



HARROW
INTERNATIONAL
SCHOOL
HONG KONG

2025-26

RECRUITMENT BOOKLET

Educational Excellence for Life and Leadership



MESSAGE FROM THE HEAD

Thank you for the interest you have shown in Harrow International School Hong Kong.

Choosing the right school in which to develop your career is one of the most important decisions you will have to make, especially when this may involve moving to a new country.

Harrow School in London was established in 1572 and over the past 450 years has grown into one of the world's most renowned schools, educating generations of inspirational world leaders. Harrow Hong Kong opened its doors in 2012 and its objective was to embed elements of philosophy and practice from Harrow School in London to bring together the best of western and eastern traditions. We are a modern, progressive and dynamic school offering an unparalleled British education in the wonderfully unique setting of Hong Kong.

Currently, there are around 250 members of the Common Room, which includes teachers, teaching assistants, educational support staff, matrons and gap tutors. We are proud of our diverse staff body whose experience has been gained both in schools in the UK and internationally. We work together with the shared aim to provide an outstanding education for our pupils.

Whilst our academic results are some of the best across the world, we believe that success is also measured by one's influence on the world and being willing to learn, lead, create, compete and care are a fundamental aspect of a Harrovian education. We place great emphasis on the professional development of our staff and have a bespoke CPD programme whilst offering opportunities for staff to participate in group wide activities as part of the Harrow Academy where colleagues from schools such as Harrow London, Appi, Bangkok, Beijing, Chongqing, Haikou, Nanning, Shanghai, Shenzhen and Zhuhai meet together to share ideas, experiences and expertise.

Staff and their families joining the School follow a comprehensive induction programme in order for them to familiarise themselves with the School and Hong Kong. There are a range of social events organised by the Common Room Committee from trips on a Junk to Friday Feasts!

I do hope that you will consider joining the Harrow Hong Kong team; we look forward to receiving an application from you.



Rosie McColl

Head

HOW TO APPLY

Please complete our online application form by clicking on the link:

harrowschool.hk/theschool/work-at-harrow.

For any queries relating to the role or your application, please email

recruitment@harrowschool.hk.

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.



EQUAL EMPLOYMENT OPPORTUNITIES

Harrow International School Hong Kong is an Equal Opportunity Employer. We are committed to providing an environment of mutual respect, where equal employment opportunities are available to all irrespective of race, religion, political view, nationality, age, gender, pregnancy, breastfeeding, disability, marital status, familial status, sexual orientation, gender identity, gender expression, genetic information and any other characteristic protected by the Equal Opportunities Commission and all other applicable ordinance.

The School embraces diversity and inclusion, believing it to be key to our success as an International School, and we seek to recruit, train, promote and retain high calibre staff from a diverse and inclusive candidate pool.

The School will not tolerate discrimination, harassment, vilification or victimisation of any kind and any behaviour of this nature should be reported to the Director of Human Resources immediately. Any reports of this behaviour will be treated very seriously and will be considered under the School's Disciplinary Policy.



THE SCHOOL

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 top universities across the world including Oxford, Cambridge, Imperial College London, Durham University, University of Exeter, The University of Edinburgh, Harvard, Stanford, Yale, Princeton University, UPenn, UC Berkeley, The University of Hong Kong and Tsinghua University.

Harrow Hong Kong is structured into a Lower School and an Upper School. The Lower School includes the Early Years Centre (Nursery and Reception) and the Pre-Prep School (Y1-Y5). The Upper School consists of the Prep School (Y6-Y8), the Senior School (Y9-Y11) and the Sixth Form (Y12-Y13).

Weekly Boarding is available to Upper School pupils. There are four Prep School Houses for boys (one of which is a 'Day' House) and three for girls (one of which is a 'Day' House), four Senior School Houses for boys, one of which is a 'Day' House and four Senior Houses for girls, two of which are 'Day' Houses.

EXAMINATION RESULTS 2025

GCSE

59%

At the highest grade 9

79%

At 9-8/A*

90%

Of all Grades 9-7 A*-A

A LEVEL

33%

At A*

70%

Of all grades A*-A

90%

At A*-B

VISION, MISSION AND VALUES

VISION

Educational Excellence *for* Life and Leadership

The School's vision is for pupils at Harrow Hong Kong to not only achieve outstanding academic results, but also develop the motivation, skills and determination to make a positive difference to the world in which they live.

