



WELLINGTON COLLEGE INTERNATIONAL SHANGHAI

POSITION: Assistant Headteacher: Curriculum and Assessment

ABOUT US

One of the fastest growing and most successful schools in Shanghai, Wellington College International Shanghai opened in August 2014 and is located in the New Bund area. It is a fully co-educational day school with over 1,400 pupils, aged 3 to 18 years old.

Embracing the ethos of our prestigious and progressive partner, Wellington College in the UK, we aspire to create a caring, accepting and aspirational community that develops well-rounded individuals with strong values and the skills to thrive within an ever-changing world.

Our vision in Shanghai is to inspire pupils to become Intellectual, Independent, Individual and Inclusive – this is the foundation of our Wellington Identity. We achieve this through holistic education and pastoral provision that establishes the values, aptitudes and knowledge needed to be an effective global citizen. We aim to prepare pupils for success during and beyond their time at the College. We expect every member of staff to help pupils reach academic excellence and to foster their personal development through our expansive co-curricular activity programme.

With a large, attractive, state-of-the-art campus, Wellington offers staff plenty of opportunities for professional learning and career development. You will lead a team of professionals drawn from across the globe, but mostly from the UK, who enjoy sharing their extensive experiences from a diverse range of academic and business backgrounds. Our close ties to Wellington College UK and our membership of the thriving Wellington College China group give staff members many other opportunities for career and professional development.



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The Curriculum

We deliver the English National Curriculum, which is creatively interlinked with the international primary curriculum (IPC). This leads to IGCSE at 16 and the International Baccalaureate Diploma Programme (IBDP) at 18.

Early Years includes nine nursery and reception classes in a purpose-built centre, separate from but located near the main campus. Early Years pupils follow the English Early Years curriculum. The Prep School runs from year 1 to year 8 and is based on the English National Curriculum, suitably enhanced and taking into consideration our international context and the needs of our pupils. These years provide a secure and purposeful start in a stimulating learning environment to ensure that everyone gets a solid grounding in the basic skills.

The number of lessons taught by subject-specialist teachers increases gradually through the years to help pupils make informed choices about their future subject choices. The Senior School commences with the English national curriculum in year 9, leading to the two years of IGCSE in years 10 and 11. Most pupils progress to take the International Baccalaureate Diploma Programme (IBDP) in years 12 and 13, leaving them extremely well prepared to apply for world-class university courses and future career paths.

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.



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BASIC INFORMATION

JOB TITLE	Assistant Headteacher:	DEPARTMENT	Senior School
	Curriculum and Assessment		
SUPERVISOR	Head of Senior School/Deputy Head of Senior School		
TEAM	Senior School SMT		

OBJECTIVES

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.

The Assistant Headteacher: Curriculum and Assessment is a key senior leadership role, playing a pivotal part in the strategic development of Wellington College International Shanghai. Where the job description for this role is by no means exhaustive, the post-holder will be responsible in large part for the experience of students in Year 9, the range of options available to students undertaking their IGCSE and the options process around this, and their successful transition into the Sixth Form and IBDP. A significant part of the curriculum lies within the co-curricular activities offered to all students at Wellington; where a dedicated team focuses on the logistics behind this, the Assistant Headteacher: Curriculum and Assessment will look to the range, appropriateness, and quality of the offering for our students. Where the description of duties for any senior leader is never exhaustive, a final facet of this role is leading the Wellington Scholar programme, which seeks to identify and provide outstanding opportunities for the most able of students attending the College, and attracting the most able to our institution.



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Assistant headteachers play a key role in the strategic development of the College over the coming years, and this is certainly the case for this post holder. The successful candidate will be someone who welcomes the challenge of working in a successful and flourishing school yet is keen to see continued growth. Placing strong focus on securing academic outcomes and excellent higher education destinations is important, however, a commitment to the holistic well-rounded education Wellington offers, and a determination to create opportunities to enrich the lives of its students is also extremely important.

The school is looking to appoint an individual who embodies the five Wellington values:

Respect: The ability to command the respect of pupils, colleagues and parents: A mutual respect for all those involved in the Wellington School community; and, given our bilingual context, particular respect for pupils, parents and staff of all backgrounds.

Kindness: Acting with kindness: Taking care with communication, working well with colleagues, pupils and parents and managing sensitive and difficult situations to effect

Integrity: A high level of personal integrity befitting a public figure in the Shanghai community: A sense of fairness and equal treatment for all.

Responsibility: Being a role model for others in the organisation: Taking ownership.

Courage: The ability to admit mistakes and learn from them: A growth mindset; strength in difficult situations; finding solutions and making decisions that have integrity and equity, even if they are not always the easiest option.



