

Temporary Lower School Class Teacher (Early Years)

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:	Temporary Lower School Class Teacher (Early Years)
Job Purpose:	To empower and inspire our pupils to achieve their very best and to become independent and accomplished learners.
Start Date:	April 2026 – June 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.

Specific aims and key responsibilities are:

- **Responsibility for high standards of teaching and learning within the classroom, including:**
 - Managing curriculum delivery and associated resources in a manner that challenges and interests pupils, is appropriate to their needs and skill-levels and in a manner consistent with school and departmental policies and procedures
 - Creating inspiring learning environments, both indoor and outdoor, to promote the independent application of skills and knowledge for all pupils
 - Fostering, by example, a spirit of enquiry and culture of excellence in the classroom
 - Maintaining an on-going formative assessment programme related to the curriculum and associated learning objectives and success criteria
 - Maintaining consistency with internal marking schedules and moderation procedures

- Maintaining legible, accurate and comprehensive records of formative and summative assessment results
- Contributing to written reports on pupil progress and attainment for internal and external use as required and participating in parent/teacher meetings to discuss pupil progress and targets
- Effectively use a range of IT to support Teaching & Learning
- **A contribution to the development of teaching and learning in the relevant year group and across the School where necessary, including:**
 - Under the Phase Leader, planning, preparing and reviewing the curriculum as part of the year group team
 - Keeping up-to-date with subject developments outside the School and bringing them to the attention of colleagues
 - Supporting and contributing to the school's strategic development plan
- **An effective contribution to pastoral care in the School, including:**
 - Placing high importance on pupil wellbeing and development
 - Communicating and consulting with parents on any issues relating to the wellbeing and development of pupils
 - Consultation with the Phase Leader regarding communications with parents
 - Participating in the maintenance of high standards of behaviour of pupils in the classroom and around the School
 - Following School policies with regard to the health and safety of pupils both on and off the School premises
 - Supervising pupils during non-curriculum time as determined by the duty rota
 - Implementing safeguarding procedures at the School
- **An effective contribution to the Harrow Horizons programme.**
 - Participation in the School's super-curriculum programme in one or more activities, including:
 - a. Leading a super-curriculum activity
 - b. Contributing to the School's co-curricular programme
- **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
 - Actively participating in our CPD programme, working towards whole school CPD priorities as well as your own professional development targets, as well as leading subject specific CPD as required
 - 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.

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 relevant and challenging continuing professional development

Skills:

- A genuine interest in the Early Years age group and a strong commitment to high standards of teaching and learning
- The ability and commitment to be an excellent classroom teacher
- A commitment to the wellbeing and pastoral care of children
- Interests and abilities that can enhance the School's Harrow Horizons programme
- 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
- Excellent inter-personal skills with pupils, teachers and parents
- Excellent administrative, organisational, and developed IT skills

Experience:

- Knowledge and experience of the Early Years Foundation Stage Curriculum
- Proven experience as a successful classroom teacher
- 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 relationships and personal boundaries
- Experience of collaborating with colleagues

Knowledge:

- Up-to-date knowledge of successful and innovative teaching and the latest curriculum developments and initiatives
- Knowledge and understanding of child development and its impact on learning and behaviour
- Knowledge and understanding of promoting positive behaviour in a developmentally appropriate manner
- Up-to-date knowledge of issues surrounding young people and a proven track record of delivering on wellbeing initiatives

Personal Qualities:

- Ability to exercise discretion and confidentiality
- Personal warmth to gain the confidence of pupils, staff and parents
- Positive rapport with pupils
- High levels of personal presentation, integrity and communication skills
- 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
- 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