



HEAD OF PREP PHASE (Upper School Assistant Head) JOB DESCRIPTION

Job Title:	Head of Prep Phase	RA Point:	RA5
Line Manager:	Head of Upper School	Management Level:	Upper School Assistant Head

Purpose of Job

To develop a strategic vision for the Prep Phase that aligns with the strategic vision of the Upper School. To develop the Prep Curriculum as an academically rigorous foundation of study with clear progression to further study within the Upper School. Track the progress and achievements of students through Years 6-8 and ensure that strategies are in place to maximise achievement and address underachievement in Years 6-8. The Head of Prep Phase will lead on Upper School improvement priorities as an Assistant Head in the Upper School Leadership Team.

Duties and Responsibilities

Leadership and Management

1. Develop an Upper School identity within the Prep Phase which incorporates a blend of Upper School timetabling with aspects of Lower School pastoral care
2. Take the lead on a designated area of focus from the School Improvement Plan
3. Assume a 'front of house' role in the Prep Phase and coordinate an effective assembly programme
4. Identify and facilitate training for staff on areas for development
5. Contribute to the proofreading of School Reports and be responsible for the quality and content of the Prep reports, following up on low quality submissions.
6. Contribute to the formulation of Upper School Policy and ensure Prep Phase adherence to policy
7. Liaise with the admissions department in the assessment of prospective students and assist the Head of Upper School in decisions on student admissions
8. Line manage the Prep House Leader team and meet them regularly as a group and individually, setting purposeful agendas and recording minutes centrally
9. Work with the Director of Houses to maintain effective communication and to ensure that pastoral issues are effectively and efficiently dealt with
10. Ensure that the Heads of House work closely with the Prep House Leaders so that a holistic Upper School approach to pastoral care is in operation

Assessment, Monitoring and Intervention

1. Oversee implementation of the assessment policy in the Prep phase to develop and maintain related assessment calendars
2. Ensure that effective, age-specific assessment is regularly carried out and recorded centrally
3. Use a data-driven approach to analyse Prep student performance and work with the Prep Subject Leaders to ensure that all students progress in line with expectations
4. Develop effective intervention strategies to ensure that all students are supported in achieving their potential and share data with the Prep House Leaders and form tutors
5. Liaise with the Learning Support Coordinator regarding the academic needs of SEN and lower ability students

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6. In conjunction with the Director of Studies, manage the calendar for the Prep Phase reporting process, Parent Consultation Evenings, Prep Assemblies, House events and Challenge days

Curriculum

1. Maintain an overview of the Prep Leadership Curriculum as experienced by students and liaise with Heads of Faculty to ensure smooth progression to Year 9 and above
2. Liaise with the Head of Pre-Prep to ensure a smooth transition to the Upper School. Instigate and execute a timeline of events to enable this to happen.
3. In conjunction with the Director of Leadership in Action, implement the Leadership Curriculum, which tracks the development of the six leadership attributes and Harrow Values
4. Develop and manage cross-curricular links in the Prep Curriculum
5. Working with the Head of English, develop an effective programme for English for Academic Progress
6. Promote the use of and development of the Accelerated Reader program in Prep
7. Maintain curriculum information and details of the Prep Phase curriculum on the School website with annual updates and effectively communicate the content with parents

Teaching and Learning

1. Ensure outstanding classroom practice within the Prep Phase and play a major part in securing outstanding practice across the whole Upper School through Learning Walks and the Faculty/House Review
2. Ensure that information on student progress is used to improve teaching and learning and to inform and motivate students
3. Work with the Director of Houses to ensure that wellbeing data from the AWESome schools platform and the Schoolsafe survey are being collected at pre assigned points

Other Responsibilities

1. Act as the Safeguarding Officer for the Prep Phase. Manage the flow of information on CPOMS
2. Attend Whole School case conferences and liaise effectively with the Whole School Wellbeing lead
3. Encourage high standards in all aspects of school life, particularly in student progress
4. Contribute to the effective and efficient running of the School
5. Promote a School culture which is positive, purposeful and professional
6. Support and motivate students, teachers and other School employees, encouraging consultation, review and improvement
7. Promote the Harrow Values in assemblies and communications with staff, parents and students
8. Lead regular assemblies in the Phase that promote Student voice, Harrow Values and the House system
9. Manage the budget effectively for the Prep Phase
10. Undertake other reasonable duties as requested by the Head of Department, Head of Faculty or members of the Senior Leadership Team and any duties that the HeadMaster deems necessary for the effective operation of the School



Required Qualifications, Knowledge, Skills and Personal Qualities

- Appropriate degree, with UK PGCE, or other teaching qualification giving QTS
- Minimum five years' teaching experience
- Familiarity with the National Curriculum of England (plus IGCSE/GCSE and/or A Levels as appropriate)
- Level 3 safeguarding training, with Level 2 being the minimum requirement
- Experience in safeguarding and/ or pastoral care, in a leadership or management capacity
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Excellent interpersonal skills, with an even-handed, sensitive approach, an understanding and empathy with the feelings and motives of others, able to see things from the perspective of others
- Sound judgement, with the ability to make reasoned, reasonable and balanced decisions
- The willingness to confront difficult issues and have difficult conversations
- Respect for all members of a school community, irrespective of position, gender, age & ethnic background
- Previous experience working with students for whom English is not their first language
- A positive and solution-focused attitude to working life
- A clean enhanced Disclosure and Barring Services check or police check (for applicants who have never worked in the UK) and no question regarding suitability to work with children

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.

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