

POSITION: Primary English Coordinator Years 2 and 3

ABOUT US

Huili School Shanghai provides pupils access to an education rooted in the traditional values and the progressive approach to learning synonymous with Wellington College. The vision is to inspire pupils to become intellectual, independent, individual and inclusive; our Huili identity. 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 College.

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.

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.

Basic Information			
JOB TITLE	Primary English Coordinator Years 2 and 3	DEPARTMENT	Academic
LOCATION	Shanghai	POSITION TYPE	Full-time
SUPERVISOR	Head of Primary		
ANNUAL LEAVES	According to School Calendar		

THE ROLE

Subject coordinators work in collaboration with colleagues across the school to ensure the provision of a written and assessed curriculum that clearly outlines essential learning within the Primary School; a curriculum that seamlessly links with EY4 and Grade 6. Curriculum design will engage students; challenging and inspiring them to appreciate the subject and its application. Subject coordinators support team members in the delivery of lessons and use data to inform responsive teaching approaches.

The English Coordinator Years 2 and 3, will work closely with the RWI coordinator and Head of English enabling a cohesive and comprehensive learning program, sharing of information pertaining to student learning successes and next step learning. The coordinator will take a leading role in enabling an effective collaboration process with relevant teaching staff so that engaging, responsive and high impact teaching is evident in all English classes. The coordinator will proactively seek meaningful links between the English scheme of work and the schools programme of inquiry.

KEY RESPONSIBILITIES

The key responsibilities of the role are :

Curriculum Development

Subject Coordinators are outstanding and lead teaching practitioners who know their subject content, how to teach it and how to effectively communicate this with others.

Subject Coordinators:

- lead initiatives within the school to evaluate and improve knowledge of subject content
- demonstrate exemplary teaching of their subject and advocate for the use of effective, research-based learning and teaching programs
- utilise comprehensive content knowledge to improve selection and sequencing of content into coherently organised learning and teaching programs

- conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, feedback from parents, staff and colleagues and input from other subject leads
- establish effective methods for assessing of student work, analysing the results and implementing changes to teaching and learning to guide ongoing improvement
- keep up-to-date with subject developments outside the school and share this information with colleagues
- provide advice and guidance about future developments in curriculum, pedagogy, staffing and resourcing
- offer active liaison with colleagues in the Junior High and Nursery to ensure alignment of curriculum and timely sharing of information regarding assessment and student progress
- provide considered input into the development of curriculum documentation on Managebac

guide staff in the department with preparing their student academic reports **Lead and Inspire Others**

Subject Coordinators provide effective leadership of staff and therefore build and maintain a collaborative teaching team focused on the continual enhancement of each other's practice and the attainment of high academic standards for students.

Subject Coordinators:

- teach demonstration lessons for colleagues to share best classroom practice
- set high expectations and lead colleagues to set and pursue challenging professional goals
- lead colleagues to plan, implement and review the effectiveness of their learning and teaching schemes of work and programs
- mentor and coach colleagues to review, modify and expand their repertoire of teaching strategies
- foster, by example, a spirit of academic inquiry within the department
- provide an effective induction programme for new members of the department
- arrange for the observation of teaching as a matter of good practice and to provide learning focused feedback
- arrange and lead whole of school CPD sessions according to need and school priorities
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- distribute leadership responsibilities to create a sense of teamwork within the department and aid professional development
- assist with the school's annual appraisal, induction and other such
- processes
- devise and lead the provision of effective and ongoing professional learning opportunities for those within the department
- ensure that staff are aware of pupils with learning, medical, social or other difficulties and providing appropriate support
- assist in managing relief teaching when staff are absent
- support and mentor teachers in their timely and effective reporting of information to parents through the various channels for communication that the school supports

Contribute to the Broader Life of the School

Subject Coordinators demonstrate and share their personal interest in their subject, foster an enjoyment for learning and ensure that the curriculum is based on rigour and scholarly challenge.

Subject Coordinators:

- ensure there are commensurate co-curricular programs to support, extend and inspire students at all levels
- ensure that there are opportunities for student's achievement and work to be shared
- ensure that students take part in subject specific competitions both within and outside the school to extend their skills beyond the regular syllabus
- contribute to and/or lead the provision of subject celebrations
- run workshops to inform parents of practice to enable strong support for students at home
- facilitate effective collaborative planning meetings
- have a significant role in ensuring the development of impactful teaching and learning practices within the school

Meet Learning Needs of Students

Subject Coordinators lead their department in the evaluation of teaching effectiveness to ensure learning success for all students. Students are supported in their learning to not only meet grade level expectations but to ensure that they are progressing at a rate commensurate with their potential.

Subject Coordinators:

- lead colleagues to encourage students to pursue challenging goals
- foster high expectations of students and their work
- engage the department in reviewing students' work and the results from common formative assessment to provide feedback to students, strengthen shared practice and implement intervention planning as required
- lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school requirements
- coordinate student performance evaluation using internal and external student assessment data to improve teaching practice and provide timely interventions
- evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students
- communicate effectively with parents regarding student placement within classes and outcomes of assessment
- ensure high quality implementation and monitoring of assessment and feedback strategies to improve teaching practice and student outcomes
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- actively engage with welfare and support matters concerning students

Undertake Administration of the Department

Subject Coordinators contribute proactively to the smooth and effective day to day operations of the Primary School ensuring effective communication and resource management.

Subject coordinators:

- facilitate regular collaborative planning meetings to exchange ideas and inform impactful practice
- produce an annual report for the Head to inform school development planning
- produce reports for the Academic Sub-committee as required
- , in collaboration with their team, write and implement the annual department development plan
- , in collaboration with their team, write and implement the department's intervention plan
- provide oversight of teaching spaces to promote visibility of student learning
- keep accurate inventories of fixed assets in the department
- where appropriate, manage ancillary staff
- manage the departmental budget effectively
- uphold and contribute to the development of school academic policies and processes
- keep a comprehensive online library of up-to-date departmental resources
- respond constructively to requests for advice and assistance from other departments within the school and across the Wellington group
- ensure that displays in and around the department's teaching area are stimulating, helpful to pupils and representative of the school's high standards

JOB QUALIFICATIONS

The successful role-holder must have:

- excellent written and spoken English and effective interpersonal communication skills
- excellent technological literacy across a range of applications
- a relevant tertiary degree and teaching qualification
- proven experience to develop innovative academic pathways to achieve outstanding academic results for all students
- the ability to work collaboratively
- an applied understanding of concept-based learning
- high expectations for all students
- effective administrative and organisational skills.
- effective communication and interpersonal skills.
- excellent subject knowledge
- commitment to the full life of an independent school
- strong pedagogical knowledge and understanding

Preferred experience and aptitudes:

- international and bilingual school experience
- minimum of five years teaching experience