



JOB TITLE	Teacher of Spanish
REPORTS TO	Head of Department
WORKING HOURS	Full-Time
ISSUE/REVISION DATE	August 2026

## 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.

Following our successful launch last year, we are delighted to be extending the opportunities of a Harrow education in India through our vibrant Primary School. We welcome day students aged 5 upwards—from Upper Kindergarten (UK Year 1) to Grade 5 (UK Year 6). The Primary School is situated on our established Devanahalli campus, where students benefit from a dedicated wing featuring bespoke, state-of-the-art learning spaces, alongside access to all of the school's wonderful facilities.

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 characterised 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 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 recognises the value of a broad range of academic subjects. Students in the primary school study the traditional core subjects but also benefit from a wide range of additional activities and studies led by subject specialists and making use of our exceptional facilities. 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 Spanish Teacher is responsible for delivering high-quality language instruction and fostering a deep appreciation for Hispanic cultures. This role involves creating an immersive and communicative classroom environment where students feel confident to take risks in their language learning. By utilizing interactive methodologies and culturally authentic resources, the Spanish Teacher develops students' listening, speaking, reading, and writing skills while promoting global citizenship and intercultural understanding.

### OVERALL RESPONSIBILITIES

#### Teaching and Learning:

- Plan and deliver engaging Spanish lessons that focus on communicative competence and are tailored to the age and proficiency levels of the students.
- Create an immersive classroom atmosphere through the use of target language instruction, visual aids, and interactive displays.
- Integrate cultural awareness into the curriculum, introducing students to the traditions, history, and diverse cultures of Spanish-speaking countries.
- Employ a variety of active learning strategies, such as role-play, games, songs, and multimedia resources, to cater to different learning styles.
- Differentiate instruction to support heritage speakers, beginners, and students with diverse learning needs, ensuring all students make progress.
- Incorporate educational technology and language-learning apps to enhance vocabulary acquisition and pronunciation.

#### Assessment and Reporting:

- Monitor and assess student progress across the four key language skills: listening, speaking, reading, and writing.
- Use formative assessment techniques to provide immediate feedback, helping students refine their pronunciation and grammatical accuracy.
- Maintain detailed records of student attainment and set clear linguistic targets for individual learners.
- Provide regular updates to parents and school leadership regarding students' language development and cultural engagement.

#### Professional Collaboration:

- Collaborate with classroom teachers to create interdisciplinary links (CLIL), connecting Spanish vocabulary to topics being studied in other subjects like Geography or Art.
- Share best practices and resources with the World Languages department to ensure a cohesive language program across the school.
- Contribute to the development of the language curriculum, ensuring it aligns with international standards (such as CEFR or ACTFL).
- Participate in whole-school professional development and contribute to the linguistic enrichment of the school community.

#### Parent and Community Engagement:

- Organize cultural events and celebrations, such as Hispanic Heritage Month or Día de los Muertos, to showcase student learning to the wider school community.
- Communicate effectively with parents about the benefits of language learning and how they can support their child's progress at home.
- Establish links with Spanish-speaking communities or sister schools to provide students with authentic opportunities for language exchange.

#### Safeguarding and Well-being:

- Maintain a safe and inclusive learning environment where students feel comfortable making mistakes—a vital part of language acquisition.
- Promote the school's values of respect and empathy, particularly when discussing different cultural perspectives and traditions.
- Follow all school safeguarding and child protection policies to ensure the physical and emotional safety of every student.

#### Marketing and Admission:

- Collaborate with the Marketing Department to promote the achievements and initiatives of the Spanish program and its contributions to the school's cultural and academic identity.
- Support the Admissions Office by showcasing the French program during school tours, open houses, and events to attract prospective students.

## PERSONAL SPECIFICATION

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All Harrow 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.