



Job Description for the position of

Housemaster

Please note this is your official job title and you should not include any other roles within email signatures, business cards or other forms of official stationery or communication. This is the defined job title which will be used in any future reference from the school.

A Harrow teacher

As an employee of Harrow International School, Shanghai the Head Master expects the highest possible standards exhibited within the profession. The following is a list of typical attributes which the School can reasonably expect any teacher to exhibit and develop.

Employee Profile

All teachers are expected to have...

1. Qualifications appropriate to the post.
2. Experience of exemplary classroom practice within the phase(s) to which they are appointed.
3. Understanding of the British independent and boarding school ethos.
4. Familiarity with the relevant taught curriculum.
5. A strong commitment to extra-curricular activities.
6. Excellent inter-personal skills.
7. Strong administrative, organisational and IT skills.
8. The ability to role-model our *Leadership for a better world* attributes.
9. A willingness to engage in School life beyond the regular day.

Personal and Professional Conduct

All teachers are expected to treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position. A Harrow teacher should always be tolerant of others in the community and not undermine the international nature of the School within our host culture. Personal beliefs should never be expressed in a manner which might exploit pupil vulnerability or lead them to break the law.

All teachers should have due regard for the ethos, policies and practices of Harrow maintaining high standards in terms of attendance, punctuality and dress.

The following is a list of duties and expectations commonly required of any teacher in the Prep or Senior sections of Harrow International School, Shanghai.

Duties and responsibilities

The generic duties of a specialist teacher include:

1. Responsibility for delivering the curriculum

Any teacher may reasonably expect to be required to:

- Establish and review schemes of work (in liaison with the Head of Department and/or Director of Studies).
- Contribute to the planning, preparation and review of an engaging curriculum as part of a departmental team.
- Establish effective methods of formative and summative assessment of students' work.
- Keep up-to-date with subject developments outside the School and bring them to the attention of colleagues.
- Foster, by example, a spirit of enquiry and challenge within the classroom.
- Manage curriculum delivery and associated resources in a manner that challenges and interests students and is appropriate to the needs and skill-levels of students.
- Take responsibility for curriculum delivery and associated resources in a manner consistent with school and departmental policies and procedures.
- Differentiate tasks as needs dictate guided by an ever adapting awareness of the pupil as an individual.
- Liaise with staff who provide additional support for students with particular learning needs.
- Deploy support staff effectively where relevant.

2. Assessment, recording and reporting

Any teacher may reasonably expect to be required to:

- Maintain an ongoing formative assessment programme related to the curriculum and associated learning objectives.
- Prepare students for and administer summative assessment programmes including both school-based and standardised/external assessments.
- Maintain consistency with internal and relevant external marking schedules and moderation procedures.
- Provide students with regular feedback on their progress.
- Maintain legible, accurate, comprehensive, records of formative and summative assessment results.
- Compile competently written reports on student performance for internal and external use as required.
- Participate in parent/teacher meetings to discuss student progress and targets.

3. Pastoral care

Any teacher may reasonably expect to be required to:

- Take on the role of House Tutor assigned to a particular House (see Appendix A in the Staff Handbook).
- Assist the Housemaster to monitor and oversee the academic and emotional wellbeing of tutees.
- Instigate and monitor strategies designed to address areas of performance which are of concern or below the standards expected of a Harrow student.
- Communicate and consult with parents of tutees on any issues of pastoral care.
- Liaise with the Housemaster before responding to parents about sensitive areas.
- Engender enthusiasm and loyalty for the House.
- Participate in the maintaining of high standards of behaviour and dress of students in the classroom and in all school locations and activities in accordance with school policy.
- Follow Harrow International School Shanghai policies with regard to the safeguarding and health and safety of students both on and off the school premises.
- Take a pastoral interest in students activities beyond the curriculum.
- Supervise students during non-curriculum time as determined by the duty rota (e.g. lunch or end of day duties).
- Participate in boarding duties as reasonably required.
- Participate in meetings for any of the purposes above.
- Employ school agreed strategies for sanctions and rewards.
- Attend House/Section/School Assemblies as required.

4. Beyond the curriculum

- Contribute to the wider curriculum by supporting the Leadership and Service programme.
- Assist with the supervision of students and management of off-site events such as trips/expeditions as reasonably directed from time to time.
- Support the presence of the school at official functions and promotional events where possible.

5. Professional Development

Any teacher may reasonably expect to be required to:

- Actively seek opportunities to develop professionally including subject-specific knowledge, teaching and learning theory and research, and career-related goals.
- Participate in the annual appraisal cycle.
- Participate in school-wide INSET initiatives particularly the annual Whole School Development Focus
- 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.
- Be prepared to share expertise in INSET programmes.

In accordance with best practice pertaining to child protection, all staff taking up positions at Harrow are required to sign the Code of Conduct and abide by the guidelines contained therein.

Specific Duties

The role of Housemaster is integral to the school. The teacher must fulfil an existing academic role in any subject area and will not normally be allowed to hold any additional posts of responsibility.

Contact Time: In accordance with the Staff Loading policy the teacher should be directed for no more than 50% of their available contractual time.

Line Manager: Your immediate line manager for purposes of appraisal and delegation of other duties is the: Head of Prep School / Head Master (delete as applicable)

The Housemaster will be responsible for running a team of Tutors. These Tutors will be provided with an outline job description and the Housemaster is expected to show discretion in allocating jobs and responsibilities to this team. Essential requirements of the job are as follows:

- The Housemaster has a prime responsibility at all times for the safety and welfare of the pupils in his/her House. The Housemaster should be fully aware of Child Protection Guidelines.
- The Housemaster should ensure that the individual circumstances, needs, strengths and weaknesses of each pupil are identified and known by staff as required, so that individual opportunities, talents and potential are developed and maximised.
- The Housemaster should seek to develop, in the pupils, a collective responsibility to be aware of the difficulties or problems of others. And to offer such support and help for each other as is appropriate.
- The Housemaster should support pupils in his/her House who are performing in plays, concerts, matches etc.
- Inter-House initiatives should be fully supported.
- The Housemaster is responsible for maintaining all attendance records for pupils in his/her House. The Housemaster/mistress should promote the maintenance of the fabric of his/her houseroom. Where damage occurs or maintenance tasks are required, this should be relayed to the Maintenance department.
- The Housemaster should hold briefing meetings for his/her Tutor team whenever he/she feels this might be appropriate.
- In periods of absence the Housemaster will arrange cover for House periods and registration, usually by one of the tutors or another Housemaster.
- The Housemaster must follow the Head Master's guidelines on how to proceed in all serious policy issues.
- The Housemaster should ensure the academic well-being of each pupil in his/her House. To this end he/she should keep open clear lines of communication with the Director of Studies, HODs and subject teachers.
- Must contribute to and act upon the Pastoral Handbook which contains more detailed guidelines relating to pastoral work and development within Harrow.

Communication

- The Housemaster should communicate regularly with parents.
- The Housemaster is required to keep an up to date record of all rewards and sanctions pertaining to pupils in their House via iSAMS.
- Housemasters are responsible for ensuring all school reports are completed in an accurate and timely fashion.
- All significant communication with parents should be stored within iSAMS.

Leadership of Professional Development

- It is expected that the Housemaster will contribute to SMT and help to develop policies for the School.
- The Housemaster should be available for appraisal by the Head Master and can be expected to be involved in the appraisal of other staff.
- The Housemaster should develop and manage leadership opportunities for pupils and staff within the House.