

BABSSCo Summer Schools

Job Description & Person Specification | Lead Teacher, Harrow

Job Description

Job title	Lead Teacher, Harrow Summer School
Reporting to	Director of Studies (ultimately Academic Principal)
Background to role	Harrow School is the founding member of the British Association of Boarding School Short Courses (BABSSCo), which hosts and runs English as a Foreign Language (EFL) courses at four major independent schools in and around London: Dulwich College, Harrow School, Heathfield School & Mill Hill School. Harrow School and Mill Hill School are operated directly by Harrow School Enterprises Ltd (HSEL).

Harrow Summer School is our teenage centre which caters for over 300 students aged 13-17, and Mill Hill Summer School is our junior centre which hosts just under 100 students aged 9-13. Each summer we welcome students from over 45 different countries, all of whom come on residential courses and live in the School's Boarding Houses for the duration of their stay. As well as running mixed-nationality courses, we also arrange closed courses for large groups of students from a single nationality.

Primary role	The Lead Teacher has a full teaching timetable and additionally has responsibility for coordinating some aspects of the course such as the group planning sessions, fieldwork trips and project presentations. The Lead Teacher acts as a point of communication between other teachers on their course and the DOS team, relaying information, feedback and reminders.
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In their teaching role, the Lead Teacher is responsible for planning and delivering a course of dynamic and effective lessons to develop students' listening, speaking and pronunciation skills. Lessons are student-centred and communicative, with a focus on functional language that will enable students to participate fully in the course when outside the classroom. BABSSCo has an open curriculum to which EFL Teachers are expected to contribute, planning their courses based on an analysis of the needs of their students and considering the language that will be useful for the activities and excursions in the students' schedules.

As well as delivering English classes, EFL Teachers also assist with placement testing and manage student-led projects.

The management structure is detailed below and highlights the position of this role:

Academic Principal > Director of Studies > **Lead Teacher**

Principal duties	The following points cover the keys areas of responsibility for the Lead Teacher: <ul style="list-style-type: none">• Attend a Lead Teacher induction session prior to the general Teachers' Induction session for your first allocated course• Assist in the delivery of informative and effective teacher induction sessions in conjunction with the Academic Principal and DOS team with a focus on reviewing the administrative requirements on your allocated courses• Act as a point of communication between teachers on your allocated courses and the DOS team. Relay feedback and information relevant to teachers on your courses from and to the
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- DOS team. Attend regular meetings with the DOS team to facilitate communication
- Take responsibility for a BABSSCo staff mobile phone. For courses based in teaching blocks located away from the Resource Room, report student or teacher absences to the DOS
- Collect feedback from other teachers on your allocated courses to be shared at teacher and/or staff forums, and act as a spokesperson at these forums
- Review the key dates information for your allocated courses before publication, and remind teachers on your course of the deadlines for administrative requirements
- Working from generic templates, produce dated administrative templates to be shared with other teachers on your allocated courses. Provide guidance on formatting Learning Overviews
- Make a short appointment with any new teachers on your allocated courses within the first two or three days of the course to answer any administrative questions they may have
- Chair a group planning session with teachers from your allocated courses at the beginning and end of courses
- Coordinate fieldwork trips with other teachers on your course. Liaise with the DOS team regarding fieldwork trip dates and destinations
- Coordinate project presentation sessions, and liaise with the DOS team regarding the venues and session timings. Manage the rotation of classes during the project presentation session
- Monitor the content of student projects being made by teachers on your allocated courses to ensure they are suitable for summer school. Ensure all teachers on the course have saved copies of their projects in the correct place on the intranet
- Take responsibility for ensuring that when multiple classes on your allocated courses are merged to enable joint teaching, activities focus on functional language with clear and appropriate learning outcomes, and that teachers monitor language use and give language feedback during the running of the session
- Refer any concerns about teachers on their course to the DOS to ensure appropriate support can be put in place at the earliest opportunity. This may include concerns about teaching performance, administration, attitude, safeguarding, and how well teachers are adjusting to the environment and fitting in with their colleagues at BABSSCo

The Lead Teacher is also responsible for teaching on the academic programme. The points below cover the key operational areas of responsibility for EFL teaching:

