



**HARROW**  
INTERNATIONAL SCHOOL  
HONG KONG

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 independent style of 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 1300 and the school achieves some of the best results in Hong Kong at A-level and GCSE and pupils go on to study at some of the top universities across the world. Harrow Hong Kong is, however, about much more than academic results and our pupils excel in music, drama, sport and art as well as involving themselves in service to the local community.

**Job Title:** **Head of English for Academic Purposes (EAP)**

**Job Purpose:** To lead, manage and develop the EAP programme throughout the Upper School and Lower School. The role involves promoting an inclusive ethos throughout the School community for targeted pupils speaking English as an additional language; raising the standards of teaching, learning and attainment in the EAP programme; leading, developing and enhancing the targeted classroom practice of teachers and teaching assistants; ensuring best practice across identified areas of the curriculum; and being an advocate for the needs of the targeted students and promoting them throughout the School.

**Start Date:** August 2019

**Reporting Line:** Deputy Head (Academic)

## **Job Description**

**Specific aims and key responsibilities are:**

- **Under the Deputy Head (Academic) and Head of Lower School, responsibility for supporting the teaching and learning of EAP pupils, including:**
  - Being an exemplary classroom teacher, clearly demonstrating effective planning, teaching and organisation, and high standards of achievement and behaviour in the classroom
  - Establishing and reviewing schemes of work for withdrawal EAP pupils and monitoring their use by staff
  - Working in partnership with Lower School Class Teachers and TAs, and Upper School Subject Teachers and Tutors to model and provide them with guidance and support in implementing differentiated learning opportunities
  - Advising Lower School Class Teachers and TAs, and Upper School Subject Teachers and Tutors, on the most effective interventions for EAP pupils, monitoring their effectiveness and adapting if necessary
  - Ensuring that inclusive practices are used throughout the School to enhance teaching and learning for all EAP pupils
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- Producing Summary and Strategy Sheets for all EAP pupils so all teachers are aware of the language needs of pupils on the EAP Register and how best to support them within the classroom setting
  - Managing an appropriate cycle of review meetings with pupils, parents and Lower School Class Teachers and TAs, and Upper School Subject Teachers and Tutors, where progress is shared and targets set
  - Monitoring referrals made by teachers and managing any intervention
  - Supporting all teachers in understanding the needs of EAP pupils and helping to identify and disseminate the most effective teaching methods for these groups
  - Monitoring the effectiveness of teaching and learning of EAP pupils and using results to guide further improvements
  - Working in partnership with the Head of Lower School, Deputy Head (Academic), relevant Upper School Heads of Department, the Head of Individual Needs, and the Head of Library & Learning Lounge to establish and maintain a Whole School Language policy
  - Supporting EAP pupils in accessing the English Language and English Literature curriculums, including First Language English IGCSE
- **Under the Principal Deputy Pastoral and the Deputy Head Academic, working within the Pastoral Support Committee to support the language development of pupils, including:**
    - Managing a register of referrals made via EOC Forms to the PSC of pupils that might need specialist support for English language development difficulties beyond those which Lower School Class Teachers or Upper School Subject Teachers are able to deal with, and the continual review of agreed strategies for them
    - Working closely with the Consultant School Psychologist and Head of Individual Needs to assist with the identification and planning of interventions for pupils requiring support for Individual Needs, EAP and/or pastoral issues to ensure that reasonable adjustments are made that allow effective inclusion in the School
    - Networking with relevant external agencies and specialist consultants
- **Under the Deputy Head (Academic) and Head of Lower School, responsibility for managing relevant professional development of teachers and teaching assistants in matters related to English for Academic Purposes, including:**
    - Leading professional development of teaching staff and teaching assistants
    - Ensuring that teachers who are new to the School receive appropriate induction support for EAP programme
    - Establishing and maintaining effective working relationships with colleagues in the Lower School and Upper School to develop cross-curricular links and creative approaches to learning for EAP pupils
    - Keeping up-to-date with subject developments outside the School and bringing them to the attention of relevant colleagues
- **Under the Deputy Head (Academic) and Head of Lower School, responsibility for the effective and efficient deployment of staff and resources:**
    - Analysing and interpreting data relating to EAP pupils and advising the Deputy Head (Academic) and Head of Lower School on the level of resources required for maximising achievement, their costs and priorities
    - Maintaining the EAP register and ensuring pupils are given the right level of support for their needs
    - Ensuring the effective and efficient management of learning resources
- **Other specific responsibilities, including:**
    - Reviewing Admissions documentation, when requested by the Registrar, to identify the possible EAP of pupils applying for a place at the School and conducting initial English assessments of them

- Working with admitted pupils before they start at Harrow to give them guidance on how best to improve their English before commencing their studies with us
- Advising the Head and the Registrar of the resource implications for pupils admitted with English support needs
- Advising Sixth Form pupils on the requirements of the IELTS exam and providing tuition where necessary
- Maintaining and developing links with parents, other schools, educational institutions and the wider community, including outside agencies in order to enhance
- Implementing safeguarding procedures at the School
- Undertaking duties as the Head or her delegated representative may reasonably request

*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 by 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 member of staff, and will be reviewed annually.*

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:

- A degree in Education, English or Linguistics, with a specialisation in English as an Additional Language
- A postgraduate teaching qualification, including QTS
- Evidence of further relevant professional development

## Skills:

- A genuine interest in EAP and a strong commitment to high standards and a variety of approaches to teaching and learning
- The ability to teach Cambridge First Certificate in English, IGCSE English as a Second Language and IELTS
- 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 Super-curriculum 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 *Leadership for a better world* in relationships with pupils, teachers and parents
- The ability to work in a successful and dynamic school

## Experience:

- Substantial and successful experience of teaching international pupils, with a particular strength in meeting the needs of EAL pupils
- A proven track record of delivering on academic performance
- Experience of collaborating with colleagues

## Knowledge:

- Up-to-date knowledge of successful and innovative teaching and the latest curriculum developments and initiatives
- Up-to-date knowledge of the latest developments in Second Language acquisition strategies

## Personal Qualities:

- 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 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
- High levels of personal presentation, integrity and communication skills