



JOB DESCRIPTION

1. Job Information

Job Title:	Upper School Assistant Head Teaching and Learning
Responsible for and Work Location(s):	AISL Harrow International School Beijing
Department:	Upper School
Section:	-
Grade:	
Reporting to:	Head of Upper School
Dotted Line to:	N/A
Line Managing:	US Heads of Departments per Head of US's instruction
Relationships	<p>Internal Head of Upper School, Upper School SLT, Head of Department, Head of Year, Academic Support Team, Students, wider academic team, other relevant teams</p> <p>External Parents and other educational providers as required.</p>

2. Job Purpose

The Assistant Head Teaching and Learning is a core member of the school's operational leadership team, entrusted with the day-to-day management and continuous improvement of all academic programmes. This role is primarily responsible for translating the school's vision into high-quality classroom practice, ensuring excellence in teaching, learning, and curriculum delivery across the Upper School.

Provide direct, hands-on leadership to teaching staff, championing a culture of high expectations and collaborative professional growth. They are accountable for the effective and seamless operation of the academic programme, directly supporting teachers and middle leaders to achieve the best possible outcomes for students.

Empower, inspire, and care for pupils thereby enable them to achieve their very best as independent and accomplished learners who develop lifelong values, passions and competencies. Ensure the subjects within the faculty are highly effective to enable all pupils to learn, progress and achieve their maximum potential in their studies.

3. Responsibilities and Competencies

Responsibilities

Educational Excellence for Life and Leadership

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1. Strategic Direction

- Cultivate a Culture of Pedagogical Leadership and Growth: Create and sustain a professional culture of collective efficacy, where staff are empowered through strategic consultation and high-impact professional development. Prioritise the strategic growth of teaching talent as the fundamental driver of whole-school improvement.
- Keep up-to-date with current trends in education and pedagogical developments in the teaching of the faculty subjects and ensure that the teaching and learning in the faculty is of the highest standard through the development and implementation of appropriate strategies.

2. Teaching and Learning

- Lead the implementation and consistent application of the school's pedagogical framework across all departments.
- Plan and deliver high-impact, practical professional development workshops and training sessions based on identified staff needs and school priorities.
- Foster evidence-based teaching practices by facilitating the sharing of effective strategies among staff.
- Conduct regular learning walks and lesson observations to monitor teaching quality and provide constructive, actionable feedback to teachers.
- A commitment to academic excellence and the development and implementation of schemes of work that ensure each pupil develops at an appropriate pace through differentiated planning and teaching.
- Foster, by example, a spirit of academic enquiry within the faculty.
- Foster high expectations of pupils with regard to learning and behaviour.
- Promote, where appropriate, the use of ICT in the classroom to improve learning outcomes.
- Ensure that all pupils are thoroughly stretched and challenged.
- Ensure that all pupils are thoroughly supported in the faculty subjects, including the review and maintenance of appropriate support programmes.
- Review the public examination syllabuses offered in the faculty subjects and liaise with the examination boards on the matters of syllabuses, examinations and results.
- Ensure that teachers in the faculty use the School's rewards and sanctions effectively.
- Maintain and make available as required, full and informative records of pupil achievement and progress.
- Complete risk assessments pertaining to the faculty's practice.

3. Curriculum Implementation

- Oversee the effective day-to-day delivery of the curriculum, ensuring it is taught with consistency and high quality.
- Manage the schedule for and lead regular, focused departmental curriculum reviews to evaluate the effectiveness of curriculum implementation.
- Support Heads of Department in adapting and refining schemes of work to meet student needs, ensuring vertical alignment from Key Stage 3 to IGCSE/A-Levels.
- Coordinate the practical aspects of curriculum enrichment and the 'Super Curriculum'.
- Monitor the teaching and learning of the teams to ensure full and effective delivery of the curriculums, provide coaching and support where appropriate and observing teaching as a matter of good practice and provide constructive feedback.
- Establish and review schemes of work in conjunction with faculty Head of Subjects and monitor their use by subject staff.
- Keep up-to-date with faculty subject developments and implement them as relevant.

4. Quality Assurance Oversight

- Manage the operational quality assurance cycle, including coordinating lesson observations, student work scrutinies, and gathering student voice.

