



HEAD OF LOWER SCHOOL Math JOB DESCRIPTION

Job Title:	Head of Lower School Mathematics
Line Manager:	Head of Lower School
Other key relationship:	Head of Lower School

Purpose of Job

To work with the Deputy Head of Lower School (Academic) in promoting, evaluating, coordinating and developing the aims and standards of Harrow Haikou within their Lower School, Upper school and cross-departments for progress purpose when required. To be responsible for ensuring that students are supported in their learning journey, setting the highest aspirations for student achievement in the Department and maintaining outstanding academic standards throughout. To be accountable for leading the development of the curriculum and improving Learning and Teaching within Lower School, and to contribute to the CPD of their teachers.

- To inspire colleagues to fully engage with their respective roles in line with the Code of Conduct, values and ethos of Harrow Haikou and the Lower School Vision.

Team Responsibilities:

All Heads and Deputies of Department are expected to work collegiately in order to share good practice, ideas and resources. They will meet regularly as a team, and as individuals, with the Deputy Head of Lower School (Academic).

Key Tasks and responsibilities

Key areas of accountabilities	Main duties & responsibilities to support achieving accountabilities
1. Leadership	<ul style="list-style-type: none"> Be an excellent role model, setting high personal expectations of subject teaching, professionalism, professional development and administration. Provide the department with clear goals and targets that are consistent with and reflect the Harrow Haikou 'Leadership for a Better World' mission statement, Harrow Haikou school-wide development targets and British National Curriculum, IPC and wider curriculum requirements. Identify priorities for improvement and implement plans to achieve this in conjunction with the Deputy Head of Academic and Head of Lower School. Promote a positive culture within the department ensuring that students learn well and enjoy and value the subject. Attend HoD meetings and regularly meet with teaching staff across the LS to review curriculum matters specific to the department and school.

2. Curriculum

- Strive for outstanding learning and teaching for all students in all lessons offered by the department.
- Monitor progress of all classes to check Schemes of Work and curriculum planning are interesting, relevant, challenging and completed on time.
- Manage department resources including all schemes of work, classroom resources, curriculum documents and administration. Ensure teachers have the resources to allow them to support students' learning successfully.
- In consultation with the Deputy Academics, Head of Lower School and the Head Mistress, select the assessment tools that are deemed to be most appropriate for the mission and objectives and its students.
- Seek and act on any purposeful opportunity to develop consistency and continuity with curriculum goals of the school including the implementation of the 'Leadership for a Better World' learning approaches.
- Maintain Schemes of Work for all courses following the school outline. Update and review these in the light of practice (all schemes should be updated on a yearly basis).
- Provide classroom teachers with the information they need, including an outline of the whole year so they can effectively plan, resource and teach lessons.
- Promote student independence, leadership and voice within the department
- Stay up to date with pedagogical and curricular developments and offer recommendations and professional development to class teachers as appropriate.
- Write curriculum newsletters, course outlines for reports, and any other whole school or marketing documents that are required.
- Seek opportunities to develop cross-curricular approaches with other departments.
- Seek to maximise opportunities to create continuity between curriculum delivery inside and outside the school e.g. fieldtrips, visiting speakers.
- Establish and monitor clear homework expectations within the department ensuring compliance with the school homework policy.

3. Assessment	<ul style="list-style-type: none"> • Monitor student progress using Harrow Levels ensuring all teachers use Harrow Level predictions to inform differentiation in lessons and appropriate support and encouragement of students. • Advise classroom teachers and students who have under-performed in termly assessments and liaise with the Assistant Head of Lower School, Academic on such issues. • Analyse termly assessment data with reference to Harrow Levels/summative tests, previous results, results across the UK and any other relevant data sources. • Write a termly assessment analysis (extracts will be included in the Deputy Academic data analysis report and in the Governors' Report). • Contribute to the annual assessment calendar for all year groups, which includes common assessment tasks given to all classes within a year group. • Ensure that all internal examinations are set, conducted and marked in a manner consistent with Harrow expectations. • Establish and monitor moderation procedures within the department. • Ensure that internal and assessment results are published responsibly and used effectively in the post-assessment follow-up. • Establish clear expectations within the department with regard to the composition of the data used in reports to parents, the content reported on, and the tone of the comments. • Carry out termly pupil progress meeting in conjunction with the deputy of Academics and the teachers, and report back to governor on this.
4. Resources & Budget	<ul style="list-style-type: none"> • Carry out an annual stock take of textbooks and equipment, liaising with relevant administrative staff regarding improvements, replacements and purchases. • Be responsible for the departmental budget reviewing on a monthly basis, keeping records of all purchases and planning how the budget is spent. • Order textbooks and other resources ensuring that replacement and new texts or resources are planned and within budget. • Be responsible for safety in departmental lessons, training teachers and support staff where necessary. • Maintain and develop the resources available on the Virtual Learning Environment (VLE).