MISSION

The School's mission is to promote Educational Excellence for Life and Leadership through an outstanding education that blends elements of philosophy, practice and tradition from Harrow School with an awareness of the cultural context of Hong Kong and the needs of its international community.

While inextricably linked, the key characteristics are:

- High levels of academic achievement with significant value-added academic performance, leading to top public examination results and entry to prestigious universities across the world.
- A diverse, high quality Leadership in Action programme that inspires a desire for excellence and a breadth of activities. Distinctively, it includes the Super Curriculum, which is integrated into the School timetable for all pupils, supported by opportunities for further enrichment outside the timetable.
- High quality pastoral care that, with a strong boarding ethos and House system at its heart, promotes an inclusive School community in which its members feel happy, secure and valued, and that places emphasis on the personal formation of the character of each pupil. Supporting this is a bespoke personal, social and health education programme called Facing Challenges that encourages the development of resilience and a positive, solution-focused approach to any challenge.

Leadership, of course, is a very Harrovian quality and some of the great Old Harrovians, such as Winston Churchill, Nehru and King Hussein of Jordan are renowned for providing profound leadership at significant points in modern history. We aim to equip and challenge Harrow Hong Kong pupils to use their knowledge, skills and talents to make life better for other people in their community and the wider world through developing six identified key Leadership Attributes:

- Contributing positively to the community
- Applying knowledge with compassion
- Solving problems collaboratively
- Solving problems creatively
- Making fair and just choices
- Facing challenges with determination
- With input from teachers, pupils and parents, a social vision statement was created to outline the expectations of how members of the School community are expected to treat each other.

“A caring, respectful community in which everybody thrives.”

This Social Vision statement goes to the heart of the Leadership attributes and the modelling of them in the Harrow Hong Kong community. It also provides a framework for teachers, pupils and parents in their interactions with each other.

Harrow Hong Kong aims to embed opportunities for each pupil to acquire the Leadership attributes in all aspects of School life, including the types of learning experiences that teachers prepare for pupils in the classroom, the academic curriculum itself, the Leadership in Action programme, and opportunities to take on leadership roles both within and outside the School community.

VALUES

In any organisation – be it a school, a company, or even a family – strong and clearly expressed values create identity, focus, unity and drive, answering the questions ‘what do we belong to?’, ‘what’s important to us?’, ‘what holds us together?’ and ‘why do our collective efforts matter?’ At Harrow, our Values help us to make decisions from day-to-day that mean we behave and perform better, inspiring us to try harder as individuals, so that collectively we thrive.

- **Courage** encourages us to innovate and take risks, inspiring change for the better. It means challenging adversity and complacency, making the most of opportunities, putting fear of failure to one side and staying the course, even when it is difficult.
- **Honour** is about doing the right thing, having the highest standards and leading by example. It involves taking responsibility and, ultimately, is what makes us worthy of the trust of others.
- **Humility** asks us to recognise that one’s self is a work in progress and that struggling with one’s weaknesses is essential to growth. Humility increases our awareness that talent and achievement alone, however impressive, are not sufficient to succeed as a human being – and that none of us is at the centre of the universe.
- **Fellowship** means building binding, constructive relationships that help us all to make a positive contribution. This is resonant with our belief that the strongest relationships of all are based on faith, hope and love.

Our four Values link closely to our Christian foundation and the principles of ‘Godliness and good learning’ established by our founder, John Lyon. In our context, their meanings are replete with much more than their dictionary definitions, just as the word ‘Harrow’ means more than just a school. Outwardly, they give a sense of the distinctive quality of Harrow School, and express what we think is important. A school that values courage, honour, humility and fellowship is a school at its best: one deserving of the name ‘Harrow’ and one to which we aspire.

THE CURRICULUM

At Harrow Hong Kong, we offer a British Curriculum with our pupils taking GCSE examinations in Year 11 and A level examinations in Year 13. The philosophy of our curriculum is to develop essential skills as well as to acquire subject knowledge. We want our pupils to finish their education at Harrow with excellent results and, crucially, excellent personal attributes.

