

JOB DESCRIPTION (ACADEMIC)

I. Job Information

Job Title:	Upper School Assistant Head Teaching and Learning
Department:	Upper School Senior Leadership Team
Line Manager's Job Title:	Head of Upper School

II. Job Specification

<p>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.</p> <p>The post-holder will 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.</p>	
Key areas of accountabilities	Main duties & responsibilities to support achieving accountabilities
1. Strategic Direction	<ul style="list-style-type: none"> • 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.
2. Teaching and Learning	<ul style="list-style-type: none"> • 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.
3. Curriculum Implementation	<ul style="list-style-type: none"> • 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'.

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4. Quality Assurance Oversight	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
7. Quality Assurance of Summative Assessment	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
9. Safeguarding	<ul style="list-style-type: none"> 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 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.

III. Person Specification

	Essential	Desirable
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"> Familiarity with timetabling. 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. 	



	<ul style="list-style-type: none"> Knowledge and understanding of child development and its impact on behaviour. 	
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status and evidence of appropriate subsequent in-service training. 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.

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.