



Deputy Head of Lower School (Academic)

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 most prestigious universities across the world including Oxford, Cambridge, Imperial, LSE, UCL, Durham and Edinburgh in the UK; Harvard, Stanford, Yale, Princeton, UPenn, UC Berkeley and UCLA in the US; and HKU, CUHK and HKUST in Hong Kong, as well as Tsinghua and Peking in Mainland China.

Job Title: Deputy Head of Lower School (Academic)

Job Purpose: The Deputy Head of Lower School – Academic is a member of the whole School SLT and the Lower School SLT and reports directly to the Head of Lower School on all matters relating to academics in the Lower School. The role also includes working closely with the Lower School Curriculum Coordinators, Class Teachers and Teaching Assistants, and liaison with academic leaders within the Upper School, to ensure smooth and appropriate academic progression for pupils between the Pre-Prep and the Prep School.

The successful candidate will be responsible for supporting the strategic academic aims of the School, developing initiatives based on excellence, and for developing an ethos in which pupils and staff can truly flourish.

Working with the Head of Lower School and the Lower School Deputy Head – Pastoral, Co-curricular and Organisation, this position focuses on the strategic development of excellence in Academics, including curriculum design and development, pedagogy, and pupil learning in the Lower School, which fosters strong academic achievement and personal development; inspiring pupils and staff to aim high and achieve success.

Start Date: August 2026

Reporting Line: Head of Lower 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.

The specific aims and key responsibilities of this position are:

- **Supporting the Head of Lower School with the strategic development of academics in the Lower School, including:**
 - Assisting the Head of the Lower School in communicating and delivering the strategic vision of the School
 - Contributing to the Whole School Development plan
 - Preparing information for the governing body and AISL, as required
 - Presenting to the governing body and Harrow Educational Oversight Visit team
 - Specific responsibility for the line management of the Lower School Curriculum Coordinators and co-line management of specialist Heads of Subject
 - Motivating and caring for colleagues, build trust, alignment and high performance within the Curriculum Coordinators team
 - Chairing Curriculum Coordinator Meetings
 - Planning and implementing Lower School curriculum projects end-to-end so they show impact in practice and pupil outcomes
 - Conducting both formal and informal lesson observations and learning walks to assess and develop teaching and learning
 - Ensuring that the Lower School curriculum is ambitious, robust and innovative and that it meets the needs of our pupils in our context and the wider world
 - Working closely with the Deputy Head (Academic) of Upper School on whole school teaching and learning initiatives, developing strategies for the sharing of good practice
 - Keeping up to date with contemporary developments in teaching and learning for the Lower School age group and promote targeted action research amongst colleagues
 - Liaising with the Assistant Head (Professional Development) to ensure a targeted programme of professional development for all staff is planned and in place, and that staff members' pursuit of accredited professional development is in line with the academic priorities of the Lower School development plan
 - Liaising with the Assistant Head (Early Years) and the Curriculum Coordinators to monitor standards of teaching and learning, including the observation of Lower School lessons as a matter of good practice and to provide constructive feedback to the Class Teachers concerned, fostering high standards of student work and expectations
 - Liaising with the Head of Individual Needs, Head of Language and Learning and the Pastoral Support Committee to monitor and review the effectiveness of IN and LaL provision in the Lower School
 - Reviewing and developing best practice in assessment and tracking academic progress and monitoring – in collaboration with the Lower School Assistant Head (Pupil Progress)
 - Being responsible for the coordination and delivery of Parent Workshops to enhance and develop the role of parents as partners in their child's learning
 - Working with the Assistant Head (Early Years) and Upper School Deputy Head Academic, to ensure a smooth transition for pupils throughout the School, including the proactive sharing of academic pupil progress and achievement data
 - Working with the Lower School Assistant Head (Digital and Technology) to ensure that the curriculum is enriched by new digital opportunities

- Ensuring that the content and delivery of the AISL Harrow Diploma in the Lower School appropriately meets the academic development needs of pupils
- **Supporting the Head of Lower School with aspects of the day-to-day running of the Lower School, including specifically:**
 - Organising the absence and cover processes within the Lower School
 - Working with the Lower School Deputy Head Pastoral, Co-curricular and Organisation, to manage the academic input to the calendar for the Lower School
 - Working with the Assistant Head (Digital Strategy, Assessment and Tracking) on a suitable and effective timetable for the Lower School
 - Organising teacher timetables in liaison with the Upper School timetable manager
 - Supporting the Head of Lower School with pupil admissions testing in the Lower School
- **As a member of the Senior Leadership Team, the role of Deputy Head includes:**
 - Deputising for the Head of Lower School in his/her absence
 - Attending Whole School SLT meetings and Lower School SLT meetings to manage the strategic approach to, and day-to-day running of, the Lower School
 - Teaching an agreed number of periods in the Lower School
 - Working closely with the Deputy Head of Lower School – Pastoral, Co-curricular and Organisation to ensure the best possible educational outcomes for all pupils in the Lower School
 - Assisting with the recruitment of new staff to the Lower School
- **All teachers are expected to:**
 - Actively seek opportunities to develop professionally including subject-specific knowledge, teaching and learning theory and research, and career-related goals
 - Participate fully in the annual Professional Performance Review and proactively participate in the various CPD opportunities given by both the School and the Harrow Academy Programme
 - Participate in School-wide CPD initiatives and be prepared to share expertise in CPD programmes
 - Contribute to the Harrow Horizon's programme, by participating in the School's Super Curriculum and Co-Curricular programme in one or more activities as directed by the Deputy Head (Co-Curricular and Organisation)
 - Be actively involved in the wider life of the school, including involvement in trips and residentials
 - Tracking pupil progress and putting in place any interventions needed to support pupil progress
- **Other responsibilities:**
 - Undertaking duties as the Head of School or a delegated representative may reasonably request
 - Implementing safeguarding procedures at the School.

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.

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:

- A genuine interest in Lower School Education and 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
- A commitment to the wellbeing and pastoral care of children
- Have a vision for and the ability to translate Harrow Hong Kong's vision to be a leading school in Asia into reality
- The ability to inspire others and lead by example, role modelling the School's vision statement *Educational Excellence for Life and Leadership* in relationships with pupils, teachers and parents;
- The ability to work in a successful and dynamic school
- Interests and abilities that can enhance the School's extra-curricular programme
- Excellent organisational, administrative and IT skills

Experience:

- The ability to be identified as an excellent classroom teacher and have some experience of successful management of or within an academic department
- 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 with colleagues
- Experience of analysing whole school data and using it to inform whole school planning and development

Knowledge:

- Up-to-date knowledge of successful and innovative teaching and the latest curriculum developments and initiatives

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 School's vision
- 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 with a commitment to giving both Day and Boarding pupils the best educational experience
- High levels of personal presentation, integrity and communication skills
- An understanding of how a boarding school operates and a commitment to giving both Day and Boarding pupils the best educational experience
- A commitment to high quality Feedback and Marking to ensure pupils make excellent progress and understand where they are in their learning journey