

# Head of Upper School

Harrow International School Hong Kong is the first international boarding and day school in Hong Kong. It is the third school in the Harrow family of schools in the Asia region and provides a British education from Early Years to Year 13 in custom-built facilities in a stunning location in Hong Kong. The School combines elements of educational philosophy, practice and traditions from Harrow School in London with the international mindedness of a diverse pupil body in Hong Kong. Having opened in September 2012, the School roll is currently around 1600 and the school achieves the best results in Hong Kong at A-level and GCSE. Since 2020, Harrow Hong Kong has featured as one of the top 150 Schools in the World, top 10 Schools in Asia and one of the leading schools in Hong Kong according to the Spear's and CARFAX Index. Harrow Hong Kong is, however, about much more than academic results and our pupils excel in music, drama, sport and art as well as service and charity work. Our pupils go on to some of the top universities across the world including Oxford, Cambridge, Imperial College London, Durham University, University of Exeter, The University of Edinburgh, Harvard, Stanford, Yale, Princeton University, UPenn, UC Berkeley, The University of Hong Kong and Tsinghua University.

**Job Title:** Head of Upper School

**Job Purpose:** To provide strategic direction and leadership of the Upper School, ensuring excellence in teaching and learning, pupil wellbeing and pastoral care, boarding and co-curricular activities.

**Start Date:** August 2025/January 2026

**Reporting Line:** Senior Deputy Head (Whole School)

## Job Description

Education is ever-changing 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 will be reviewed regularly and may be varied in light of the business needs of the school.

**Specific aims and key responsibilities are:**

- **Working collaboratively with the Head, the Senior Deputy Head (Whole School), AISL, the Governors and members of the Senior Leadership Team to lead and implement the school's strategic aim to be the first-choice school in Hong Kong and leading school in Asia, ensuring educational excellence for life and leadership permeates through all that we do, including:**
  - Working with the Head and Senior Deputy Head (Whole School) to provide the strategic vision for the Upper School, including preparation of the Upper School strategic plan