During the Prep School (Years 6-8) and Year 9, pupils are exposed to a wide variety of subjects so that they develop a breadth of knowledge and acquire different skills. Our core curriculum consists of:

- Science
- Maths
- English
- Humanities (PRS, History, Geography)
- The Arts (Art, Drama, Music)
- Languages (Chinese, French, Spanish)
- Physical Education
- Computer Science

From Year 10, our pupils begin their GCSE studies taking four optional subjects plus the core curriculum of English Literature, English Language, Maths and Triple Science. These courses culminate with public examinations at the end of Year 11.

From Year 12, pupils begin their A level studies with the option of studying any subject they have already completed GCSE level as well as the additional options of Politics, Psychology and Economics. All our pupils also complete the Extended Project Qualification.

In addition, we have an excellent Language and Learning department and Individual Needs department who support our learners across the school. They are dedicated to ensuring that all our pupils achieve their very best.

Lessons are creative and inspiring and teachers have the highest expectations of all pupils. We are proud of the excellence we have in our classrooms and we actively promote the sharing of good practice between departments and across the school.



HARROW HORIZONS

Harrow Hong Kong is committed to providing a broad range of opportunities for our pupils to experience outside of the formal classroom. We firmly believe in an all-rounded education where academic pursuits are supported by Super Curriculum and Co-Curricular opportunities.

Our Harrow Horizons Programme immerses pupils in a vibrant menu of opportunities and challenges through sport, the creative and performing arts, academic extension, charity and service, STEAM, university preparation, enterprise, expeditions, Leadership in Action Week and our very popular Speakers' Forum. The programme encourages pupils to step out of their comfort zone whilst undertaking new experiences and challenges to help them develop our Leadership Attributes which are at the heart of our DNA as a school.

Our Super Curriculum Activities (SCA) are embedded into our School timetable and pupils enjoy partaking in their SCAs two periods a week. Our Co-Curricular Activities (CCA) are the enrichment activities which take place either before or after School or during lunchtime, and are therefore outside of the School timetable. Our staff are passionate about leading their SCAs and CCAs, giving them a chance to:

- teach beyond the restrictions of the curriculum, offering their pupils academic stretch, challenge and extension in their specialism
- lead an SCA which they are passionate about which may be outside of their teaching specialism
- coach and lead one of our sports teams
- lead one of our Charity and Service activities working with the pupils to give back to society.

Staff are proactive at entering their SCA and CCA pupils into competitions, both locally and globally and organising trips and visits to help support this extended learning opportunity.

Our staff enjoy participating in our extensive expeditions programme throughout the year and play an important part in our Leadership in Action week which takes place annually, in which the whole school community is involved.

Charity and Service opportunities are an important part of what we offer here at Harrow Hong Kong; our staff actively work with their pupils throughout the year to fundraise and build relationships with our School Charities through the House system and various SCAs and CCAs ensuring our pupils understand the importance of giving back.



PASTORAL CARE

At all ages in the School, there is a strong emphasis on the quality of relationships and community life, and on the personal formation of character.

The building blocks of the School community are the Prep and Senior Houses in the Upper School. This sense of community is promoted in the Lower School classes and there is a House system in the Pre-Prep School to help prepare pupils for their move to the Prep School in Year 6.

In the Lower School, the focus of pastoral care is the Class Teacher. However, from Y6 when pupils enter the Upper School, pastoral care is centred on the Houses. All boarders and day pupils are members of a House.

Harrow Hong Kong's formal taught pastoral education programme is known as 'Facing Challenges' and most teachers are involved in its delivery throughout the School. The programme aims to develop resilient individuals who embody the School's leadership attributes and adopt a solution-focused approach to any potential challenge: health, social, economic or academic.



BOARDING AND HOUSES

Harrow Hong Kong was the first, and is the largest British international school in Hong Kong which provides the opportunity of a boarding education. Boarding, the heart of life at Harrow School in London, is also integral to life at Harrow Hong Kong.

