



HARROW
SCHOOL

Appointment of
**POST-GRADUATE ASSISTANT TEACHER
OF COMPUTER SCIENCE**

September 2026



APPOINTMENT OF POST-GRADUATE ASSISTANT TEACHER OF COMPUTER SCIENCE

The School seeks to appoint a Post-Graduate Assistant Teacher of Computer Science from September 2026. The post comes with a generous package including the below:

- Rent-free accommodation provided on the Hill;
- Health cover provided free of charge for you and at a reduced rate for any members of your immediate family that you may wish to add.

BACKGROUND

Harrow School is one of the world's most famous schools. Founded in 1572 by a local yeoman farmer, John Lyon, under a Royal Charter granted by Queen Elizabeth I, it is located on a 324-acre estate encompassing much of Harrow on the Hill in north-west London. Around 830 boys aged 13 to 18, from all over Britain and across the world, live in the School's 12 boarding houses. There are about 120 academic staff and over 500 support staff.



The academic curriculum for the first year (Year 9), which we call the Shell, is a foundation course in which boys study a range of subjects, including a choice of two languages. In the second and third years, Remove (Year 10) and Fifth Form (Year 11), boys study ten subjects to (I)GCSE. All boys are

expected to take at least four subjects in the Lower Sixth, plus an Elective in each of the three terms. In the Upper Sixth, they carry on with three or four subjects to A level. Lessons are taught in the mornings Monday to Saturday, and in the afternoons of Monday, Wednesday and Friday.

Our Super-Curriculum encapsulates all those activities that foster academic endeavour beyond the measurable outcomes of examination results. It includes (but is not limited to) wide and habitual reading, extended project work, debate, public speaking, research, competitions, lectures, study trips and our Electives programme – off-piste courses that capitalise on our teachers’ academic passions and are taught at Sixth Form through university-style seminars.

We have 12 boarding houses, each of which has a unique character and its own gardens and facilities. Each house accommodates on average 67 boys. Pastoral care is delivered by the House Master, Assistant House Master and Matron (all resident), as well as the year-group tutors and House Visitors. Our Chaplaincy, full-time Psychologist and Pastoral Support Committee provide further layers of support.

Boys and teaching staff gather in Speech Room once a week. This is an important time for reflection, keeping abreast of news and events, and celebrating achievements. Harrow has a Christian foundation and ethos, meaning that Chapel also plays a significant part in our daily life. We have three Christian Chaplains (two Anglican and one Roman Catholic), as well as a Muslim and Jewish Chaplain, and most boys attend services twice each week. There is also a further bespoke programme for boys of the other world faiths.

Harrow has a breadth of sporting opportunities to suit each boy’s interests and ability. An extensive games programme includes approximately 28 sports. We hold afternoon games four times a week, as well as sporting fixtures against other schools and regular inter-house competitions. Our elite sportsmen have an impressive record and some go on to enjoy professional sporting careers. Our provision for the lower teams includes expert coaching.





A number of parents send their sons to Harrow because of our strong Music department. We aim to raise the best musicians to a very high level of skill, while involving every boy in enjoyable musical activity. Over half of our boys learn an instrument and most of these are involved in ensemble work too, putting on more than 80 performances each year.

Harrow has a national reputation for drama. As well as teaching boys at every level in the School, the Drama and Theatre department stages a diverse season of School, house and boy-led productions each year in the state-of-the-art Ryan Theatre.

The Art Schools and Churchill Schools provide a rich education in Art and in Design & Technology. We offer specific tuition in painting, sculpture, photography and art history.

All boys are encouraged to join our many clubs and societies. Some are organised by academic departments or are related to games and sports; others are less easy to classify, such as the Debating Society, the Law Society and the Conservation group. Our close proximity to London means that we regularly attract excellent speakers. The Harrovian is the School magazine; edited by boys, it began life well over a century ago and appears every week during term time. Boys also help to run the School Farm. The Harrow Rifle Corps is one of the largest combined cadet forces in a school in the country and it has a proud record of preparing boys for scholarships in the armed services. We offer The Duke of Edinburgh's Award programme at all levels, with around 170 boys taking part annually.