- Collate and analyse quality assurance data to identify trends, strengths, and areas for immediate improvement at a classroom and departmental level.
 - Work directly with teachers and Heads of Department to create and implement improvement plans based on QA findings.
5. Assessment Implementation
- Oversee the smooth running of key academic systems, including the implementation of assessment calendar, reporting cycles, and academic timetabling in liaison with the relevant staff.
 - Ensure the robustness and consistency of all summative assessment procedures, including the organization of internal moderation processes.
 - Guarantee the clarity and effectiveness of reporting to parents, ensuring it provides meaningful information on student progress.
6. Line Management and Middle Leader Development
- Directly line manage and performance manage a range of Heads of Department (HODs).
 - Chair weekly HOD briefings and meetings to ensure clear communication, consistent application of academic policies, and collaborative problem-solving.
 - Mentor HODs in their operational duties, such as managing their departments, supporting their teaching teams, and conducting effective departmental meetings.
 - Support the faculty departments in any administrative work.
 - Provide an effective induction programme for new members of the faculty.
 - Facilitate leadership opportunities, enable colleagues to take on the leadership of projects and initiatives to create a sense of teamwork within the faculty and aid professional development.
 - Contribute to the faculty's timetable allocation.
7. Quality Assurance of Summative Assessment
- Uphold Rigorous Assessment Standards: Assume ultimate responsibility for the validity, reliability, and integrity of all summative assessments. Implement a standardised process of internal moderation to guarantee consistency and fairness in grading across all classes and year groups.
 - Lead a Culture of Reflective Practice: Institute post-assessment evaluation procedures that analyse student performance data to evaluate the effectiveness of assessment design and inform future teaching and curriculum planning. Ensure feedback loops are closed with both teachers and students to maximise learning.
8. Communication and Public Relations
- Act as the primary point of coordination for all academic matters within the Upper School, ensuring teachers have the resources and support needed for effective day-to-day teaching.
 - Lead clear and practical information sessions for parents on curriculum, assessment, and academic procedures.
 - Support the Head of Upper School with the effective communication of academic priorities and updates to all staff.
 - Provide support to members of the faculty in all academic matters, including, for example, communication with parents and classroom discipline.
 - Manage communication with parents.
 - Assist with faculty publications, its virtual platform space, and its contributions to the School's social media platforms.
 - Assist with exam entries for the faculty.
 - Lead and accompany trips and visits organised by the faculty and ensure the School's trip policy is adhered to.
9. Safeguarding
- 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

<p>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.</p> <ul style="list-style-type: none"> Implement safeguarding practices and procedures at the School. 		
<p><i>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.</i></p>		
Competencies		
Leading Culture	Building a Culture of Excellence	Demonstrates how effective leadership and systems implementation contribute to fostering a culture of excellence within the organisation.
	Cultural Awareness and Engagement	Models and promotes cross-cultural awareness, fosters respect and inclusion, addresses biases, and supports team members in developing cultural competencies to effectively engage with diverse cultural contexts.
	Embracing Values and Ethical Conduct	Models and expects high ethical standards, leading with integrity and kindness while promoting and embracing AISL and Harrow Values within their team.
Leading Organisational Success	Strategic Planning and Execution	Demonstrates dedication to the school and Group vision by effectively communicating and acting in alignment with it, while encouraging creativity and collaboration among team members to achieve strategic objectives, with potential for increased initiative and involvement in change processes and support in strategic planning.
	Performance Optimisation	Establishes and motivates teams with challenging goals, evaluates progress aligning with the vision, makes decisive decisions while seeking advice for tough choices, shows self-awareness, actively seeks improvement opportunities, and assesses performance against strategic targets.
	Financial and Operational Management	Emerging understanding of financial performance, collaborates on viable financial plans aligned with team KPIs, monitors costs closely for swift issue identification and resolution, while ensuring high-quality premises for the school section under their leadership.
	Creativity and Innovation	Leads continuous improvement initiatives, spotting growth opportunities and fostering innovation for operational excellence, with a knack for identifying root causes, creatively solving issues, and independently mitigating their impact on the team.
	Decision Making	Shows adept decision-making through information analysis, team consultation, and timely decisions aligning with team goals and organisational strategies, fostering urgency, proactive responses, analytical insight into complex issues, confident initiative-taking, prompt issue resolution, and courageous advocacy for team decisions and actions.
Leading People	Influential Communication	Clearly articulates team goals, provides feedback, fosters open dialogue, actively listens, communicates effectively, motivates team members towards shared objectives by building trust and alignment around common goals, demonstrates attentive listening, proactively seeks information, encourages questions for clarity, adapts communication style for different audiences, and

		projects a positive, credible, influential, and confident presence to engage and inspire others effectively.
	Self-Management and Team Leadership	Passionate about team and self-development, providing challenging opportunities, fostering skill and leadership growth within the team, advancing personal coaching and mentoring skills, setting clear objectives, acknowledging and praising good performance, addressing underperformance, investing in stakeholder relationships to cultivate mutual respect, and utilising HR policies to recruit, retain, and develop individuals and teams effectively.
	Empowerment and Collaboration	Empowers and motivates team members through skill development opportunities, recognition of achievements, and a positive team environment, fostering collaboration, ownership, and peak performance for enhanced team success and morale.
	Resilience	Navigates pressure and priorities adeptly, occasionally affected by setbacks, yet leads teams resiliently and adaptably, surmounting obstacles with a steadfast focus on team goals and cultivating a resilient culture.

4. Required Qualifications and Experience		
	Essential	Desirable
Education	<ul style="list-style-type: none"> • Bachelor's Degree or above in any field. 	
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher with a UK PGCE, or other recognised teaching qualification that permits QTS, from an accredited institution, or other equivalent teaching certificate. Evidence of appropriate subsequent in-service training. • 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. • 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.
Experience	<ul style="list-style-type: none"> • A minimum of two years of experience as a classroom practitioner. 	
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. • Role model the process of self-reflection and improvement • Engage constructively with critical feedback to improve one's own performance 	<ul style="list-style-type: none"> • Willingness to offer extracurricular activities.
Skills and Knowledge	<ul style="list-style-type: none"> • A strong understanding of effective classroom pedagogical practice within a secondary school level setting. • Familiarity with the National Curriculum of England, including relevant faculty subject specifications at (I)GCSE and A Level. • Familiarity with timetabling. 	



	<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.	
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Job Holder's Signature		Date	
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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.