- Leading staff as they work collaboratively to implement School priorities to ensure excellence in teaching and learning, curriculum development, pupil wellbeing and boarding
  - Providing supportive and challenging leadership and line management to the Deputy Heads, Assistant Heads and Heads of Departments and Housemasters and House Mistresses
  - Involvement in the recruitment of Teaching Staff and Educational Support Staff as well as pupils
  - Taking an active lead in promoting the school to all stakeholders
- **Overall responsibility for academic standards in the Upper School including:**
    - Role-modelling the delivery of excellent lessons through inspiring and engaging teaching
    - Reviewing the planned and experienced curriculum which is delivered in the Upper School through academic lessons, PSHE, tutor time and House time, ensuring academic excellence is at the core of all that we do
    - Ensuring the 7 Essential Skills, Harrow Values and Leadership Attributes are embedded throughout our curriculum, pastoral care and Harrow Horizons Programme
    - Working with the Deputy Head (Academic), Deputy Head (Curriculum, Teaching and Learning) and Assistant Head (Digital Strategy, Data and Tracking) monitoring and reviewing the effectiveness of methods of formative and summative assessment of pupils' work and ensuring effective ways to track pupil progress, attainment and to plan purposeful interventions
    - Fostering, by example, a spirit of enquiry throughout the Upper School
    - Liaising with the Deputy Head (Academic) and Deputy Head (Curriculum, Teaching and Learning) and Heads of Department to monitor standards of teaching and learning, including the observation and drop ins of Upper School lessons, quality assuring the taught curriculum and identifying good practice and CPD needs
    - In conjunction with the Head of Individual Needs (SEND) and Head of Language & Learning (EAL), managing support for Individual Needs and L&L pupils and measuring the impact of the initiatives put in place
    - Compiling a termly report on academic standards for the Head and Senior Deputy Head (Whole School), including a detailed analysis of standardised assessment results
    - Contributing to the school's CPD programme
    - Working with the Assistant Head (Digital Strategy, Assessment and Tracking) to ensure the development of the Digital Strategy and the AI Strategy across the school
    - Day-to-day liaison with the catering team from a pastoral perspective
    - Working with the Assistant Head (Prep School, Pastoral and Wellbeing) and Assistant Head (Senior School, Pastoral and Wellbeing) coordinating a termly programme of training for parents on pastoral care and support
  - **Working with the Deputy Head (Teaching Learning and Curriculum), and the Deputy Head (Academic) ensuring the planning and delivery of a dynamic and innovative curriculum which specifically caters for the 21<sup>st</sup> Century Learner:**
    - Working with the Deputy Head (Curriculum, Teaching and Learning) to ensure a challenging, varied, well sequenced and exciting curriculum which achieves excellent academic outcomes and which instils a love of learning for all pupils, across all phases in the Upper School
    - Keeping up to date with developments in teaching for Key Stage 3, GCSE and A Level and bringing them to the attention of SLT, HODs and HMs, and advising the Head, Senior Deputy Head (Whole School) and Governors on developments
    - Working with the Deputy Head of Lower School (Academic), the Deputy Head (Curriculum, Teaching and Learning), Deputy Head (Academic) and Assistant Head (Sixth Form), ensuring there is appropriate academic progression at key transition points, including, from Lower School to the Upper School, from Prep School to Senior School and from Senior School to Sixth Form
    - Liaising with the Deputy Head (Academic) and Assistant Head (Digital Strategy, Data and Tracking) to provide relevant information for the construction of the timetable
  - **Overall responsibility for the strategic leadership of the Upper School's Pastoral and Wellbeing Programme and personal development of pupils, including:**
    - Working with the Deputy Head (Pastoral, Boarding and Safeguarding,) the Assistant Head (Prep School, Pastoral and Wellbeing) and the Assistant Head (Senior School, Pastoral and Wellbeing) to lead on initiatives in the Upper School that provide effective opportunities to define and

develop excellence in pastoral care and boarding and to support the social, emotional and personal development of all of our pupils

- Working with the Deputy Head (Pastoral, Boarding and Safeguarding), the Assistant Head (Prep School, Pastoral and Wellbeing) and the Assistant Head (Senior School, Pastoral and Wellbeing) leading the strategic development of policy making on pastoral care throughout the Upper School, including keeping up to date with local and international initiatives related to pastoral care and boarding
  - In liaison with the Senior Deputy Head (Whole School), the Deputy Head (Pastoral, Boarding and Safeguarding), the Assistant Head (Prep School, Pastoral and Wellbeing) and the Assistant Head (Senior School, Pastoral and Wellbeing) coordinating responses to significant pastoral issues in the Upper School
  - Quality assuring and supporting the pastoral care elements of the transition programmes for pupils from Year 5 to Year 6, from Year 8 to Year 9 and from Year 11 to Year 12
  - Preparing termly reports for the Head, the Senior Deputy Head (Whole School) and Governing Body on pupil wellbeing and pastoral development
  - In liaison with the Senior Deputy Head (Whole School), the Deputy Head (Pastoral, Boarding and Safeguarding) and the Head of Lower School, reviewing the School's Rewards and Sanctions Policy, Behaviour Policy and School rules, ensuring these are implemented and embedded consistently across the school creating a positive climate for learning and wellbeing
  - In liaison with the Deputy Head (Pastoral, Boarding and Safeguarding), quality assuring the PSHE Programme
- **Working with the Deputy Head (Pastoral, Boarding and Safeguarding), overall responsibility for the strategic leadership of the Boarding provision including:**
    - Developing, leading and quality assuring initiatives in the Boarding and Day Houses that provide effective opportunities for pupils in line with the school's vision, values and mission statements, with a strong focus on pupil wellbeing, happiness and achievement
    - Leading the strategic development of policy making on boarding and pastoral care throughout the whole school, including keeping up to date with local and international initiatives related to pastoral care and boarding, in particular new inspection initiatives in the UK, Hong Kong and internationally, ensuring we are compliant with the National Minimum Standards for Boarding and other such inspection frameworks
    - Leading on the development of initiatives for the promotion of boarding in order to increase boarding numbers; tracking and monitoring any movement in boarding and working with the admissions department to identify trends
    - Ensuring a quality evening programme is provided for our boarders and developing systems and processes to quality assure this provision
    - Monitoring and reviewing boarding practices in line with the UK National Minimum Standards and ensuring these are consistently embedded within the Boarding Houses
    - Regularly being present in the boarding houses in the evening to support the HMs and Boarding tutors, and to quality assure the evening provision
    - Regularly attending breakfast and dinner, to quality assure the standards of dining, to be a presence in the hall, to check-in with the pupils and staff and to ensure systems and processes are being followed and are consistent across Houses
    - Being on call (on a rota basis) during evenings and Sundays to support boarding staff
  - **Working with the Deputy Head (Pastoral, Boarding and Safeguarding), the Assistant Head (Prep School, Pastoral and Wellbeing) and the Assistant Head (Senior School, Pastoral and Wellbeing), overseeing discipline on and off the school campus, including:**
    - Encouraging high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school, underpinned by a robust behaviour policy which is fully lived throughout the school
    - Implementation, analysis and review of the Rewards and Sanctions Policy and the Behaviour Policy
    - Encouraging a culture of rewards to motivate pupils and to ensure these are consistently given by