Shaftesbury Enterprise encompasses all Harrow's philanthropic, charitable, outreach and partnership work, with the service work of the boys making up an important part. Through this initiative, all boys engage purposefully and genuinely with the local community. Harrovians give a great deal through Shaftesbury Enterprise, but they also receive plenty in return. It is not uncommon for boys to feel that their commitment to Shaftesbury Enterprise is one of the most valuable that they make at School.

Culturally, Harrow's way of life is steeped in tradition. From playing Harrow football and carving new boys' names on boards in the boarding houses, to singing Harrow Songs, wearing the straw hat and using our distinctive terminology, these customs have developed over centuries. They continue to pervade our community on the Hill and to bind us together in support and fellowship.

Harrow School is part of a much larger family, which is made up of John Lyon's Foundation, the Harrow International Schools, and the Harrow Club (a centre for sport and education for young people in Notting Dale that the Foundation helped to establish). John Lyon's Foundation is made up of a Charter Corporation comprising Harrow School, John Lyon School (a nearby co-educational day school) and John Lyon's Charity (a grant-giving charity that gives over £10 million a year to schools and other organisations in the boroughs of north-west London).

SCHOOL VALUES AND BEHAVIOURS

All staff are expected to conduct themselves in line with the School's values which are: **Courage**, **Honour**, **Humility** and **Fellowship**. While the School's values set out what matters most to us, the behaviours below are intended as a shared set of expectations to refer to, and standards to aspire to, in our dealings with others. They are the practical application of our values.

COURAGE

- We remain optimistic and purposeful in a disrupted world.
- We take responsibility for our decisions, even the hard ones.
- We always challenge poor behaviour in ourselves and others.
- We are open to new ideas, and seek fresh challenges.

HONOUR

- We keep our promises.
- We act with integrity – doing the right thing, even when it is difficult or when no one is watching.
- We respect and value our traditions whilst setting them in the context of today.

HUMILITY

- We work hard to serve others within the School and across our wider communities where possible putting their interests before our own.
- We give and seek honest and appropriate feedback, reflect on our failures and learn from them.
- We support each other through challenges and whatever the outcome, we celebrate those that took part.

FELLOWSHIP

- We respect each other and value our differences, knowing that we are more effective and more resilient working together.
- We are kind and inclusive; we value the contribution that each of us makes.
- We role model the behaviours that we would like to see in others; we ask only of others what we would be prepared to do ourselves.



THE TEACHING STAFF

We have a very friendly and increasingly diverse teaching staff, and we welcome applicants from all backgrounds. Some joined Harrow straight from university, others after taking a PGCE. Some have taught in an independent school before, others have not. What all of our teachers have in common is an enthusiasm for their subject and a willingness to be involved in the life of a boys' full-boarding school.

As the School has a duty to supervise pupils around the clock during term time, our teachers' responsibilities include caring for the boys at irregular times outside normal teaching hours. To facilitate this, and so that they can better perform their duties, teachers at Harrow are required to live in a house or flat allocated by the School. We maintain these properties free of rent and charges for teachers, and also pay for their water and council tax.

Harrow on the Hill is only 30 minutes from central London on the London Underground Metropolitan line but it has a rural feel; the streets resemble a village, and it is surrounded by woods and playing fields. It is a good place to bring up a young family – there are many children on the Hill and some excellent local schools.

The School has its own salary scale, with generous additional benefits including private medical insurance.



THE DEPARTMENT

Computer Science is one of the most dynamic and rapidly expanding departments in the School, playing a central role in equipping boys with the technical fluency and critical thinking skills needed to thrive in the digital world. The department's forward-looking curriculum is both rigorous and creative, placing strong emphasis on problem-solving, innovation and hands-on experience from the outset.

