



Educational Excellence in Life and Leadership

JOB DESCRIPTION (ACADEMIC)

I. Job Information

Job Title:	Upper School Director of Studies
Department:	Upper School Senior Leadership Team
Line Manager's Job Title:	Head of Upper School

II. Job Specification

Job Purpose:

Deliver Harrow Beijing's vision, mission, and key values and ensure the values, ethos, and high academic standards of Harrow Beijing are established and maintained in the Upper School.

Evaluate, coordinate and develop the Academic aims and standards of the Upper School with the Head of Upper School, Upper School Senior Leadership Team, and Middle Leadership Teams, and in partnership with students, staff, governors, and parents.

To be responsible for the day-to-day running of the Academic programmes within Upper School to ensure that all activities, routines, and expectations are properly understood, sensibly conducted, and conscientiously observed in order to ensure that Harrow Beijing's high reputation is suitably maintained.

Key Tasks and responsibilities

Key areas of accountabilities	Main duties & responsibilities to support achieving accountabilities
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<p>1. Strategic Direction</p>	<ul style="list-style-type: none"> • Working closely with the School's leadership team to produce the academic strategic development plan, ensuring it reflects our context and the needs and aspirations of our students and parents, and other major stakeholders. • To coordinate the academic strategy, policy, and practice in the Upper School, in conjunction with the Head of Upper School. • Working as part of the school's Senior Leadership Team to ensure that pastoral and academic matters align, and are working together in the best interests of students. • Develop and promote a collegial working environment, where staff feels empowered through appropriate consultation and communication, and prioritising their individual professional growth in the context of whole school improvement. • Develop and maintain excellent parental relationships, ensuring a high level of communication and consultation, so that parents feel fully involved with their child's education. • Manage the academic budgets effectively through good planning and resource management.
<p>2. Leadership of Staff and Their Career Development</p>	<ul style="list-style-type: none"> • Lead by example in all professional matters ensuring that all teachers and students observe affairs such as dress, punctuality, and behaviour in the Upper School. • Provide Coaching and Mentoring of staff to ensure professional dialogues are happening across the Upper School and are linked closely to the academic progress and development of the students. • Work closely with the Head of Coaching and Assistant Director of Studies, to ensure the CPD calendar reflects whole school strategic priorities and to lead staff CPD sessions particularly in relation to the academic provision. • Support staff professional growth through the Professional Learning Cycle, providing a range of opportunities for professional collaboration and ensuring that individuals within the Upper School are fully supported in meeting their learning goals. • Ensure that all staff, through regular briefings, bulletins, and at meetings, are consulted on and kept up to date on academic matters and key school events.



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<p>3. Assessment and Tracking</p>	<ul style="list-style-type: none"> • Coordinate assessment and academic tracking in the Upper School so that data can be used to inform teaching and learning, and raise standards of achievement. • Develop and enhance data and tracking procedures, to ensure that student progress is properly evaluated, with prompt and consistently applied interventions when required. • Oversight of all public examination procedures, both international and local, ensuring that they are administered in a timely and effective manner. • Oversee student performance and produce a thorough analysis of assessment results, and progress across phases and subjects. • Monitor the procedures for assessing, moderating, and recording student level of achievement including spreadsheet tracking and standardised assessments. • Work with relevant Upper School SLT and middle leaders, to ensure that the process of reporting to parents throughout the year is maintained to a high standard and is impactful on student outcomes. • Oversee the development of the Intervention Programmes in liaison with academic and pastoral leadership teams, to ensure students are well supported in meeting their target levels and that their wellbeing is prioritised.
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4. Curriculum and Academic Development

- In liaison with the Head and Head of Upper School; oversee the organisation and implementation of an appropriate curriculum for the Upper School, which is aspirational and caters to the needs, experience, interests, aptitudes, and stages of development of the students.
- Evaluate local curriculum developments, and work with Senior Leadership Teams across the school to review, implement and strategise Chinese Curriculum Compliance within our context.
- Have the overview of the whole curriculum and advise on development in consultation with the Heads of Department.
- Promote an inclusive approach to learning, ensuring that bespoke provision and needs of our SEND students are met and that appropriate strategies are in place which is in line with school personalised learning developments, and provide the necessary evidence and reports for dispensations with the examining boards.
- Devise and lead programmes, which challenge our most able students (G&T and Scholars), through enhancing our Super Curriculum offerings, and professional partnerships.
- Lead and support the Director of Sixth Form in the progression of Sixth Form Students to world-class universities, by ensuring applications through the UCAS, US, and other world universities' applications processes and systems are submitted with the support of the US counselors early and are of the highest quality.
- Oversight of Department Review Process, ensuring systematic quality assurance procedures and sharing of best practice is embedded and consistently applied across departments.
- Be up to date with, and in a position to advise on curricular and general academic developments internationally and locally.
- Nurture and develop quality Teaching and Learning strategies and set a model of excellence in classroom practice.
- Monitor the delivery of the curriculum and, thereby, be accountable for the quality and consistency of provision to all students within the school.
- Oversight of the construction of the Upper School timetable, in consultation with