- staff across the school and exploring how this can be embedded as part of our House system
  - In liaison with relevant colleagues and coordinating the investigation of serious disciplinary incidents, producing written reports and recommendations about possible disciplinary action to the Head, Senior Deputy Head and Head of Upper School.
  - Supporting House Masters and House Mistresses with disciplinary issues
  - Supporting with lunchtime, after school and SLT detentions
  - Oversight of pupil attendance and working with other colleagues, putting interventions in place as required
  - Ensuring that standards of dress and appearance in the School Community are high for both staff and pupils
- **As part of the Safeguarding Committee, responsibility for Safeguarding in the Upper School, including:**
  - Being the School's Deputy Designated Safeguarding Lead
  - A member of the Safeguarding Committee, which coordinates responses to significant pastoral issues in the School and reviews procedures and approaches to pastoral care, including; managing the caseload of the School Psychologist; coordinating responses to concerns recorded on CPOMs; implementing and reviewing the School's Anti-Bullying Policy; and maintaining the Record of Bullying Type Behaviour
  - Attending weekly safeguarding meetings
  - Implementing School policies on safeguarding and child protection, health and safety, anti-bullying and behaviour
  - Liaising closely with the Senior Deputy Head (Whole School) and the Deputy Head (Pastoral, Boarding and Safeguarding) on all child protection and safeguarding matters in the Upper School
  - Leading on CPD to ensure confidence and a culture of safeguarding is embedded throughout the school
  - Promoting a consistent use of CPOMs across the school for record keeping and to identify any early interventions needed
- **Overseeing the operations and organisation of the Upper School, including:**
  - Contributing to the writing of policies as set out in the Harrow Schools' Educational Framework
  - Managing the Upper School budget
  - Working with the Deputy Head (Co-Curricular and Organisation), having oversight of the school calendar, ensuring things are well planned and allow for a good level of wellbeing
  - Working with the Deputy Head (Co-Curricular and Organisation) ensuring a quality Harrow Horizons programme is planned and delivered including our Futures Programme, and that holistic education and character development remains one of the strengths of a Harrow Hong Kong education
  - Working with the Deputy Head (Curriculum, Teaching and Learning), reviewing the Upper School reporting process to parents
  - In liaison with the Head of Marketing and Admissions, and Upper School staff, producing literature for current and prospective parents and pupils
  - Maintaining an active web presence via the school's social media platforms such as Facebook, Instagram and LinkedIn and taking advantage of speaking opportunities for development and promotion of the Upper School
- **Work collaboratively with the Deputy Head (Academic) and the Admissions Department to recruit new pupils to the Upper School, including:**
  - Interviewing pupils and providing recommendations for the admission of pupils into the Upper School
  - Ensuring new pupils joining the school for GCSE and A Levels can study their chosen option subject
- **Other responsibilities:**
  - Ensure a culture of staff professionalism