In the Shell year (Year 9), boys begin with an introduction to cyber-safety, digital hygiene and touch-typing, alongside structured use of digital tools to support their broader academic progress. They then move on to a course in artificial intelligence, where they explore key theoretical concepts and real-world applications in machine learning. Programming is introduced through Python, with boys undertaking a range of ambitious projects including mathematical modelling, scientific analysis, and game development. Later in the year, they apply their skills in designing and programming intelligent robots capable of performing complex tasks.

In the Remove and Fifth Forms (Years 10 and 11), boys follow the CAIE IGCSE Computer Science course (0478). This builds on the strong foundation established in Shell and introduces a deeper study of algorithms, system architecture and software development. Practical work remains central: boys design and test their own programs, work with hardware such as Raspberry Pi and gaming systems, and complete an independent project in the summer between Remove and Fifth Form.

At A level, boys study the Cambridge International Computer Science syllabus, which provides a robust and intellectually demanding grounding in computational theory and software engineering. The course fosters creativity and precision in equal measure, with topics including data structures, systems design, programming paradigms and algorithmic analysis. Boys gain significant experience in developing software to solve real-world problems, preparing them for further study in fields such as Artificial Intelligence, Data Science, Cybersecurity and Engineering. A number of boys go on to study Computer Science at leading universities in the UK and overseas.

The department also runs a popular and active Computer Science Society, which meets weekly. Activities include building and upgrading PCs, exploring virtual reality technologies, and taking part in coding challenges. The Society regularly hosts guest speakers – including leading figures from industry and academia – and provides a space for boys to explore computing beyond the classroom. Furthermore, we support and encourage boys to take part in the British Informatics Olympiad and other similar competitions. In the summer between Remove and Fifth Form, boys work on a summer project where they are encouraged to apply their knowledge to build an app, game, or even a piece of hardware. They then present their project at the beginning of the Fifth Form and share what they learned.

Well-resourced and firmly embedded in the academic and co-curricular life of the School, the department is characterised by its ambition, energy, and commitment to innovation. It is also a highly collaborative department, experimenting with different platforms on an ongoing basis and welcoming new ideas.



THE ROLE

The School regularly appoints Post-Graduate Assistant Teachers (PGATs) in all departments. Such appointments are typically for one academic year, with the possibility that contracts are renewed for a second year. These positions give successful candidates the opportunity to experience life at a leading independent boarding school, to acquire and develop teaching skills, and to make a significant contribution outside the timetable to the School's extra-curricular activities and in the super-curricular programme for academic extension.

In addition, the School provides training in skills both related to teaching and transferable to other professions. The role of PGAT will allow those interested in pursuing a career in teaching to gain directly relevant experience and training, and those more likely to move into another profession beyond the end of their time at Harrow to acquire skills beneficial for their future careers in other areas, including banking, consultancy and the law.

The salary depends upon the applicant's experience and teaching timetable but will typically fall in the range £25,323-£30,519. Accommodation is provided without charge for PGATs in Harrow on the Hill (Greater London), and the School pays for water and council tax. All meals are provided free of charge during term time.

Occasionally, we appoint recent undergraduates and post-graduates as full-time teachers.

PGATs teach a reduced timetable, typically including no more than 20 timetabled lessons of 40 minutes' duration per week, and assist in departments more generally in ways appropriate to their experience and ability. PGATs are expected to coach sports or to manage activities in each of the three terms. There are commitments in that area of School life on most weekends in term time.

The role also involves a commitment to boarding, principally by helping House Masters with the supervision of prep from 7pm until 10pm on one or two evenings each week. There needs to be some flexibility over these evening duties, to cover House Masters' irregular absences.

All PGATs act as tutors in a boarding house and, along with all other full-time colleagues, teach PSHEE to their tutor group.

PGATs are also expected to contribute to the wider life of the School, for example by being involved with trips off the Hill on Saturday evenings, and with DofE expeditions, field days, and the activities of the cadet force. The Deputy Head Master is in overall charge of the PGATs' extra-curricular commitments.