In the Lower School, the Class Teacher is responsible for all aspects of each child's educational and wellbeing; however, in the Upper School, it is the House Master or House Mistress who has the primary role in the pastoral care of pupils. Resident in each House is a House Master or House Mistress, and an Assistant House Master or House Mistress, and all Upper School teachers are Tutors in one of the Houses. The House Pastoral teams play a major role in supporting the boarders and day pupils and deliver our own bespoke PSHE programme, known as 'Facing Challenges'.

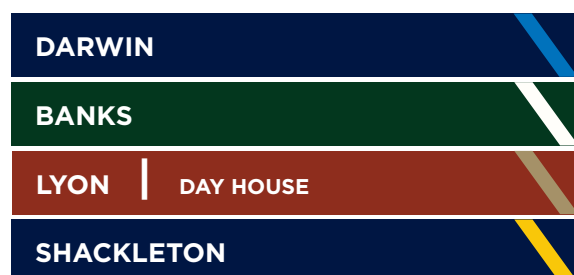
The quality of relationships and community life, and the personal formation of character are fundamental to life at Harrow Hong Kong. The Houses provide rich opportunities for interacting with pupils from a wide range of backgrounds and for developing more profound relationships with teachers and their peers.

The real strength of a House is the vertical integration of different year groups, which effectively creates a large family unit, allowing responsibilities for older pupils to care for and support younger pupils. The result is the creation of a close-knit, family atmosphere in which boarders feel that it is their home during term time, and in which all pupils feel happy, secure and valued. In the numerous competitions between the Houses, their community pride finds expression via a healthy competitive spirit.

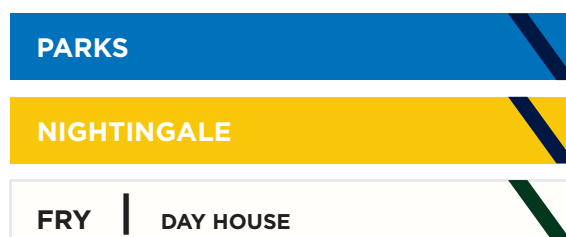
There is a strong community of over 300 weekly boarders in the Upper School who board from Sunday to Friday evening. Boarders benefit from a thriving programme of activities and support along with the chance to experience living with others, developing independence, having fun and honing essential skills for life beyond school.

PREP HOUSES

BOYS



GIRLS

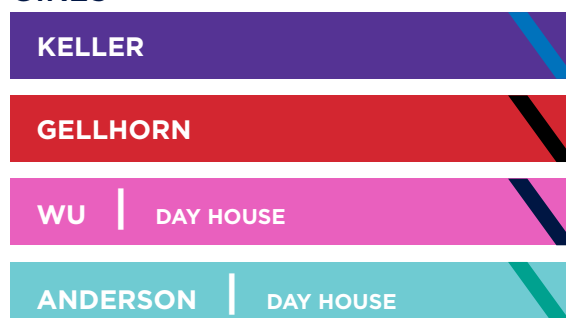


SENIOR HOUSES

BOYS



GIRLS





DIGITAL AND TECHNOLOGY

At Harrow Hong Kong we recognise the importance of technology in education, both as a component of teaching and learning and a component of the curriculum. All teachers are provided with a MacBook and iPad and every classroom is fitted with a 4K UHD Interactive Flat panel display (BenQ), providing wireless mirroring and multi-touch functionality, all backed up with school-wide WiFi-6 coverage. Class sets of iPads are available for the Early Years and Years 1 and 2 and, from Year 3, pupils bring in their own devices, with Years 3 to 6 having their own iPads and Years 7 to 13 having MacBooks. This infrastructure creates the foundation for technology to be seamlessly integrated both in and out of the classroom and the reflective and purposeful use of technology for teaching and learning is both a priority and a strength. Teachers are supported by comprehensive in-house training, staff 'Digital Champions' and pupil 'Digital Leaders.'

Understanding the important role of technology in the workplace, we place great value on developing the computational thinking skills that will enable our pupils to be creators and leaders rather than simply consumers of technology. In the Early Years, pupils are introduced to the basics of coding through Matatalab. As pupils enter Key Stage 1, they are timetabled for one hour of computing per week, which increases in the Prep School as part of a new computing curriculum course, in preparation for GCSE and A Level Computer Science.