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	<p>the Upper and Lower School SLT.</p> <ul style="list-style-type: none"> • Lead and oversee the academic excellence programme in the Upper School, linking students, parents, and staff, to ensure that academia is celebrated and rewarded in order to support pupils on their personalised academic journey. • Oversee academic transitions across the school, including liaising with the Lower School Director of Studies and Head of Pre-Prep phase to ensure successful student progression into the Upper School. • Teach an appropriate number of lessons per week by agreement with the Head of Upper School. • Support with other duties as deemed necessary by the Head or Head of Upper School for the smooth running of the Upper School.
5. Communication and Public Relations	<ul style="list-style-type: none"> • Maintain, in association with the Head of Upper School open communication with parents by working in partnership with them through consultation and sharing of information about the Academic needs and progress of the students. • Participate in and lead information sessions to parents as part of our Parent partnership programme (PPP). • Actively establish good relations with parents and visitors to the school. • Support with the organisation of school functions open to parents and members of the public. • Attend marketing events as required. • Lead and prepare Upper School academic literature for parent information and school marketing.
6. Safeguarding	<ul style="list-style-type: none"> • Commitment to Safeguarding and promoting the welfare of children and young people by ensuring that all staff, and those connected to the School, share this commitment and responsibility. 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.



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Key Relationships:

Internal

- Head of Harrow Beijing, Head of Upper School, Upper School Senior Leadership Team, Heads of Phase and House Leaders, Heads of Department, and other key staff members across the whole school.

External

- Parents, Governors, EDB, and other educational providers as required.

Other Important Features:

- Work closely with the Harrow Beijing Leadership Team to ensure effective implementation of the School's strategic plan and to take a central role in that process.
- To liaise with Lower School to ensure continuity in systems across all phases of the School.
- Attendance at Expeditions, Parent Information Evenings, community events, and other events necessary for the smooth running of the School.
- Representing the School at official functions as and when requested by the Head.
- Proactively support the management of the transitions between Lower and Upper Schools for both students and parents.
- 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.

Job Requirements:

- The ability and willingness to inspire others; leading by example, role modeling the School's vision statement Leadership for a better world in relationships with students, colleagues and parents.
- Appropriate teaching qualifications and experience.
- The ability and commitment to be an excellent classroom teacher.
- A strong commitment to high standards of Teaching and Learning.
- A genuine commitment to the Safeguarding wellbeing and pastoral care of children.
- Interests and abilities that can enhance the School's extra-curricular enrichment programme.
- Excellent interpersonal skills with students, colleagues, and parents.
- Excellent administrative, organisational, and ICT skills.

III. Person Specification

	Essential	Desirable
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Behaviours	<ul style="list-style-type: none"> • Evidence of the ability to maintain effective classroom behaviour in a positive context and to promote well-ordered and self-controlled behaviour throughout the School. • Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process. • Uphold the values and ethos of the school by actively promoting an emotionally secure, warm, stimulating, and safe environment appropriate to the needs of the individual pupils and their families. 	<ul style="list-style-type: none"> • Willingness to offer extracurricular activities.
Skills and Knowledge	<ul style="list-style-type: none"> • Evidence of a clear view about the future development of the Academic programmes and an ability to manage change. • Proven track record of raising attainment and student outcomes in a middle or senior leadership position. • Detailed knowledge of Upper School practice and policy gained through first-hand experience, strategic management, and direct delivery. • A clear understanding of the needs of young children and their developmental stages. • Ability to liaise with the China Studies and Government Affairs teams to ensure the best provision for our students. • Excellent programme and staff management skills. • Ability to work in a way that promotes the safety and wellbeing of children. • Effective communication and engagement with children and their families. • Open to exploring innovative approaches from across the educational field. • Knowledge and understanding of positive disciplinary methods. • Knowledge and understanding of child development and its impact on behaviour. 	<ul style="list-style-type: none"> • Familiarity with timetabling is desirable but not essential.



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Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status and evidence of appropriate subsequent in-service training.• Proven record of improving standards through high-quality teaching.	<ul style="list-style-type: none">• Professional senior leadership qualification (MA, NPQH for example)• Accredited Coaching Qualification.
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