



JOB TITLE	Primary Teacher
REPORTS TO	Head of Primary School
WORKING HOURS	Full-Time
ISSUE/REVISION DATE	August 2025

BACKGROUND

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.

In August 2025, we are delighted to announce that our primary school will open, extending the opportunities of a Harrow education in India to day students aged 5 upwards – Upper Kindergarten (UK Year 1) to Grade 5 (UK Year 6). The primary school will share our existing Devanahalli campus, allowing access to all of the school's wonderful facilities, as well as providing a dedicated primary school wing with the very best learning spaces.

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 secondary 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 will study the traditional core subjects but will also benefit from a wide range of additional activities and studies led by subject specialists, making use of our exceptional facilities. In August 2025 when the Primary School opens there will be a single form entry, with a maximum of twenty students per class.

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

The Primary Teacher will be responsible for fostering a love of learning, critical thinking, and personal development in young learners within an international school setting. By delivering engaging, inquiry-based lessons aligned with the IB Primary Years Programme (PYP) framework, the teacher nurtures students' intellectual, social, and emotional growth. This role also involves collaboration with colleagues, parents, and the wider school community to create a supportive and stimulating learning environment.

OVERALL RESPONSIBILITIES

Teaching and Learning:

- Deliver well-prepared, engaging, and inquiry-based lessons in alignment with the IB PYP framework and the school's curriculum.
- Foster curiosity, creativity, and a love of learning by encouraging exploration, questioning, and problem-solving.
- Facilitate transdisciplinary learning by integrating multiple subject areas within thematic units of inquiry.
- Differentiate instruction to meet the diverse learning needs of students, including those requiring additional support or challenge.
- Use a range of assessment strategies to monitor and support student progress, providing timely and constructive feedback.
- Develop and implement individualized learning plans for students as needed.
- Maintain accurate records of student progress and prepare detailed progress reports for parents and school leadership.
- Incorporate technology and innovative tools to enhance teaching and learning experiences.
- Create a classroom environment that is stimulating, inclusive, and conducive to learning, while promoting the IB Learner Profile attributes.

Development:

- Contribute to the development and implementation of the IB PYP curriculum, including designing units of inquiry and assessment tasks.
- Participate actively in professional development opportunities to stay updated on best practices in IB teaching and learning.
- Collaborate with colleagues in planning, sharing resources, and integrating the IB philosophy into all aspects of school life.
- Engage in the appraisal and review processes of the school to continuously enhance teaching practices.
- Support the school's efforts to implement and sustain IB accreditation standards.

Health and Safety:

- Ensure the safety and well-being of students during all classroom and school activities.
- Adhere to health and safety protocols and contribute to the evaluation of policies and risk assessments as required.

Marketing and Admission:

- Collaborate with the Marketing Department to highlight the strengths and successes of the IB PYP program in promotional materials.
- Support the Admissions Office by providing insights into the IB PYP framework during school tours and events for prospective families.

Extracurricular Contributions:

- Lead or support extracurricular activities, clubs, and initiatives that align with the IB philosophy.
- Organize and participate in school-wide events, such as exhibitions, sports days, and cultural celebrations, to enrich the student experience.

PERSON SPECIFICATION

All HISL 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 behavior 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 behaviors that we would like to see in others; we ask only others what we would be prepared to do ourselves.

Alongside the behaviors 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
- Recent professional development.
- Working knowledge of the National Curriculum of England and or Cambridge Primary Curriculum

KNOWLEDGE AND EXPERIENCE

ESSENTIAL

- 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.

DESIRABLE

- Experience of working within a successful team
- 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.
- 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, 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 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 members of staff, will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.