With technology's increasing integration in our lives and as a school that prioritises pupil wellbeing, we prepare our pupils for life beyond the classroom from an early age through both discrete and integrated teaching of Digital Literacy. In the Lower School, this is taught explicitly through our Computing lessons, as we build on pupils' knowledge throughout the years. This is typified in our eSafety Week, which is celebrated annually. We view this as an excellent opportunity to involve our older pupils in sharing their knowledge with our younger pupils, as they create assemblies and drama performances to support them with their learning. In the Upper School, digital literacy themes are integrated into the Facing Challenges (PSHE) programme and are also integrated into the academic curriculum where appropriate. In addition, with our support and training, the 1:1 device programme from Key Stage 2 upwards empowers pupils to be both confident and reflective users of technology, learning to communicate effectively and with an awareness of their dangers.

CONTINUING PROFESSIONAL DEVELOPMENT

At Harrow Hong Kong we recognise that the staff are the driving force behind our school's success and we are fully committed to developing all staff so they are at the cutting edge of their profession.

We look at the individual and how to best develop them for the next stage of their career with many of our staff attending courses around the world. Each teacher follows a pathway of CPD opportunities, to help develop them at each stage of their career. We work with many top organisations and institutions including, but not limited to, the Chartered College of Teaching, The National College, The Great Teacher Toolkit, Leadership Matters, the Boarding School Association and we are members of HMC. Many of our teachers have embarked on NPQs or Masters qualifications which have been encouraged and supported by the school.

Internally, we are a great believer in staff leading on initiatives or participating in working parties in order to further develop their skill sets. Recent examples of working parties include 'Using CEM to enhance Teaching and Learning' and our 'Digital Champions' who were focused on developing our use of digital strategies to enhance learning in the classroom.

We have five CPD days per year and four Staff Twilight sessions. We also have a variety of whole school forums such as:

- Teaching and Learning Squads
- Celebration of Educational Excellence
- Teaching and Learning Group Meetings
- Teaching and Learning Tips and Blog

Harrow Hong Kong is also part of Asia International Schools Limited (AISL) and we have access to the AISL Academy which is a professional development platform led by the group. Within this platform there are a variety of courses which stretch and develop staff and which give an opportunity for a deeper understanding of the family of schools.

All CPD relates to the School's overall strategic aims as well as the individual objectives set by teachers during the annual Professional Performance Review cycle.

