



WELLINGTON COLLEGE
CHINA

惠灵顿(中国)

WE ARE HIRING |



We are Our People

JOB DESCRIPTION

Primary Art Teacher



Premium school with small
class sizes and generous
non-contact time



Personalised professional
development pathways



HR Asia's best
company to work for
in Asia 2020 and 2021



Competitive salary
and benefits

ABOUT US

Wellington College China is a partner of Wellington College in England. It has three schools in Shanghai, all close to each other, not far from the heart of this exciting, international city. Our schools provide an outstanding education for more than 5,000 local and international children aged between 2 and 18 years old. Wellington College China are also winners of HR Asia Best Employers to work for Award, 2020, 2021 and 2022.

Huili School Shanghai is Wellington's bilingual school for Chinese students, which opened in August 2018. There are now more than 1,400 pupils in Huili nursery (Early Years 1-4) and Huili School (grades 1 to 12). The school is offering the IGCSE and IBDP in the high school to help students apply overseas universities.

We are dedicated to connecting the educational excellence of the East and West to create a pupil-centric, bilingual and bicultural learning experience. Inspiring our children to be the best version of themselves, to take pride in where they come from and to be the change they wish to see in the world. This will be based on a model that establishes a strong understanding of the rich and deep heritage and culture of China and being Chinese, while also establishes the values, aptitudes and knowledge needed to be an effective global citizen. We aim to prepare pupils for success during and after life at the school.

Within a culture of shared vision, mutual respect, connection and belonging, open communication and inclusive practice, the teacher will form an integral part of a close team who aspire to continually develop and evolve in their personal and professional development. Half of our teachers are English-speakers and half are Chinese. It is our desire to imbue every pupil with our five core values: courage, integrity, respect, kindness, and responsibility.

Wellington College China Schools are committed to safeguarding and promoting the welfare of children. Assessment and testing of applicants' suitability to work with children is an integral part of the selection process.

Inspired · Intellectual · Independent · Individual · Inclusive



BASIC INFORMATION

JOB TITLE

Primary Art Teacher

DEPARTMENT

Academic

SUPERVISOR

Head of Art & Design, Director of Arts, Assistant Head of Primary

OBJECTIVES

The Huili Shanghai Primary School Visual Arts Teacher is responsible to the School Master through the Director of Arts and the Head of Primary. The Huili Shanghai Primary School Visual Arts Teacher has the professional responsibility to live-out the purpose and values of the school in and out of the classroom.

Teachers provide a positive learning environment that values and engages students enabling them to develop fully as bilingual learners. Teachers empower their students to attain high levels of achievement and continually improve their learning. Music teachers also actively participate in the Arts co-curricular program (CCA) as this is a vital role in contributing to the holistic development of students.

All teachers contribute to the overall pastoral care of students and can be called upon to undertake the responsibilities of a form tutor (home room teacher). In addition, all teachers are required to demonstrate a commitment to the school's co-teaching model; developing effective and respectful professional connections with other educators to enhance pupil learning.

The Primary School Visual Arts teacher will be an excellent practitioner who can facilitate outstanding learning outcomes for keen students. They will be experienced and enthusiastic about teaching primary visual arts and proactively contributing to the broader Arts department. They recognise the creativity that exists within each student, fostering this and enabling individualised expression to flourish.

KEY RESPONSIBILITIES:

Commitment to Students

- dedicated to the care and nurture of their students – their social, emotional, physical, and academic development
- treat students equitably, with respect and are sensitive to factors that influence individual potential for student learning
- establish respectful relationships with the students in their care and understand the profound impact that this relationship has on student learning
- create a supportive and welcoming learning environment in which students feel confident to take risks
- acknowledge the strengths and abilities of their students while also encouraging open-mindedness

Commitment to the Families of Students

- establish strong and effective working partnerships with the families of their students
- value the knowledge parents have of their children and how the sharing of this information can aid in the overall educational development of each student
- use the avenues supported by the school to ensure open and informative communication and information exchange with parents
- ensure that student success is celebrated and that parents are well-informed of all events at a class and whole school level
- encourage and value parent inclusion in the learning environment
- implement strategies to share professional knowledge about teaching and learning with parents

Professional Knowledge

- maintain professional knowledge and recognise its importance for improving practice
- understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and legislation to inform professional judgement
- be guided by the values, aspirations, policies and procedures of the school
- remain open and receptive to adaption and innovation; constantly seeking to remain current and effective as professional educators
- actively seek ways to share knowledge with other educators both within and beyond the school and welcome the opportunity to learn with and from others

KEY RESPONSIBILITIES:

Professional Practice

- apply professional knowledge and experience to promote student learning
- use appropriate pedagogy, assessment techniques, reporting procedures, teaching and learning strategies and technology when planning for and responding to students
- plan for and promote the acquisition of thinking, ICT and inquiry skills in students
- ensure a sound and systematic approach to the teaching of literacy and numeracy
- refine professional practice through ongoing inquiry, dialogue, and the ability to critically reflect on personal growth and the progression of others
- participate willingly and actively in the various curriculum and planning teams
- employ strong administrative and organisational skills to ensure documentation of learning is maintained at a high professional standard

Participation in the Learning Community of the School

- support each other in collective and individual learning
- converse, cooperate and work productively together to help each other
- strive to do quality work in all areas of teaching
- take up the challenge to continue to grow professionally through reflection, action planning and implementation of new strategies and approaches
- assist other teachers, within and beyond the school, in their ongoing professional development in an honest, respectful, and supportive way

Contribution to the Broader Life of the School

- willingly participate in the many and varied activities that strengthen the sense of community and provide students with a broad educational experience
- willingly participate in residential trips, parent workshops, and other community events
- actively support the pastoral and cultural dimensions of the school
- establish and maintain positive relationships with members of the school community
- participate in House activities

KEY RESPONSIBILITIES:

Participation in Co-curricular (CCA) Program

- actively support and contribute to the CCA program
- contribute positively to the spirit within the teams or groups
- promote the importance of good sportsmanship and cooperation
- foster positive working relationships with other coaches and staff to facilitate a well-rounded CCA program

Other Duties

- undertake or assist with other duties as requested by the Head of Primary or their delegate

BASIC QUALIFICATION

- Bachelor's degree, teaching certificate

EXPERIENCE

- Excellent written English and effective interpersonal communication skills
- Excellent technological literacy across a range of applications
- Proven experience to develop innovative academic pathways to achieve outstanding academic results for all students
- The ability to work collaboratively with other members of staff
- An applied understanding of concept-based learning
- Effective administrative and organisational skills

EXPERTISE

All staff are expected to uphold the school's values by:

- safeguarding and promoting the welfare of children
- supporting and promoting the School's culture, reputation and strategic objectives
- complying with the School's Code of Conduct and other policy and regulatory requirements
- building relationships with students, staff and parents based on respect, trust and shared purpose
- behaving ethically and with appropriate confidentiality and sensitivity
- modelling punctuality and adherence to organisational deadlines
- supporting the Huili Values

PREFERRED APTITUDES

- practicing artist in their chosen field/medium of expression
- minimum two years teaching experience
- ability to assess student interests, needs and development
- ability to develop curriculum
- open, proactive, patient and caring
- proficient in Microsoft Office and other educational software
- international and bilingual school experience
- cross-cultural work experience

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A large, faint watermark of the Wellington College crest is visible in the background. It features a shield with a cross, a lion, and a book.

**We are
Our People**