

Primary Music Teacher with the possibility of leadership: Primary Music & Performing Arts Coordinator

ABOUT US

Huili School Shanghai provides an education rooted in the traditional values and the progressive approach to learning synonymous with Wellington College, UK. As a school we aspire to create a caring, bilingual community that develops well-rounded individuals with strong values and the skills to thrive within an ever-changing global society.

We provide a learning environment that promotes the Huili Identity; pupils who are Inspired, Intellectual, Independent, Individual and Inclusive. We achieve this by being united in our positive and proactive engagement of the Huili values of courage, respect, integrity, kindness and responsibility, and committed to continuously developing and improving in all that we do so that students can thrive in terms of academic progress and personal development

Within the Huili School setting students are offered a broad range of curricula and extracurricular learning opportunities. The school's learning program is based on a model that establishes a strong understanding of the rich and deep heritage and culture of China and being Chinese while also establishing the values, aptitudes and knowledge needed to be an effective global citizen.

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 Music Teacher	DEPARTMENT	Academic
LOCATION	Shanghai	POSITION TYPE	Full-time
SUPERVISOR	Head of Music & Performing Arts, Director of Arts, Head of Upper or Lower Primary		
ANNUAL LEAVE	According to School Calendar		

THE ROLE: PRIMARY SCHOOL MUSIC TEACHER

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

Music teachers will provide a positive learning environment that values and engages students; empowering them to attain high levels of achievement, continually improves their learning and enables them to develop fully as bilingual learners. Being an active participant in the arts co-curricular program (CCA) offered is seen as a vital role played 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. 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 student learning.

The Primary School Music teacher will be an excellent practitioner who can facilitate outstanding learning outcomes for keen students. Teachers will be experienced and enthusiastic about teaching primary music and proactively contributing to the broader arts department. Teachers will be particularly interested in leading and delivering a primary singing programme.

The additional responsibility opportunity of Primary Music & Performing Arts Coordinator is available to music teachers who are enthusiastic and experienced in planning music curricular, engaging young artists in ensemble playing/performance and who have a particular interest/expertise in leading choral ensembles and singing programmes. A willingness and interest in managing the performing arts curriculum and working closely with both performing arts staff and primary colleagues to support productions is essential.

THE ARTS DEPARTMENT

The Huili Arts department is comprised of visual arts, design technology, music, performing arts, drama and dance. Our excellent facilities include a state-of-the-art professional standard theatre, a black box studio, recording studio, two dance studios, art and design classrooms, music practice rooms and bespoke teaching spaces.

The arts programme offers plentiful opportunities for students to showcase their artistry, whether it is in the classroom, in formal concerts, house competitions, assembly performances, lunchtime recitals or full-scale theatre productions. In primary, teachers blend the best of the east with the best of the west in a bespoke curriculum that prepares students for progression.

The Huili Arts department's purpose is to facilitate engagement in quality arts experiences. We believe that the arts allow for an expression of self and of culture. As a school, we hold the arts as an essential human experience. We have excellent relationships with artists, musicians, and arts practitioners both here in Shanghai and internationally.

DUTIES AND 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 productive 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 between themselves and 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
- utilise the avenues outlined by the School to ensure the open and informative exchange of information on a regular and needs basis for parents
- ensure that student success is celebrated and that parents are kept abreast of all events at a class and whole school level
- create a climate where parent inclusion in the learning environment is encouraged and valued
- implement strategies to share professional knowledge about teaching and learning with parents

Professional Knowledge

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

Professional Practice

- apply their 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 the needs of their students
- plan for and promote the acquisition of thinking, ICT and inquiry skills in their students ● ensure a sound and systematic approach to the teaching of literacy and numeracy skills
- refine professional practise through ongoing inquiry, dialogue and the ability to critically reflect on the personal growth of self and others

- willing and active participation in the various curriculum and planning teams of the school
- strong administrative and organisational skills to ensure documentation of learning is maintained at a professional standard

Participation within the Learning Community of the School

- support each other in their collective and individual learning
- converse, cooperate and work productively together to help each other and help themselves
- strive to do quality work in all areas of teaching
- challenge themselves 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 the co-curricular (CCA) life of the school, residential trips, parent workshops, and other related community events
- actively support the pastoral and spiritual dimensions of the School
- establish and maintain positive relationships with members of the School community
- participate in House activities

Co-curricular Contribution and Active Participation (CCA)

- actively support the co-curricular dimension of the School
- contribute to the spirit within the team or group
- promote the importance of good sportsmanship
- foster positive working relationships with other coaches and staff in order to facilitate a well-rounded Co-curricular Program
- other duties as directed by the Head of Primary or the Head of Primary School's delegate

DEMONSTRATED VALUES

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

SKILLS AND QUALIFICATIONS

The successful role-holder must have:

Excellent written 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 with other members of staff

An applied understanding of concept-based learning

The ability to be committed to having high expectations for all students

Effective administrative and organisational skills

Effective communication and interpersonal skills

Excellent subject knowledge

Experience of leading singing groups

Commitment to the full life of an independent school

Preferred experience and aptitudes:

International and bilingual school experience

Minimum of two years teaching experience

Orff and or Kodaly music training

Ability to play the piano or another musical instrument