Teaching

- Contribute to the smooth running of placement testing and ensure test papers are accurately marked
- Conduct a needs analysis to assess the learning requirements and interests of your class of students. Use this information to inform your course and lesson planning
- Deliver effective, enjoyable and dynamic English language lessons that develop students' speaking, listening and pronunciation skills, focus on functional language, and are appropriate to student and course needs
- Be organised and prepared for each lesson and present in the classroom five minutes before the start of class
- Identify desired learner outcomes for each lesson which are in line with the focus of the course and are shared with your class at the beginning of each lesson
- Manage a student-led project which results in an attractive and complete end product that can be presented to other students. Ensure all students benefit linguistically from its execution
- Deliver scheduled stand-alone classes to groups of students other than your own class with a focus on students learning through enjoyment
- Run at least one fieldwork session per course, where students leave the classroom to practise communicating with native speakers. Prepare students linguistically for this and supervise them carefully outside the classroom
- Make appropriate use of available technology (IWBS/projectors, computer labs etc.)
- Use appropriate learning materials and acknowledge the source of any materials photocopied or adapted from published materials
- Contribute to the bank of materials available to teachers by sharing materials developed for use at BABSSCo

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- Manage student discipline effectively and adhere to the disciplinary procedure
- Make effective use of the merit system and student prizes to incentivise students to learn
- Ensure student folders or workbooks show clear evidence of learning and are neatly presented
- Make an accurate assessment of student level and progress by means of documented performance assessments

Administration and Attitude

- Become familiar with BABSSCo policy by reading the Employment Handbook and attending an induction session. Comply with BABSSCo policy and Code of Conduct
- Complete pre-course administrative requirements (DBS and equivalent checks, returning contract pack etc.) accurately and on time
- When on site, behave in a manner that is expected of someone in care of minors at all times, even when off duty
- Contribute to the safeguarding of all students and deal sensitively and professionally with any student welfare issues. Induct students adequately with regard to emergency procedures, course rules and welfare and complaints procedures
- Prepare a pleasant and inviting classroom environment and return your classroom to its original condition at the end of use
- Conduct attendance checks in the first five minutes of every lesson and adhere to the absentee procedure
- Write a Learning Overview outlining the planned course content. Demonstrate reference to your needs analysis and an adherence to BABSSCo course objectives
- Complete a record of work directly after each lesson to summarise and reflect on what was taught, which could enable an effective handover to a new teacher
- Complete an attendance register accurately and fully during the course of each lesson.
- Administer student feedback questionnaires and assist in the compilation of feedback from initial feedback questionnaires
- Complete a clear lesson plan for one or more observed lessons which details learning aims and the stages you have planned to achieve these aims
- Complete student reports that are encouraging, well presented and give an accurate reflection of each student's ability and conduct
- For each course taught, participate in a course photo, an awards ceremony and a farewell party. Make a short and encouraging farewell address in the awards ceremony
- Attend occasional staff meetings and be attentive to communication from the DOS team
- Maintain a high standard of personal presentation and adhere to a 'smart-casual' dress code
- Show an active interest in professional development by attending or presenting Teacher Development seminars or demonstrating involvement in other developmental activities such as peer observations
- For teachers who are returning to work at BABSSCo, provide support and guidance to help new teachers adapt to their role at BABSSCo, sometimes by being paired with a new teacher as a teaching buddy
- Relate well to colleagues and managers and contribute to the creation of a positive and supportive working environment. Respond positively to managerial feedback and guidance

Person Specification

	Essential	Desirable
Education		
Educated to degree level.	X	
Experience		
At least 2 year's previous teaching experience in ELT.	X	
Previous experience working at BABSSCo.	X	
Experience of working with 13-17 year olds.	X	

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Qualifications

CELTA, TESOL or equivalent.	X	
DELTA, Trinity Diploma or equivalent.		X
MA in TEFL.		X
CELTYL.		X
PGCE (Secondary or Primary Education).		X

