



Teaching Assistant (SEN 1:1 Support) (One year contract)

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: Teaching Assistant (SEN 1:1 Support) (Lower School)

Job Purpose: To support the Lower School pupil with complex needs in developing their self-regulation skills, social communication skills, and self-concept. To help the pupil access the curriculum by using differentiation so that the pupil is appropriately challenged and engaged and to enable them to make the best use of the educational opportunities available to them. To support teachers in the learning and personal development of the pupil.

Start Date: As soon as possible

Tenure: One year contract

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 of this position are:

- **To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:**
 - Clarifying and explaining instructions
 - Ensuring the pupil uses the equipment and materials provided safely and appropriately
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc.
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task.

- Consistently and effectively implementing agreed behaviour management strategies.
 - Attending meetings to discuss pupil progress and needs where appropriate
 - Managing and keeping clear documentation of pupil observations and feedback in areas such as academic, socio-emotional, and behavioural needs and progress
 - Supporting the pupil during break, lunch, and other unstructured times as needed
 - Liaising with the class teachers, House Master, Tutor, School Psychologist and the IN department and other professionals and contributing to the planning and delivery as appropriate
 - Consistently and effectively implementing agreed behaviour management strategies
 - Planning, designing, and implementing differentiation to support the pupil in accessing the curriculum and other aspects of school life such as helping to make appropriate resources, redirecting the pupil, and considering accommodations that are needed to support the pupil e.g. planning activities and supervision during unstructured time Supporting differentiation and feedback to relevant staff and parents
- **To establish supportive relationships with the pupil concerned:**
 - Demonstrating an in-depth understanding of the pupil's individual needs and profile, and building a positive relationship with the pupil
 - Promoting the acceptance and inclusion of the pupil, encouraging them to interact with others in an appropriate and acceptable manner
 - Monitoring the pupil's response to the learning activities and giving feedback at agreed intervals to parents and relevant staff including feedback on the effectiveness of the behaviour strategies adopted
 - Giving positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self esteem
 - Supporting the pupil in developing social skills both in and out of the classroom
 - Knowing and applying school policies on Child Protection, Safeguarding, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
 - To be aware of confidential issues linked to home/pupil/teacher/school
 - Contributing towards reviews of the pupil's progress as appropriate
 - Complying with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
 - Taking part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
 - Carrying out the above duties in accordance with the Education Department's Equal Opportunities Policy
- **Equalities:**
 - Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop
- **Other responsibilities:**
 - Implementing safeguarding procedures at the School
 - Undertaking duties as the Head of School or a designated 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.

Person Specification

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

Qualifications:

- Higher diploma or above

Skills:

- Excellent communication skills in English (Speaking, Listening, Reading and Writing)
- Have the ability to translate Harrow Hong Kong's vision to be a leading school in Asia into reality
- Excellent organisational, administrative, interpersonal and IT skills

Experience:

- Previous experience in a similar role is preferred, but not essential
- Experience of collaborating with colleagues

Knowledge:

- Computer literate

Personal Qualities:

- Native English speaker or near native English speaker
- 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

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 professional development and show a willingness to undertake appropriate training as required
- A positive 'can do' approach in all aspects of the role
- High levels of personal presentation, integrity and communication skills

All applicants should have in place the right to work in Hong Kong