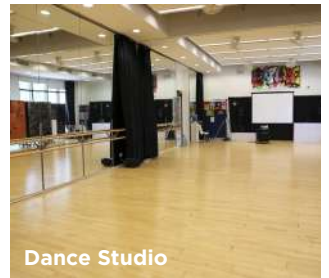
OUR FACILITIES



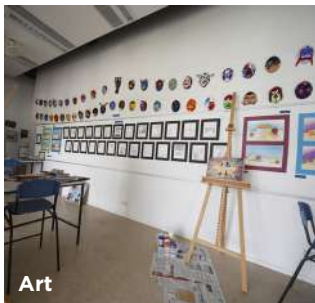
Astro Pitch



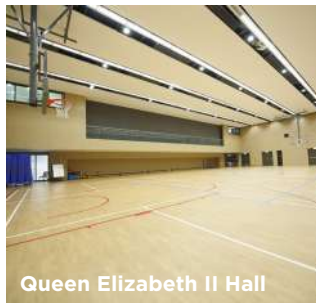
Music



Dance Studio



Art



Queen Elizabeth II Hall



Library



Science



Swimming Pool



Kadoorie Dining Hall



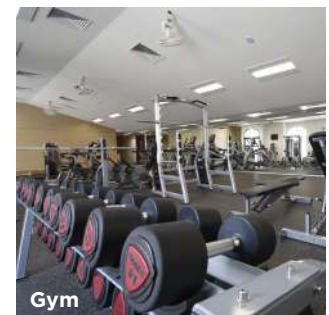
Girls' Common Room



Girls' Bedroom



Shakespeare Studio



Gym



Boys' Common Room



Boys' Bedroom



STEAM Centre

BENEFITS OF BECOMING A TEACHER AT HARROW INTERNATIONAL SCHOOL HONG KONG

- The opportunity to teach bright, interesting and hardworking pupils.
- The opportunity to be part of a supportive, forward thinking and motivated staff team.
- A comprehensive Staff Induction Programme and Professional Development opportunities.
- The opportunity to work and develop within the family of Harrow Schools.
- Excellent working environment with dedicated staff working areas and extensive ICT facilities.
- The opportunity to get involved in Super Curriculum Activities and the Co-curricular Programme.
- Competitive salary and performance-related payments.
- Accommodation or Housing Allowance.
- Flight at the start and end of contract and additional flight benefits.
- Fee remission for staff whose children attend the School.
- First rate medical insurance.
- Staff Social Programme.
- Complimentary school lunch.



WHAT OUR STAFF SAY

Oliver Paulin | House Master of Sun, Teacher of French

Working at Harrow Hong Kong has given me many opportunities to develop as a professional and to add to my skills. There is a strong focus on supporting pupils' wellbeing and the school has provided training to help pastoral leaders and others who have expressed an interest in this area. There is a great atmosphere of sharing good practice and learning from each other. Working with the pupils here is also a real pleasure; they are highly motivated and show interest and enthusiasm in lessons.



Naina Nightingale | Assistant Head (Senior School, Pastoral and Wellbeing) and Teacher of English



It is a great privilege to be part of the staff community at Harrow. From application, to interview, to arrival at Harrow Hong Kong, the existing members of staff were incredibly helpful, answering queries rapidly and offering assistance at all stages as I prepared to relocate to Hong Kong. Harrow Hong Kong is welcoming and committed to supporting each individual, so that they can reach their full potential and realise their professional goals. It places pupils at the heart of all it does and offers excellent professional development in an exciting and diverse environment. Working at Harrow means being part of a community of outstanding people, staff and pupils alike.

Grace Kim | Lower School Class Teacher

Working at Harrow Hong Kong has been a learning experience for me, allowing me to grow both professionally and personally. As a teacher transitioning from Harrow International School Shanghai to Harrow International School Hong Kong, I experienced a smooth transition thanks to the supportive HR team and an efficient recruitment process. Everyone here is incredibly supportive, making me feel welcomed and valued. The community at Harrow Hong Kong is friendly and inclusive, with everyone working hard to provide the best for the pupils. This positive environment has made my move seamless and enjoyable, allowing me to focus on delivering excellent education and contributing to the school's vibrant community.





Laura Yandell | Senior Deputy Head (Whole School)

It is such a privilege to be part of such a wonderful school community. Our pupils and staff are the most incredible people to work alongside on a daily basis and the things we strive for and achieve are quite formidable. The opportunities we get working at Harrow and living in Hong Kong are, in my opinion, a once-in-a-lifetime experience and I feel very lucky to be part of this fantastic organisation.

Chris Russell | Lower School Class Teacher

I'm now in my eighth year at Harrow and it has been a real pleasure and a privilege to work here. The school community has always been one of the strongest aspects of the school. The children have always been a pleasure to teach, the parents have always been supportive and understanding and my colleagues have been excellent to work alongside. There have always been many opportunities to further professional development as the school and I feel lucky to have been given such opportunities.



RELATIONSHIP STATEMENT

The Harrow International Schools, Harrow Hong Kong Children School, Harrow LiDe Schools and Harrow Little Lions (Early Years Centres) use Harrow School's Name and Badge under a sub-licence granted by Harrow International Schools Limited (HISL), a trading subsidiary of the charity registered in England and Wales with charity number 310033 which owns Harrow School and its trademark, in return for a fee. The educational, administrative, financial and other operational responsibilities of the Harrow International Schools, Harrow Hong Kong Children School, Harrow LiDe Schools and Harrow Little Lions (Early Years Centres) are separate from those of Harrow School and rest with their owners and operators. The schools' fees are paid to their owners and operators and not to Harrow School or HISL. Under the sub-licence, these schools are required to reflect Harrow School's educational purpose, practice, strategy and philosophy and each is regularly evaluated by representatives of HISL. The schools' Governing Boards include two representatives of HISL.





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