Skills & Personal Qualities

Has excellent administrative skills, with meticulous attention to detail and can adhere to deadlines.	X
Has excellent communication skills, including the ability to chair meetings concisely and relay feedback and information accurately.	X
Can provide clear and accurate guidance to teachers on BABSSCo administrative requirements.	X
Provides a clear and accurate model of the English language.	X
Is enthusiastic about working with teenage learners; can motivate and engage teenagers.	X
Can plan a balanced scheme of work based on a needs analysis and BABSSCo course objectives.	X
Can adapt teaching to the requirements of the BABSSCo summer school environment.	X
Can analyse and explain vocabulary, grammar and pronunciation systems.	X
Can assess a student's level through conducting oral interviews.	X
Can handle discipline well and deal firmly but sensitively with young learners.	X
Is comfortable with public speaking.	X
Is comfortable with lessons being observed.	X
Has good administrative skills.	X
Is actively interested in professional development.	X
Responds positively to managerial feedback.	X
Is punctual, reliable, flexible and organised.	X
Can deal sensitively and professionally with student welfare issues and is culturally sensitive.	X
Handles confidential information appropriately.	X
Enjoys working as part of a team but can also work independently.	X
Works calmly and responds politely under pressure.	X
Is hardworking, with high stamina.	X
Has a high standard of personal presentation.	X

Terms & Conditions

Contract duration	Contracts are awarded for durations of between 40 and 120 hours across the summer during a six week period. Teachers are invited to apply for the Lead Teacher role for any or all of the courses they apply to teach on
Hours of work	Teachers are expected to deliver the contracted number of hours per course across the duration of their contract. These contracted hours are lesson hours rather than contact hours; teachers are paid for breaks that fall within lessons. Lessons are normally scheduled in the morning, but courses may include evening or weekend lessons, as dictated by the activity schedule
Salary	EFL Teacher pay starts at £21.20 per hour and increases to a maximum of £31.70 per hour. Points on the pay scale are awarded based on the age group taught, qualifications held, previous teaching experience and loyalty to BABSSCo, with increments of £0.75 per

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	<p>point. The Lead Teacher is paid an additional three points on the pay scale as recompense for their additional responsibilities. The Lead Teacher is paid per contracted teaching hour but is additionally expected to fulfil the requirements of their role as Lead Teacher, the administrative requirements of the course and prepare their lessons. Teachers should expect to spend 5-10 hours per week on administrative requirements including attendance of staff meetings and awards ceremonies in addition to time spent planning lessons</p>
Holidays	Staff paid hourly are paid 12.07% per hour in addition to their base rate of pay in lieu of holiday
Probationary period	One Week
Notice period	One Week
Other benefits	<ul style="list-style-type: none"> - Accommodation on site if required. Staff are accommodated in Boarding Houses normally also occupied by students, but with private staff-only bathroom facilities. Although there are dedicated pastoral staff in each house, all residential staff have a duty of care to any students in their Boarding House - Breakfast, lunch & supper each day - Laundry (commercial laundry, once per week) - Subsidised use of Sports Facilities at Harrow School
Terms & Conditions	<p>This position is subject to completion of the following pre-employment checks:</p> <ul style="list-style-type: none"> - Satisfactory explanation of all gaps in education and employment history - A satisfactory Enhanced Disclosure and Barring Service (DBS) check if you have spent more than 90 days in the UK at one time - If you have worked or been resident overseas in the previous three years, equivalent overseas police checks from those countries - Verification of identity and right to work in the UK - Verification of qualifications and professional status - A check from the list held under Section 142 of the Education Act 2002 (Barred List Service check) - Receipt of at least two references which are satisfactory to HSEL, one of which will normally be from your most recent employer unless this employer was BABSSCo. Written references will be verified by telephone. References produced by candidates will not be accepted. Reference requests will ask specifically whether there is any reason that you should not be engaged in situations where you have responsibility for, or substantial access to, persons under 18 - A clear Teacher Reference Number Check (TRN) in the case that you have Qualified Teacher Status (QTS)

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, s/he must report any concerns to his/her Line Manager or BABSSCo's Designated Safeguarding Officer.

The above list is not exclusive or exhaustive and the post holder may be required to undertake other duties within their capability. All staff are required to be co-operative and flexible.

Harrow School is an equal opportunities employer.