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KEY RESPONSIBILITIES:

STRATEGIC MATTERS

1. To work alongside the Head of Senior School, Deputy Headteacher, and other members of the school leadership team to realise the schools' vision. This will involve playing a leading role in the school improvement and self-evaluation processes and devising of the school development plan.
2. In conjunction with other phases of the College, contribute to the mapping and articulation of an excellent curriculum offering for our students.
3. Line manage the Examination Officers at the school and quality assure the work they do. Alongside Exams Officers and other colleagues, ensure clear systems and processes around examinations across the College.
4. Foster effective, constructive working relationships with and among staff.
5. Lead by example, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
6. Play a leading strategic role in the recruitment of teaching and non-academic staff to the College.
7. Contribute to the professional leadership and management of teaching and learning throughout the Senior School, alongside leaders in other phases of the College.
8. To lead others in their leadership of curriculum development, teaching, and learning, working alongside key academic leaders and their departments/teams.
9. To play a key role in communicating what we do throughout our community alongside colleagues, other academic colleagues and others in the marketing team to do this with impact.



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LEADING PEOPLE

1. Establish and sustain high quality curriculum across subjects in the Senior School, and between key phases of the College.
2. Work alongside other leaders to ensure the quality assurance of curriculum planning and delivery through excellent teaching and learning (through, for example line management and department reviews), all in a learning-focused, productive, and helpful manner.
3. To develop strong and sound rationale for our curriculum offer, helping ensure a clear understanding throughout the community around what we do, and why.
4. Lead others in the delivery of key curriculum programmes (such as the Wellington Scholar) to ensure an exciting and innovative experience.
5. To foster and sustain effective, positive working relationships with and between staff, pupils, parents, and the other key stakeholders.
6. To be committed to developing an integrated school culture, with parity of esteem for staff of all nationalities, to inform great approaches to teaching and learning.
7. To possess excellent communication skills and be willing to adapt to the demands of a diverse, international environment.
8. To develop those around them through appropriate distributed leadership and encouragement of agency wherever possible.
9. To develop a positive relationship between the Senior School and the wider school community through cooperative ventures, publications, competitions, and co-curricular activities.
10. Support staff to identify areas for improvement and contribute to whole school training.



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ACADEMIC MANAGEMENT

1. Work alongside colleagues to ensure the teaching of a broad, structured, and coherent curriculum through effective curriculum design and implementation.
2. Ensure formative and summative assessment data, linked to subject curriculum planning, is effectively used to identify student misconceptions and secure student progress and achievement.
3. Ensure the co-curriculum offering in the Senior School is of a high quality and adding value to the lives and experience of students.
4. Strategically plan and deliver options processes that involves teachers, leaders, students, and parents.
5. To work with the academic teams in monitoring pupil progress and achievement, setting academic targets for pupils, and use this to inform approaches to teaching and learning.
6. To lead by example as a teacher, leader, and manager, setting appropriate expectations for staff and pupils in relation to standards of pupils' achievements and the quality of teaching.
7. To support the continued development of excellent teaching at Wellington; remaining open to changes in pedagogy in a critical and measured way.
8. To liaise closely with staff across the college to help ensure personalised provision is in place and understood by teachers, helping overcome specific barriers for learners' specific students face.

FURTHER RESPONSIBILITIES

1. To play an active role in the Senior School Senior Management Team (SMT).
2. Identify problems and barriers to school effectiveness and develop strategies for



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school improvement.

3. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, colleagues, parents, and all members of the Wellington community.
4. Contribute to parent information sessions and community events to raise awareness and promote the Senior School.



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JOB QUALIFICATIONS

BASIC QUALIFICATION	Education	Bachelor's degree or above Postgraduate teaching qualification or equivalent
	Language	Fluent English speaker
EXPERIENCE	Working Experience	Significant experience in an educational setting
	Management Experience	Middle leader experience expected; involvement in senior leadership an advantage
EXPERTISE	<ul style="list-style-type: none">• Broad knowledge in the secondary school education system, including excellence in teaching and learning in an international context, curriculum design, and staff learning and development.• Experience of UK and IB curricula; interest in all-through school curriculum and approaches to teaching and learning	
PREFERRED APTITUDES	<ul style="list-style-type: none">• Excellent communication and interpersonal skills, and preferably proven ability to communicate effectively with different types of people and in a cross-culture environment• Strong grasp of international best practices in education• Strong passion for education and pleasure in working with young people• Proven ability to work with metrics, numbers, and trends, and develop recommendations for action based on analysis• A clear, strategic approach in creating or rejuvenating systems and processes• Able to see and take opportunities as they arise• Personal integrity, accountability, and credibility• Strong mindset for continuous improvement to meet or	



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exceed expectations

- Commitment to quality and attention to detail
- Demonstrate competence in areas such as IT, budgeting, personnel development, and information systems