



Leadership for a better world

JOB DESCRIPTION (ACADEMIC)

I. Job Information

Job Title:	Lower School Mandarin Teacher
Department:	Lower School Mandarin Department
Line Manager's Job Title:	Head of Lower School Mandarin

II. Job Specification

Responsible to:

The teacher is responsible to the Head of Lower School, Deputy Head of Lower School (Academic), Heads of Phase and LS Head of Mandarin with whom he/she will meet regularly providing advice, feedback and information as required.

Job Purpose:

To teach and assess Mandarin in accordance with the Harrow Beijing curriculum. To develop materials and resources to aid the teaching of Mandarin. Plan and deliver innovative teaching sessions to inspire and motivate pupils.

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.

Key Tasks and responsibilities

Key areas of accountabilities	Main duties & responsibilities to support achieving accountabilities
1. General	<ul style="list-style-type: none"> Actively promote and develop the ethos of the School. Lead by example in all professional matters in line with the teacher standards and the standards expected by Harrow Beijing. Uphold the expectations made by HBJ in regards to student behaviour such as ensuring that all students observe matters such as dress, punctuality and School rules. Actively establish good relations and open communication with parents. Support and attend all major School events. Maintain a teaching load appropriate to the position, including the participation in and leading of extra curricular activities both in the School day, evenings and weekends as appropriate, and as agreed with the Head Master. Take a fair and appropriate share of duties. Attend House activities including residential activities as well as Expeditions. Follow School policies and procedures.

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	<ul style="list-style-type: none"> • Meet deadlines in a timely manner. • Set high expectations both academically and socially/emotionally for all pupils in your care. • Collaborate with colleagues in areas of planning and assessment and whole school initiatives. • Provide a stimulating learning environment through creative and interactive displays and stimulating learning areas. • To keep the Class Teacher fully informed of significant developments concerning any child in the form. • To be punctual, smart and appropriately dressed and to behave in such a manner as is appropriate in line with the requirements laid out in our Staff Code of Conduct.
2. Curriculum Matters	<ul style="list-style-type: none"> • Teach Mandarin in a way that is compatible with the Harrow teaching method and education principles. • Develop interactive instructional programmes to engage students in the learning process and create a structured, positive learning environment for students. • Keep up to date with curriculum developments through reading, in-service training and peer observations. • Prepare instruction materials based on student learning styles and interests. • Update course materials based on changing curriculum plan. • Monitor student's academic performance and provide feedback to improve student learning and developmental skills. • Maintain student attendance and academic records. • Communicate professionally with parents regarding their children's performance. • Take responsibility for curriculum delivery and associated resources in a manner consistent with School and departmental policies and procedures. • Maintain an ongoing formative assessment programme related to Units of Work and associated learning objectives. • Prepare students for and administer summative assessment programmes including both school-based and externally examined assessments. • Manage curriculum delivery and associated resources in a manner that challenges and interests students and is appropriate to their needs and skill-levels including catering for pupils with SEN, EAL and higher abilities.

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	<ul style="list-style-type: none"> Follow the School's Marking Policy. Maintain legible, verifiable, accurate, comprehensive, defensible and fair records of formative and summative assessment results. Write high quality and accurate reports on student performance for internal and external use as required. To create written medium and short-term planning to ensure that pupils develop at an appropriate pace, with clear differentiated planning and teaching. To use I.C.T. to support and extend all areas of the curriculum, including the use of interactive whiteboards.
3. Welfare and Discipline Matters	<ul style="list-style-type: none"> Monitor the work of class/form students, providing guidance and advice when needed. Write and maintain relevant records for individual student files and write reports. Communicate and consult with parents on a regular basis and in a timely manner. Maintain strong and positive working relationships with students, parents and other teaching staff. Participate in meetings for any of the purposes above. Participate in the maintaining of high standards of behaviour and dress of students in the classroom and in all School locations and activities. Follow HBJ 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. Take a pastoral interest in students in both the curriculum and extra-curricular activities so that they feel noticed, valued and cared for. 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.
4. Personal Form responsibilities	<ul style="list-style-type: none"> Be prepared to encourage and work with a House group in participating in House activities. Participate in and lead Personal Development programmes with various Year Groups. Maintain regular communication with the parents and Class Teachers.
5. Extra-Curricular Activities	<ul style="list-style-type: none"> Organise the logistics associated with these programmes as they relate to transport and accommodation. To lead certain amount of LSAs assigned by LS LSA Coordinator as part of your teaching load per week in an area of your strength.

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6. Personal Development	<ul style="list-style-type: none"> • Participate in the annual Professional Performance Review. • Participate in School-wide Inset initiatives. • Seek Inset opportunities that may arise from the appraisal process, including pathways to higher qualifications. • Seek advice from line managers with regard to professional development and career paths. • Take full responsibility for areas that may be reviewed in a full School audit.
7. Collegiality	<ul style="list-style-type: none"> • Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes. • Take responsibility for mentoring new teachers, particularly those with whom a functional relationship exists. • Supervise students during non-period time as determined by the duty rota. • Supervise classes on behalf of colleagues as determined by the cover schedule. • 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 HBJ in line with teacher standards and those of HBJ. • To support colleagues as necessary and to work co-operatively as part of a team attending all meetings and INSET.

Key Relationships:

Internal

- School Leadership Team
- Class Teachers
- Support Teachers
- Administration Team
- Pupils

External

- Parents
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Other important features or requirements of the job:

You will need to be calm and patient with a positive approach to managing young children.

IV. Person Specification

	Essential	Desirable
Behaviours	<ul style="list-style-type: none"> • Communicating lesson objectives effectively • Presenting information systematically • Checking for understanding • Providing for practice and feedback 	Willingness to learn and adapt
Skills and Knowledge	<ul style="list-style-type: none"> • Speaking fluent English and standard Mandarin • Proven track-record or demonstrated 	<ul style="list-style-type: none"> • Open to exploring innovative approaches from across the educational field



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	<p>potential of good teaching skills</p> <ul style="list-style-type: none"> • Ability to relate well to parents • Understanding of differentiated instruction • Ability to work in a way that promotes the safety and wellbeing of children. • Effective communication and engagement with children and their families. 	<ul style="list-style-type: none"> • Knowledge and understanding of positive disciplinary methods. • Knowledge and understanding of child development and its impact on behaviour
Experience	<ul style="list-style-type: none"> • Substantial relevant experience • Working with children in an educational setting • Able to develop Individual Learning Plans and curriculum 	Teaching experience in an International School
Qualifications	<ul style="list-style-type: none"> • Bachelor degree in Chinese or equivalent • Teaching Certificate (PRC Teaching Certificate in subject of Chinese required for teachers teaching National Curriculum to native students, or equivalent) 	