- Contributing positively and proactively to the Harrow family of Schools
- Fulfilling all Senior Leadership Team duties, including attending SLT meetings
- Playing a part in the recruitment of new staff, by interview or other assessment
- Undertaking duties as the Head of School or her delegated representative may reasonably request.

Harrow Hong Kong is fundamentally committed to safeguarding the children in our care and their welfare is our top priority.

All adults in the school community are expected to follow its Child Protection procedures and are required to undertake safeguarding checks.

Harrow Hong Kong reserves the right to recruit at any stage during the selection process.

This job description will be further developed in accordance with the specific skills and experience of the successful appointee

## Person Specification

The successful candidate will be likely to fit the following profile:

### Qualifications:

- Good Honours degree
- A postgraduate teaching qualification, including QTS
- Evidence of further relevant professional development

### Skills:

- Have a strategic vision for and the ability to translate Harrow Hong Kong's vision to be a leading school in Asia into reality
- A strong commitment to high standards and a variety of approaches to teaching and learning
- The ability to inspire others and lead by example, role modelling the school's vision statement, *Educational Excellence for Life and Leadership* with pupils, teachers and parents
- The ability to work in a highly successful, vibrant and dynamic school
- A strong commitment to high standards and a variety of approaches to teaching and learning
- The ability to lead, inspire, motivate and support pupils and colleagues
- An outstanding classroom practitioner
- Interests and abilities that can enhance the school's Super-Curriculum and Co-Curricular activities, known as the Harrow Horizons Programme
- Excellent organisational, administrative and IT skills

### Experience:

- The ability to be identified as an excellent classroom teacher and have experience of successful leadership in an Upper School setting, including an understanding and experience of GCSE and A Level qualifications
- A proven track record of leadership, impacting on whole school outcomes
- A proven track record of delivering on academic performance
- A proven track record of suitability for working with children and young people, including the ability to form and maintain appropriate relationship and personal boundaries
- Experience of collaborating, motivating and empowering with colleagues
- Experience of analysing whole school data and using it to inform whole school planning and development
- Relevant experience in a senior safeguarding role within education
- Level 3 Safeguarding Trained or willingness to train for this qualification

### Knowledge:

- Up-to-date knowledge of issues surrounding young people and a proven track record of delivering on curriculum, wellbeing, boarding and co-curricular initiatives
- Knowledge and understanding of the National Minimum Standards for Boarding and how to ensure these are successfully and consistently embedded within an Upper School
- Up to date knowledge of Keeping Children Safe in Education

### Personal Qualities:

- A dynamic leader and effective manager
- High levels of personal and professional integrity
- Ability to exercise discretion and confidentiality
- Personal warmth to gain the confidence of pupils, staff and parents
- Positive rapport with pupils
- High standards of personal presence and presentation and attention to detail
- Ability to communicate concisely and sensitively, both orally and in writing, to a variety of audiences

### Attitudes:

- A team player with leadership qualities and a reflective and flexible approach
- Organised, energetic, positive and able to self-direct
- Positive, enthusiastic and energetic approach to life
- Ability to think creatively and imaginatively

- Committed to the Harrow Hong Kong's ethos
- High expectations for pupil attainment, personal development and conduct
- Committed to representing the SLT's strategic vision for the School
- Ambitious and aspirational for oneself and for the school
- Committed to professional development and show a willingness to undertake appropriate training as required
- A positive 'can do' approach in all aspects of the role
- A willingness to be fully committed to the life of a busy boarding school
- High levels of personal presentation, integrity and communication skills