are expected to conduct themselves in line with the values of Harrow School which are: **Courage, Honour, Humility** and **Fellowship**. While the School's values set out what matters most, the behaviours below are intended as a shared set of expectations to refer to, and standards to aspire to, in our dealings with others. They are the practical application of Harrow School's values.

### COURAGE

- We remain optimistic and purposeful in a disrupted world.
- We take responsibility for our decisions, even the hard ones.
- We always challenge poor behaviour in ourselves and others.
- We are open to new ideas and seek fresh challenges.

### HONOUR

- We keep our promises.
- We act with integrity – doing the right thing, even when it is difficult or when no one is watching.
- We respect and value our traditions whilst setting them in the context of today.

### HUMILITY

- We work hard to serve others within the School and across our wider communities where possible putting their interests before our own.
- We give and seek honest and appropriate feedback, reflect on our failures and learn from them.
- We support each other through challenges and whatever the outcome, we celebrate those that took part.

### FELLOWSHIP

- We respect each other and value our differences, knowing that we are more effective and more resilient working together.
- We are kind and inclusive; we value the contribution that each of us makes.
- We role model the behaviours that we would like to see in others; we ask only of others what we would be prepared to do ourselves.

Alongside the behaviours set out above, post holders/candidates will be expected to demonstrate the following:

## QUALIFICATIONS, EDUCATION AND TRAINING

### ESSENTIAL

- A strong and relevant bachelor's degree from a respected university
- Evidence of relevant and challenging continuing professional development

### DESIRABLE

- A postgraduate qualification in education and/or a subject connected to the department.
- Recent subject-related professional development.
- Working knowledge of the National Curriculum of England including KS3, IGCSE/GCSE and A Levels/IB Diploma.

## KNOWLEDGE AND EXPERIENCE

### ESSENTIAL

- An understanding of globally recognized secondary examinations (GCSE/IGCSE/A Level/IB Diploma).
- Experience of working collaboratively to achieve shared goals.
- Experience of working with young people and meeting their needs.
- An appreciation of the importance of safeguarding in an educational context.
- Well-developed ICT skills, with a willingness to apply these to an educational context.

## **DESIRABLE**

- Experience of working within a successful academic department.
- Knowledge and experience of how to use ICT effectively in promoting student learning.
- Experience teaching in a cross-cultural, international context and with EAL students.
- Working in a boarding environment.
- Experience in pastoral care and student wellbeing.
- Recent and consistent involvement in extracurricular activities.

## **SKILLS, ABILITIES AND ATTRIBUTES**

### **ESSENTIAL**

- Outstanding communication skills, allowing sensitive and constructive interaction with other members of staff, students, and parents.
- Respect for all members of a school community, irrespective of position, gender, age, and ethnic background.
- A strong commitment to holistic, boarding education.
- The ability to inspire students through a genuine passion for learning and a desire to lead them towards outstanding academic outcomes.
- Excellent organizational and administrative skills.
- A collaborative nature but also the motivation to work independently.
- Enthusiasm, energy, and a positive nature.
- A commitment towards Harrow's values of Courage, Honour, Humility and Fellowship.
- Empathy, humility, and genuine care for young people, with a willingness to take the time to motivate and listen to them.

### **OTHER NOTES**

Harrow International Schools are committed to the safety and protection of children. All employees are expected to comply with our School Child Protection and Safeguarding Policy.

Education is an ever-changing service, and all staff are expected to participate constructively in school 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 their line Manager to undertake the work of a similar level that is not described in this job description.

This job description may be amended at any time following discussion between the line manager and the member of staff, will be reviewed annually during the appraisal process, and will be varied in the light of business needs of the school.