AISL HARROW BEIJING 哈罗北京

JOB DESCRIPTION	
1. Job Information	
Job Title:	Upper School Design Technology Teacher
Responsible for and Work Location(s):	AISL Harrow Beijing
Department:	Upper School
Section:	Technology
Reporting to:	Upper School Head of Technology
Dotted Line to:	N/A
Line Managing:	N/A
Relationships	Internal Head of Department, Head of Upper School, Upper School SLT, Heads of Year, Academic Support Team. External Parents and other educational providers as required.

2. Job Purpose

Empower, inspire, and care for pupils thereby enabling them to achieve their very best as independent and accomplished learners who develop lifelong values, passions and competencies

Working with the Head of Department and the Head of Upper School in maintaining high academic standards within their subject area. Assist Head of Department in the planning, delivery and monitoring of the subject in such a way that all pupils are enabled to meet their potential fully within their study of it.

Cultivate an environment to ensure that students are supported in their learning journey through Upper School and set the highest aspirations for their students' achievement and development, both in the classroom and through the various co-curricular activities on offer.

3. Responsibilities and Competencies

Responsibilities

1. General

- Actively promote and develop the ethos of the school.
- Lead by example in all professional matters ensuring that all students observe matters such as dress, punctuality and attendance.
- Actively establish good relations with parents and visitors to the school.
- Support and attend all major school events.
- Maintain a teaching load appropriate to the position, including the participation of Leadership in Action activities if appropriate, and as agreed with the HoUS.
- Take a fair and appropriate share of duties.
- Participate fully in House activities
- Participate in Retreats and Expeditions as required.
- Foster a spirit of academic enquiry among pupils.

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2. Curriculum Matters

- Possess a functional familiarity with the relationship between the UK National Curriculum guidelines, Harrow Beijing Units of Work, lesson plans and evaluation for the particular year groups/subjects taught.
- Keep up to date with curriculum developments through reading and CPD opportunities.
- Be actively involved in the development and creation of schemes of work, contributing to subject teaching and pedagogical approaches by sharing knowledge of best practice.
- Be actively involved in the teaching and learning development programme, providing and receiving constructive feedback as appropriate.
- Make positive contribution to the subject Super Curriculum and co-curricular programme.
- Undertake administrative tasks that are designated by the Head of Subject and contribute to a sense of teamwork and aiding professional development.
- Plan, prepare and document lessons.
- Manage curriculum delivery and associated resources in a manner that challenges and interests students and is appropriate to their needs and skill-levels.
- Take responsibility for curriculum delivery and associated resources in a manner consistent with school and departmental policies and procedures.
- Maintain an ongoing formative assessment programme related to Units of Work and associated learning objectives.
- Prepare students for and administer summative assessment programmes including both school-based and externally examined assessments.
- Maintain consistency with internal and relevant external marking schedules and moderation procedures.
- Maintain legible, verifiable, accurate, comprehensive, defendable and fair records of formative and summative assessment results.
- Provide high quality written and verbal reports for internal and external use as required.
- High expectations of pupils in every aspect of their work.
- A commitment to academic excellence and the development and implementation of schemes of work to ensure that each pupil develops at an appropriate pace through differentiated planning and teaching.
- Achieve excellent public examination results.
- Establish effective methods of formative and summative assessment of pupils' work and use them to enhance each individual pupil's learning.
- Use rewards and sanctions effectively.
- Advise pupils with options choices relevant to the subject and with university applications and supporting them in preparing for such applications.
- Active involvement in academic and other learning enrichment trips, including residentials.

3. Welfare and Discipline Matters

- Monitor the work of class/form students, providing guidance, advice and admonishment.
- Write and maintain relevant records for individual student files and write reports.
- Lead Personal Development (PD) tutorial sessions.
- Communicate and consult with parents.
- Participate in, and document, meetings for any of the purposes above.
- Participate in the maintaining of high standards of behaviour and dress of students in the classroom and in all school locations and activities.
- Follow Harrow Beijing policies with regard to the health and safety of students both on and off the school premises when students are under the school's jurisdiction.
- Take a pastoral interest in students in curriculum and co-curricular activities and around the school environs so that they feel noticed, valued and cared for.

4. Leadership In Action

- Act as Tutor in Upper School as designated by the pastoral leadership of the School.

- Supervise and coach students in the after school co-curricular activities (CCA) programmes.
- Organise the logistics associated with these programmes as they relate to transport and accommodation.

5. Professional Development

- Participate in the annual Professional Performance Review.
- Participate in school-wide CPD initiatives.
- Seek CPD 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.
- Take full responsibility for areas that may be reviewed in a full school audit.

6. Collegiality

- Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes.
- Take responsibility for mentoring new teachers, particularly those with whom a functional relationship exists.
- Supervise students during non-period time as determined by the duty rota.
- Supervise classes on behalf of colleagues as determined by the cover schedule.
- Behave at all times in a manner befitting a role model for the students of the school and in a manner that brings only respect to colleagues and the reputation of Harrow Beijing.

7. Safeguarding

- Implement safeguarding practices and procedures at the School.
- 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.

8. Other important features or requirements of the job:

- Work closely with the Academic leadership team to ensure effective implementation of the School's strategic plan and to take a central role in that process
- Attendance at camps, expeditions, parent information evenings, community events.
- Representing the school at official functions as and when requested by the Head of Harrow Beijing.
- Proactively manage the transition 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 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.