TRAINING AVAILABLE FOR POST-GRADUATE ASSISTANT TEACHERS

The School hopes that PGATs' experience of working at Harrow will motivate them to continue in the profession. Indeed, there are several full-time teachers at Harrow who were initially appointed as PGATs and others who have gone on to pursue careers at other schools.

The School provides a formal programme of training for PGATs and full-time teachers new to teaching. The programme covers the following areas:

- lesson planning and preparation;
- reporting and communication with parents;
- behaviour management and discipline;
- marking, assessment and feedback;
- attitudes to learning and mindset;
- special educational needs and disabilities;
- the use of technology in teaching and learning; and
- metacognition.

Some former PGATs have decided at the end of their year at Harrow to pursue careers in other fields. For the benefit of the boys and for the professional development of PGATs, therefore, the School also provides regular formal training in a variety of relevant and transferable skills. Specifically, but not exhaustively, training is offered every year in the following areas:

- the most recent set of Microsoft Office software products, with a particular focus on applications relevant for presentations (including PowerPoint and Sway) and the analysis of data (including Excel);
- presentation skills, both in writing and in person;
- collaborative working and the dynamics of groups;
- financial management and budgeting;
- the management of human resources and issues relating to employment;
- communications and marketing;
- development and fundraising;
- health and safety; and
- child protection and safeguarding.



THE PERSON SPECIFICATION

All members of staff are expected to conduct themselves in line with the School's Values. These are **Courage, Honour, Humility** and **Fellowship**.

Successful candidates for PGAT positions will have:

- impressive academic qualifications, including a good degree;
- relevant experience in other extra-curricular activities;
- high expectations of pupils;
- strong inter-personal and communication skills;
- a creative mind;
- resonance with Harrow School's ethos;
- stamina and resilience;
- tact and discretion; and
- integrity.





HOW TO APPLY

Please visit the School's website at www.harrowschool.org.uk/contact/work-at-harrow or click on the 'Apply to School website' button for more detailed information about the role and to complete our online form, which should be submitted by 8am, Friday 5 June 2026.

Informal enquiries about the role would be welcome: please contact the Head of Digital Learning and Computer Science, Dr Chris Crowe (CMC@harrowschool.org.uk).

The recruitment process will include the following elements: an interview with the Head Master, the Deputy Head Master, and the Director of Studies, an observed lesson, an opportunity to meet informally with other members of the relevant departments, a subject-specific interview with the Head of Subject, and a tour of the School during which candidates have an opportunity to talk with another member of the Senior Management Team and to gain a better understanding of the School.

Guidance is available from the Head of Subject about the observed lesson, in which you are advised not to try to cover too much or to lecture the boys, and to ask the boys to do something rather than simply to listen.

The selection process and interview questions relate to the details given in this job description, in particular 'The School', 'The Role' and 'The Person Specification'. There is also a significant departmental component. You will be asked to explain any discrepancies or anomalies in the information you provide either on the application form or in your covering letter, as well as any issues arising from references, which are taken up in advance of the interview.

SAFEGUARDING AND CHILD PROTECTION

Harrow School is committed to safeguarding, protecting and promoting the welfare of children and you must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). At interview, we will ask questions about child protection procedures and your suitability to work with children. All teachers at Harrow must comply with our *Safeguarding Policy*, which can be found on our website www.harrowschool.org.uk.

The position is subject to an enhanced DBS check.

The position will be offered subject to the receipt of satisfactory references, proof of qualifications and proof of right to work in the UK.

Copies of the School's *Recruitment, Selection and Disclosure Policy*, and *Privacy Notice for Job Applicants* are available on the School's website, alongside the candidate pack.

Equality, diversity and inclusion are values that are important to us at Harrow. We believe in diversity of thought and actively welcome anyone regardless of their background to bring their valuable and relevant skills to our community.

