

POSITION: Primary mathematics and home room teacher

ABOUT US

Huili School Shanghai provides an education instilled with the traditional values and progressive approach to learning synonymous with Wellington College, UK. As a school we create a caring, bilingual community that develops well-rounded individuals with strong values and the skills to thrive within an ever-changing global society. Everyone in the school community lives-out the Wellington College aspiration that its students develop into inspired, intellectual, independent and inclusive individuals who act with courage, respect, integrity, kindness and responsibility.

Bilingual teaching is central to Huili and is the responsibility of all our educators. The bilingual approach is also fundamental to making learning relevant - integrating identity, culture and language in the classroom and around the school. High quality teaching underpins student learning and enables them to flourish. Students connect to their learning, display positive and respectful relationships and experience a strong sense of belonging. The Huili learning community also embraces student agency by explicitly planning opportunities for pupils to develop skills and dispositions that will support them as lifelong learners. Pupils experience choice, achievement of meaningful goals, positive relationships, personal growth and enjoyment through learning. We are relentless in our commitment to continuously developing and improving in all that we do so that pupils can thrive within and beyond school.

At Huili we believe that young people and adults can only reach their full potential to learn and teach in a positive school environment where everyone feels valued, safe, connected, and respected; a space where a positive sense of identity and culture flourishes, and participation of all is elicited. We believe that creating and maintaining this environment is the shared responsibility of staff, students, and families. Caring for each person's cognitive, emotional, social, physical and spiritual wellbeing is central to all we do.

Huili students are offered a broad range of curricular and extracurricular learning opportunities. The school's learning program is based on a model that establishes a strong understanding of the rich 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. Assessing the suitability of applicants to work with children is an integral part of the selection process.

| Job Information | | | |
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| TITLE | Primary Teacher | DEPARTMENT | Academic |
| LOCATION | Shanghai | POSITION TYPE | Full-time |
| SUPERVISOR | Department Head, Assistant Head of Primary | | |
| ANNUAL LEAVE | According to School Calendar | | |
| QUALIFICATIONS | <ul style="list-style-type: none"> • Bachelor's degree, teaching certificate and Chinese Grade II A certificate • Major in Mathematics • Native Chinese speaker and fluent in English | | |
| ESSENTIAL EXPERIENCE, KNOWLEDGE AND SKILLS | <ul style="list-style-type: none"> • A minimum of 4 years' experience teaching mathematics in primary schools • 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 | | |
| DEMONSTRATED VALUES | <p>All staff are expected to uphold the school's values by:</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | | |

THE ROLE

The Huili Shanghai Primary School teacher is responsible to the School Master through the Head of Primary. The Huili Shanghai Primary school 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. Teachers also actively participate in the 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.

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

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

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