Whilst every effort has been made to set out the main duties and responsibilities of the post, every individual task to be undertaken by the post holder cannot be exhaustively identified in this job description. The post holder agrees to undertake such other tasks, duties or projects as the line manager may reasonably assign, whether or not such tasks are specified in this job description, provided that they are consistent with the post holder's skills, qualifications, and position within the School. This job description may be amended from time to time in response to the operational needs of the School and/or as agreed between the line manager and the post holder. This job description will be reviewed annually.

Competencies		
Leading Culture	Building a Culture of Excellence	Contributes positively to a culture of excellence.

	Cultural Awareness and Engagement	Recognises and respects cultural differences, integrates cultural awareness into daily operations, and develops personal and organisational cultural competencies to foster inclusive interactions.
	Embracing Values and Ethical Conduct	Exemplifies high personal performance, morals, ethics, and integrity while actively demonstrating and embracing AISL and Harrow Values in their role.
Leading Organisational Success	Strategic Planning and Execution	Shows dedication to the school and group vision while translating it into personal practice and leadership, though occasionally lacks clarity in future vision, tends to focus on immediate operational matters over long-term strategy, yet actively challenges norms and contributes innovatively to shared goals.
	Performance Optimisation	Dedicated to ongoing professional growth, challenges current norms, sets expectations and goals for self and others, uses metrics for performance improvement, acts on feedback, demonstrates self-awareness of strengths and development areas, while continuing to develop awareness of their impact on others.
	Financial and Operational Management	Basic financial acumen aiding in cost data provision for budgeting and tracking, contributing to viable financial plans and cost-efficiency suggestions, complemented by a commitment to maintaining high health and safety standards and managing facilities within their purview.
	Creativity and Innovation	Propels self-improvement in their domain with a growth mindset, while demonstrating proactive and creative problem-solving skills to address recurring issues in current practices and processes.
	Decision Making	Shows a profound grasp of team objectives, providing timely feedback in decision-making, proactively assessing practices for ongoing enhancement, displaying initiative, prompt responses, independent problem-solving, judicious issue escalation, and bold advocacy for decisions and actions.
Leading People	Influential Communication	Demonstrates clear, concise communication, attentive listening, question clarity, audience-adaptive style, positive impression, and effective idea advocacy through highlighting benefits when engaging with others.
	Self-Management and Team Leadership	Demonstrates a dedication to development, offering training opportunities, potential for enhanced coaching/mentoring, and long-term planning, setting clear objectives, reviewing consistently, potentially avoiding underperformance discussions, fostering stakeholder relations including parents, considering diverse perspectives while facing conflict management challenges, and enhancing understanding and application of pertinent HR policies and procedures.
	Empowerment and Collaboration	Promotes collaborative teamwork towards shared goals, encourages knowledge sharing and learning initiatives, while also supporting task ownership and providing necessary support and training to team members.
	Resilience	Balances role demands while grappling with doubts about mistakes and success, yet remains consistently positive and resilient in the face of adversity and uncertainty.

4. Required Qualifications and Experience		
	Essential	**Desirable**

Education	• Bachelor's Degree in relevant subject area.	• Master's degree an advantage
Qualifications	• A UK PGCE/QTS, or equivalent teaching certificate, from an accredited institution. • Acceptable personal and professional background checks with the ability to be allocated unsupervised access to children (as reported via an International Child Protection Certificate background check and/or appropriate police and other checks from relevant countries of present and previous residence/work.	
Behaviours	• Be a role model for Harrow staff Code of Conduct. • Be highly motivated, ambitious and collaborative. • Have high levels of honesty and integrity in aspects of their role. • Demonstrate empathy, humility and genuinely care about staff, taking the time to listen and motivate them. • Committed to safeguarding and to promoting the welfare of children and young people. • Ensure a secure, stimulating and well managed learning environment that promotes a sense of safety, support and wellbeing. • Have an appreciation of their own culture as well as openness to the perspectives and beliefs of people from different countries, cultures, religions and languages.	• Recognize the importance of developing our students to be ethical global citizens.
Knowledge and Skills	• A strong understanding of effective classroom pedagogical practice within a secondary school level setting. • Familiarity with the National Curriculum of England, including subject specifications at (I)GCSE and A Level. • Knowledge and understanding of positive disciplinary methods. • Knowledge and understanding of child development and its impact on behaviour. • Demonstrate skills which leads to improvement of attainment and success within the school. • Have excellent organizational skills. • Demonstrates the ability to manage change and work under pressure within those changing circumstances. • Has excellent communication skills along with the ability to listen and understand. • Demonstrates good coaching skills within a team environment. • Has the ability to contribute to the positive management of student behaviour. • Has the ability to inspire both adults and young students. • Demonstrates outstanding interpersonal skills and the ability to relate well to a wide range of people. • Ability to work in a way that promotes the safety and wellbeing of children. • Effective communication and engagement with children and their families.	• Show evidence of establishing clear goals and objectives for students which led to significant improvements in achievement across the subject.

Experience	• A minimum of two years of experience as a classroom practitioner. • Successful experience in working with students in the age group you are teaching. • Demonstrated experience in inspiring students in a stimulating learning environment • Demonstrated experience of using ICT to promote learning. • Ability to analyze student data to support student achievement • Demonstrated experience in raising achievement and setting challenging targets • Strong commitment to supporting all aspects of our programme, especially through participating actively in the co-curricular activities and contributing to the life of the school community.	• Experience in teaching EAL students • Previous experience in an international school and familiarity with British education system

Our network of schools is committed to the highest standards of safeguarding and to consistently promoting the welfare of children.
All adults in our school communities are expected to follow AISL safeguarding policies and procedures, and are required to undertake thorough pre-appointment safeguarding checks. AISL Harrow is an equal opportunities employer; we are committed to providing an environment of mutual respect, where equal employment opportunities are available to all.

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 staff member, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.