



HEAD OF YEARS 9-11 (SHELL, REMOVE AND FIFTH FORM) JOB DESCRIPTION

Job Title	Head of Years 9-11 (Shell, Remove and Fifth)	RA	5
Line Managed by	Head of Upper School	Line Manager to	Upper School Teaching Assistants

Purpose of Job

To develop a strategic vision for the Shell, Remove and Fifth (SR5) phase that aligns with the strategic vision of the Upper School and ensure the Shell (Year 9) Curriculum is an academically rigorous foundation of study with clear progression to further study of IGCSE in Remove and Fifth Form and A Level in the Sixth Form. Additionally to lead on Upper School improvement priorities as an Assistant Head in the Upper School (US) Leadership Team

Duties and Responsibilities

Leadership and Management

- Lead on a designated area of focus on the School Improvement Plan in your role as an US Assistant Head
- Assume a 'front of house' role in the SR5 phase and take a leading role in developing the assembly programme
- Identify and facilitate training on areas for development
- Assist in the proofreading of school reports
- Contribute to the formulation of Upper School policy and ensure adherence to policy within the SR5 Phase
- Liaise with the Admissions Department to access prospective students and assist the Head of Upper School in deciding whether to offer places
- Line manage and effectively deploy language and learning support Teaching Assistants, liaising with HR on the appraisal process and outcomes annually

Assessment, Monitoring and Intervention

- Implement the assessment policy effectively in the SR5 phase and coordinate relevant coursework deadlines
- Work with the Director of Studies to manage and develop the use of Yellis and other testing systems for identification of EAL, SEN and gifted and talented students and develop the use of Yellis data for target setting
- Develop systems for tracking student progress in the SR5 phase, lead on the analysis and dissemination of data and investigate issues affecting achievement
- Communicate the progress and achievements of students from Shell through to Fifth Form with Heads of House and form tutors
- Ensure that strategies are in place to maximise achievement and address underachievement in the Shell, Remove and Fifth Form groups
- Develop effective intervention strategies to ensure that all students are supported in achieving their potential and liaise with the Director of Houses in sharing relevant data with the Heads of House and form tutors
- Contribute to the SR5 phase reporting process and parent consultation evenings in conjunction with the Director of Studies

Curriculum

- Maintain an overview of the Shell and IGCSE curriculum as experienced by the students

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- Liaise with the Head of Prep Phase to ensure smooth transition into Shell (Year 9)
- Maintain curriculum information and details of the SR5 Curriculum on the school website and effectively communicate the content with parents

Teaching and Learning

- Lead on securing outstanding HPL informed classroom practice within the SR5 Phase and play a lead role in securing outstanding practice across the whole Upper School through learning walks and the faculty/House review
- Ensure that information on student progress is used to improve teaching and learning and to inform and motivate students

Other Responsibilities

- Follow all agreed School Policy and procedures as shared and in the Staff Handbooks
- Undertake other reasonable duties as requested by the Head of Department, Head of Faculty or members of the Senior Leadership Team

Requirements

- Appropriate degree, with UK PGCE, or other teaching qualification giving QTS
- Minimum of three years' teaching experience
- Minimum three years' experience as a middle leader or senior leader
- Familiarity with the national curriculum of England including IGCSE/GCSE and A Levels and knowledge of International A Levels
- Strong administrative, organisational, IT and analytical skills
- 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 extracurricular activities
- Evidence of delivering performance against clear quality criteria, must be regarded by colleagues as a leading teacher in their own right
- Excellent interpersonal and communication skills
- The ability to build strong, respectful and productive relationships with all stakeholders
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background
- 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 and 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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