5. Personnel	<ul style="list-style-type: none"> • Carry out lesson observations and Learning Walks for the subject (at least termly) and across the Lower School in liaison with the Deputy Head of Lower School, Academic. • Nurture a culture of team collaboration within the department, with class teachers supporting effective learning and teaching collaboratively. • Support the yearly appraisals/personal development reviews (PDRs) process, providing information, evidence and advice as necessary. • Contribute to departmental Professional Development and put forward recommendations to the Deputy Academics and Deputy Pastoral for relevant training for individuals and/or groups within the department. • Meet with classroom teachers regularly to consult, support and enforce curriculum developments. • Support the induction process of new teachers and provide professional support for all classroom teachers. • To be part of performance management meeting when necessary.
6. Subject promotion	<ul style="list-style-type: none"> • Raise the profile of the subject within the school using displays, the newsletter and website, trips, assemblies and any other means possible. • Contribute to departmental activities and events. • Provide information for newsletters, parents' evenings, reports, parent presentations and any other curriculum information requested by the Deputy Head of Lower School, Academic. • Seek creative ways to promote the activities of the department and the benefits and applications of the subject beyond schooling (e.g. on the website).
7. Safeguarding	<ul style="list-style-type: none"> • 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.



Key Relationships:

Internal

- Head/Deputy Head of Lower School, Senior Management Team, Middle Management Team, Class Teachers

External

- Parents and other educational providers as required.

Other important features:

- Work closely with the School's leadership team to ensure effective implementation of the School's strategic plan and to take a central role in that process.
- To liaise with the Upper School Head of Department to ensure continuity in academic systems across phases of the School.
- Attendance at extra curricular events, parent information evenings, community events etc.
- Represent the school at official functions as and when requested by SMT.
- Support the subject transition between key points (EY-PP, KS1-KS2, PP-Prep) for both students and parents.
- Teaching load as required and specified by Head of Lower School.
- 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 and 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.
- Assist the Head of Lower School in managing the budget effectively.

Person Specification

	Essential	Desirable
Behaviours	<ul style="list-style-type: none"> • Upholding the Code of Conduct and Harrow Haikou vision • Self-motivated and hard working • Well-organised • Creative 	<ul style="list-style-type: none"> • Willingness to learn and adapt • Willingness to offer extra-curricular activities • Visionary

Skills and Knowledge	<ul style="list-style-type: none"> • A good understanding of curriculum developments in the specific specialist subject area and links with the context of the environment • An understanding of how Assessment for Learning can improve student performance 	<ul style="list-style-type: none"> • Open to exploring innovative approaches from across the educational field • Subject knowledge sufficient to challenge able students and achieve high outcomes • A good understanding of how to motivate a team and deliver results
Experience	<ul style="list-style-type: none"> • At least 4 years' experience as qualified teacher • Experience/confidence to teach across the age range of 4-11 in the specialist subject • Teamwork and collaboration 	<ul style="list-style-type: none"> • Teaching experience in an International School • Know how to challenge and differentiate for children of varying abilities • Have taken a lead role in organising and implementing a curriculum and Schemes of Work
Qualifications	<ul style="list-style-type: none"> • QTS or equivalent 	<ul style="list-style-type: none"> • Proven record of improving standards through high quality teaching • A specialism in the subject

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 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.

Harrow is committed to the safety and protection of children.

All employees are expected to comply with our School Child Protection and Safeguarding Policy.