

I. Job Information

Job Title:	Housemistress /Housemaster – Day
Department:	Upper School
Line Manager's Job Title:	Head of Upper School

II. Job Specification

Job Purpose:	
To develop a cohesive, purposeful and proud pastoral “House” system which consists of students and House tutors. To continue to build on the “House” identity and spirit in all aspects of day to day running of the pastoral system and taking the lead in developing House events. To lead in maintaining a coherent and collaborative group of House tutors and in evaluating, coordinating and developing the pastoral care and academic monitoring of students within the Houses along with the subject teachers, other staff, HoUS, governors and parents.	
Key areas of accountabilities	Main duties & responsibilities to support achieving accountabilities
1.	<ul style="list-style-type: none"> Coordinate and appraise all House tutors to ensure high standards of pastoral care is afforded to each student within the House and to support the Harrow way of CPT.
2.	<ul style="list-style-type: none"> Develop and support the use of a House based tracking system within each House and to work closely with your team of tutors to implement timely interventions for individual students which incorporates pastoral considerations so that it can be used by subject teachers to raise standards of academic achievement.
3.	<ul style="list-style-type: none"> Monitor communication between teachers, parents, tutors and students to ensure effective and efficient pastoral care and well-being to assist in any parental consultation with teachers and tutors as required to ensure the needs of each individual student within each House is met and the delivery of pastoral care is consistently of high standard.
4.	<ul style="list-style-type: none"> Lead the House tutors in the creation of the Wednesday “House” programme in order to deliver a coherent and relevant PD programme to all members of the House which will help in equipping the students with the skills necessary to contribute as leaders of the future.
5.	<ul style="list-style-type: none"> Embed a secure transition process for all students moving from the Pre-Prep phase to the US phase, which includes an open communication of this transition process with parents.
6.	<ul style="list-style-type: none"> Lead the Student Leaders and School Council members to monitor and encourage positive development of leadership skills and to ensure that school events are well supported.
7.	<ul style="list-style-type: none"> Assist the House tutors in supporting the process of student Options, University advice and Enrichment Activity choices in coordination with the HoUS to ensure all students within the Houses are making wise choices that support the Harrow values and leadership attributes.
8.	<ul style="list-style-type: none"> Lead and oversee the implementation and running of the JASS programme.
9.	<ul style="list-style-type: none"> Lead on monitoring and actioning student attendance
10.	<ul style="list-style-type: none"> Lead, monitor and support the House Parent Representative system
11.	<ul style="list-style-type: none"> Work with the House tutors in ensuring a consistent approach to developing House identity and to encourage student participation in both House based and school wide events.

Key Relationships:

Internal

- Head of Upper School, Assistant Head, House Tutors, Head Inclusion, Boarding Hm, Med Centre

External

- Parents, Governors, HIMS and other educational providers as required

Other important features or requirements of the job:

- 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 academic staff on 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
- Work closely with the School's pastoral team to ensure effective implementation of the School's strategic plan and to take a central role in that process within Upper School.
- To liaise with HoUS to ensure continuity in pastoral systems across phases of the School
- Attendance on trips, expeditions and at parent information evenings, community events as required.
- Representing the school at official functions as and when requested by the Head Mistress or Head of Upper School
- Proactively manage the induction of new students
- Teaching load as required and specified by Head of Upper School.
- Have experience in teaching EAL students and be knowledgeable on their learning needs.
- Report, update and track all students of concern, especially those listed as vulnerable.
- Report, update and track all students and incidents reported on CPOMS, whether behavioural or for safeguarding.
- Harrow Haikou 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. The Role

On arrival at Harrow Haikou (HH) parents entrust their child's 'best interest' to the care of their Housemaster / Housemistress, who is therefore a key figure in the student's life whilst they are at school. Therefore, the Housemaster / Housemistress has the overall responsibility for the welfare and progress of all the students in the Houses and for communications between parents and the School.

Housemaster/ mistress	Key Aspects
Job Purpose	<ul style="list-style-type: none"> • Oversight of pastoral, academic and administrative needs of the six houses. • Oversight of House/Inter-House events. • In conjunction with House Tutors and Head of Upper School, monitor the pastoral and academic progress of students within the Houses. • Lead and support the House tutor teams. • Develop and initiate student opportunities across the Houses. • Support in the development and review of school policies related to disciplinary, reward and support procedures in the Upper School.
Team Responsibilities	<ul style="list-style-type: none"> • Work collaboratively on promoting the value of the House system at Harrow Haikou. • Work as part of a team on the leadership of pastoral, academic or Enrichment Activities.
Pastoral	<ul style="list-style-type: none"> • Managing disciplinary, reward and support procedures. • Managing information related to student welfare (e.g. evidence of emotional and social distress) and devising appropriate responses. • Establishing positive and supportive relationships with students and parents. • Inducting new pupils into the US and meeting with parents.
Academic	<ul style="list-style-type: none"> • Co-ordination of procedures related to monitoring academic performance and in conjunction with the Head of Upper School and House Tutors. • Monitoring homework timetable and homework patterns. • Monitoring pupil progress and in conjunction with HoUS to identify strengths and weaknesses and implement appropriate action where necessary. • Implementing and tracking student support strategies for students with academic and pastoral needs • Using assessment data to evaluate student academic performance and support House Tutors in setting SMART targets. • Monitoring rewarding and sanctioning where needed
Extra	<ul style="list-style-type: none"> • Convening, setting the agenda and chairing House tutor meetings. • Leading Assemblies. • Overseeing student records. • Writing, as requested, student references and student reports. • Organising and supporting House-based initiatives and events. • Managing House Charity events and links with the House Charity. • Providing support to Friends of Harrow (FoH) and the school with events. • Contribute to the Parent Consultative Committee (PCC) and support House Tutors in liaising with House Parent Representatives. • Harrow Haikou offers full and part-time boarding for students from Year 6 and up. All of our staff make a contribution to our lively boarding programme of evening and weekend activities and excursions at various times throughout the academic year. This is a fun and rewarding way of supporting the development of our students and building strong relationships with Harrow and the wider community

IV. Person Specification

	Essential	Desirable
Behaviours	<ul style="list-style-type: none"> • Be a role model for Harrow Staff Code of Conduct. • Be highly motivated, ambitious and collaborative. • Have high levels of honesty and integrity in aspects of their role. • Demonstrate empathy, humility and genuinely care about staff, taking the time to listen and motivate them. • Be able to think strategically, drive improvements in the teaching and learning experience across the school and maintain an optimistic attitude in all interactions with staff. 	<ul style="list-style-type: none"> • Show evidence of establishing clear goals and objectives for team members which fed into the school's strategic development plan.
Skills and Knowledge	<ul style="list-style-type: none"> • Show skills which leads to improvement of attainment and success within the school. • Have excellent organizational skills • 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. • Demonstrates good coaching skills within a team environment. • Has the ability to contribute to the positive management of student behaviour. • Has the ability to inspire both adults and young students. • Demonstrates outstanding interpersonal skills and the ability to relate well to a wide range of people. • Is flexible, can readily show good will to help others 	<ul style="list-style-type: none"> • Provide an example of using information, resources and technology which led to value being added to the overall learning experience of students.
Experience	<ul style="list-style-type: none"> • Has a track record of being a pastoral team leader which includes the empowerment of others. • Has experience of monitoring set targets in a specified action plan to evaluate and ensure progress. • Demonstrates experience of effective leadership of student behaviour for learning. 	<ul style="list-style-type: none"> • Experience of working as a pastoral leader (e.g. Housemaster/mistress or Phase coordinator) in an international school.