

附件 1 岗位说明书
Appendix I Job Description

I. Job Information

Job Title:	Director of Future Lab
Department:	Future Lab
Line Manager's Job Title:	Head Master

II. Job Specification

<p>Job Purpose:</p> <p>To lead the Harrow Guangzhou Future Lab, developing a unique, sector-leading technology centre informed by Design Thinking. Design thinking is a non-linear, iterative process in which teams develop an understanding of potential uses, challenge assumptions, redefine problems and create innovative solutions to prototype and test. The Director will develop, lead, teach and support the teaching of Future Lab courses for pupils of all ages, making exceptional use of the high-tech environment to create a curriculum that will engage and excite young people. To offer support and leadership to other AISL Harrow schools in the fields of technology education and design thinking.</p>	
<p>Specific Accountabilities:</p> <p>The development of a Future Lab programme that is rigorous, working to the principles established by the AISL Education team:</p> <ul style="list-style-type: none"> • The development, in collaboration with colleagues in the Lower and Upper School and the AISL Education Team, of a structure of programmes from Year 1-13, these to include significant and ongoing input from external partners; • The development and communication of a clear educational philosophy for the Future Lab based on Design Thinking principles and making full use of the technology available in the Future Lab; • Leading the teaching of courses in the Future Lab, initially across all years, in collaboration with class and subject teachers, including, initially KS3 Digital Learning and IGCSE and A Level Computing courses; • In collaboration with the Director of Entrepreneurship Centre, the construction of a link between the Future Lab and the Entrepreneurship Centre to ensure that Design Thinking principles are infused with entrepreneurial thinking and lead to projects with local entrepreneurs; • In collaboration with internal and • The development of an engagement strategy with institutions beyond the school, and the longer term establishment of partnerships with these institutions; • Leadership of communications about the Future Lab, both within the school community and in the wider community; • Leadership of the Future Lab support team. 	
Key Tasks and Responsibilities	
Key areas of accountabilities	Main duties & responsibilities to support achieving accountabilities
1. General	<ul style="list-style-type: none"> • Actively promote and develop the ethos of the school. • Lead by example in all professional matters ensuring that all students observe matters such as dress, punctuality and attendance. • Actively establish good relations with parents and visitors to the school. • Support and attend all major school events. • Maintain a teaching load appropriate to the position • Take a fair and appropriate share of duties. • Participate fully in House activities.

2. Leadership	<ul style="list-style-type: none"> • Be an outstanding role model, setting high personal expectations of subject teaching, professionalism, professional development and administration. • Provide the Future Lab with clear goals and targets that are consistent with and reflect the Harrow mission statement and school-wide development targets • Identify priorities for improvement and implement plans to achieve this in conjunction with the SLT. • Promote a positive culture within the Future Lab ensuring that all students are stretched and challenged, enjoy and value Future Lab learning • Attend HoD meetings and regular meetings with the Heads of School to review curriculum matters specific to the department and school.
3. Curriculum Matters	<ul style="list-style-type: none"> • Strive for outstanding learning and teaching for all students in all lessons offered by the Future Lab • Monitor the progress in Future Lab programmes of all pupils, developing intervention and acceleration programmes as appropriate. • Manage departmental resources online including all schemes of work, resources, curriculum documents and administration. Ensure teachers have the resources to allow them to support students learning successfully. • In consultation with the SLT and Head Master, select the external assessments most well-adapted for the needs of the Harrow Guangzhou community • Maintain detailed Schemes of Work for all courses following the school outline. Update and review these in the light of practice (all schemes should be updated on a yearly basis). • Promote student independence, leadership and voice within the department. • Stay up to date with pedagogical and curricular developments and offer recommendations and professional development to the department as appropriate. • Seek opportunities to develop cross-curricular approaches with other departments.
4. Assessment	<ul style="list-style-type: none"> • Monitor student progress • Fully analyse all progress data • Write an annual departmental external examinations analysis • Ensure that all internal examinations are set, conducted and marked in a manner consistent with external examination expectations. • Establish and monitor moderation procedures within the department. • Establish clear expectations within the department with regard to the composition of the data used in reports to parents, the content reported on, and the tone of the comments. • Maintain legible, verifiable, accurate, comprehensive, defensible and fair Departmental records of formative and summative assessment results. • Ensure all Departmental reports on student performance for internal and external use are checked for errors before submission

5. Resources and budget	<ul style="list-style-type: none"> • Be responsible for the departmental budget reviewing on a monthly basis, keeping records of all purchases and planning how the budget is spent. • Order textbooks and other resources ensuring that replacement and new texts or resources are planned and within budget. • Be responsible for safety in departmental lessons, training teachers and support staff where necessary.
6. Personnel	<ul style="list-style-type: none"> • Nurture a culture of team collaboration within the department. • Conduct yearly appraisals/personal development reviews (PDRs) for members of the department. • Contribute to departmental Professional Development • Induct new teachers in the department and provide professional support for all departmental members.
7. Subject promotion	<ul style="list-style-type: none"> • Raise the profile of the subject within the school and amongst teachers and leaders in AISL schools • Contribute to departmental activities and events.
8. Welfare and Discipline Matters	<ul style="list-style-type: none"> • Monitor the work of class/form students • Write and maintain relevant records for individual student files and write reports. • Communicate and consult with parents. • Participate in the maintaining of high standards of behaviour and dress of students in the classroom and in all school locations and activities. • Follow Harrow policies with regard to the health and safety of students both on and off the school premises when students are under the school's jurisdiction.
9. Extra-Curricular Activities	<ul style="list-style-type: none"> • Supervise and coach students in ECA programmes associated with the Future Lab • Organise the logistics associated with these programmes as they relate to transport and accommodation.
10. Professional Development	<ul style="list-style-type: none"> • Participate in the annual appraisal process • Participate in school-wide CPD initiatives. • Seek CPD opportunities that may arise from the appraisal process, including pathways to higher qualifications. • Seek advice from line managers with regard to professional development and career paths. • Take full responsibility for areas that may be reviewed in a full school audit.

11. Collegiality	<ul style="list-style-type: none"> • Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes. • Take responsibility for mentoring new teachers, particularly those with whom a functional relationship exists. • Supervise students during non-period time as determined by the duty rota. • Supervise classes on behalf of colleagues as determined by the cover schedule. • Behave at all times in a manner befitting a role model for the students of the school and in a manner, that brings only respect to colleagues and the reputation of Harrow.
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Key Relationships:

Internal

- Director of Entrepreneurship Centre, Class Teachers, Form Tutors, Heads of House, SLT, Heads of School, Academic Support Team.

External

- Parents and other educational providers as required.

Other important features or requirements of the job:

- Work closely with the SLT to ensure effective implementation of the School's strategic plan and to take a central role in that process
- Attendance at camps, expeditions, parent information evenings, community events.
- Representing the school at official functions as and when requested by the Head Master.
- Proactively manage the transition between Lower and Upper Schools for both students and parents.
- Teaching load as required and specified by Head Master.
- Lead by example in all professional matters ensuring that all teachers and students observe matters such as dress, punctuality and mutual support.
- Contribute to the development of the overall Harrow vision and ensure that students, staff and parents all understand and subscribe to that vision.
- Be available to advise staff and individual students, ensuring that, so far as possible, each person's individual needs are met so that they can exceed their potential, and that students' progress is maintained in an effective way.
- Harrow is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment.

*This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Harrow Guangzhou 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.