

**JOB DESCRIPTION**

Dulwich College Shanghai Puxi believes that each employee makes a significant contribution to our success and that contributions should not be limited by the assigned responsibilities.

Therefore, this job description is designed to outline primary responsibilities but not limit the employee nor Dulwich College Shanghai Puxi to only the work identified. It is the expectation of the school that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organisation.

Reference Number	
Department	Primary School
Job Title	Assistant Head of Primary School
Current level of Classification	
Reporting to	Head of Primary
Leadership Duties and Responsibilities	<ol style="list-style-type: none">1. Member of the Primary Leadership Team, actively contributing to the strategic planning and development of the School for the future2. Lead on curriculum development and innovation3. Actively promote and be responsible for pupil achievement4. Be a class teacher role model for colleagues, demonstrating and articulating high expectations, high standards of pupil achievement, classroom management and organisation5. Lead a strategic curriculum team consisting of staff from across the school – leading, coordinating and managing their work, which will be directly related to priorities identified in the School Development Plan, promoting and facilitating distributed leadership within this6. To share responsibility for the performance management of staff7. Support emerging leaders and subject leads
Management Duties and Responsibilities	<ol style="list-style-type: none">1. Organising and participating in whole school functions, including Parent Teacher Conferences, celebration of achievement events, information



	<p>evenings, leading assemblies and social events</p> <ol style="list-style-type: none"> 2. Ensuring effective communication systems with parents are maintained and developed, with particular regard to the achievement, progress, and well-being of individual students 3. Supporting the collation, analysis and use of assessment data for the tracking of student progress, in conjunction with the Head of Primary and Primary Academic Lead 4. Coordinating student transition alongside the Head of School and EY Lead 5. Liaison with the AEN and EAL Departments concerning the support and assessment of students with special educational needs and English Language Learners 6. To carry out further duties not specified above as and when required by the Head of Primary School or members of the CLT
Teaching Duties and Responsibilities	<p>1. Knowing Students and How they Learn Dulwich teachers are expected to have insightful and detailed knowledge of the developmental characteristics and learning needs of the children they teach. They also need to have expertise in meeting the wide range of individual learning and pastoral needs of international school children who come from diverse cultural, linguistic and educational backgrounds.</p> <p>2. Plan for and implement effective learning and teaching Dulwich teachers are expected to have current knowledge of the curriculum in the age range they teach. They set high expectations and challenging developmental and learning goals for their students and use a variety of effective learning and teaching strategies, resources and digital technology to support their students in achieving these goals. They encourage their students to be innovative, imaginative, creative and critical thinkers who are able to work well with others.</p> <p>3. Assess, provide feedback and report on student learning and progress Dulwich teachers are knowledgeable and effective users of assessment for supporting learning. They use a range of data measures and assessment strategies to inform their evaluation of students' progress which enables them to plan for learning and to report accurately and effectively on student progress and to design appropriate intervention and support strategies.</p> <p>4. Develop supportive and safe learning environments Dulwich teachers are committed to safeguarding and to promoting the welfare of children and young people. They ensure a secure, stimulating and well managed learning environment that promotes a sense of safety, support and wellbeing.</p> <p>5. Demonstrate International-mindedness and Global Citizenship Dulwich teachers have an appreciation of their own culture as well as openness to the perspectives and beliefs of people from different countries, cultures, religions and languages. They recognise the importance of developing our students to be ethical global citizens.</p>



	<p>6. Engage Professionally in Learning and with the Community Dulwich teachers participate actively in professional learning and work collaboratively with colleagues to improve their practice. They hold themselves accountable to the highest professional standards in their interactions with colleagues, students and parents.</p>
Develop supportive and safe learning environments	<p>Dulwich College International is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices, which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.</p>
Requirements	<p>1. QUALIFICATIONS & PERSONAL DEVELOPMENT</p> <p><i>Essential</i></p> <ul style="list-style-type: none"> • University educated with an Honours Degree • Recognised teaching qualification • Evidence of ongoing professional development <p><i>Desirable</i></p> <ul style="list-style-type: none"> • Further degree in education; hold or working toward the National Professional Qualification for Headship (NPQH) or International Leadership and Management Programme (ILMP) or similar <p>2. KNOWLEDGE</p> <p><i>Essential</i></p> <p>In-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> • Previous leadership / responsibility position • School curriculum – English National Curriculum and Early Years Framework • EAL provision • Current educational issues and up to date curriculum developments • Application of effective learning and teaching strategies that attain high levels of student achievement <p><i>Desirable:</i></p> <ul style="list-style-type: none"> • Use of tracking systems and assessment processes • Experience in a pastoral role, or managing AEN <p>3. EXPERIENCE</p>



Essential

- Expertise to secure students' self-esteem and enable students to become resilient learners
- A clear focus on learning
- Has experience of implementing change effectively
- A record of highly effective classroom practice
- Knowledge of strategies to raise standards for all groups of learners and to secure high levels of student achievement
- Prior experience as a curriculum leader
- Professional knowledge (of curricula, quality management, school organisation and current educational issues)
- Successful partnerships with school parents and communities
- Ability to support, motivate, lead and manage staff to improve learning and teaching
- Organisational and administrative skills, and experience of efficient resource management

Desirable

- Use of data to improve learning and teaching
- Aspiration to become a school leader
- Experience in an international environment
- School Improvement planning
- Experience in an international or independent / private school
- Experience in more than 1 key stage

Qualities:

- Clear educational vision based on evidence and experience
- Passionate about improving learning
- Be able to Influence, challenge, motivate and to work with others to achieve agreed goals
- Create and implement clear and appropriate plans for action
- A self-starter with a real ability to promote the school and its values
- A belief in the promotion of shared values
- Excellent communication and interpersonal skills
- Recognise and to develop the potential in others
- Range of leadership approaches and styles
- Induct, monitor, coach and challenge staff
- Good organisational skills
- Delegate effectively and appropriately
- Ability to lead the professional development of staff
- Prioritise well, managing time effectively
- Creative in identifying and meeting challenges



	<ul style="list-style-type: none"> • Treat others with respect and sensitivity • Open to cultural differences <p>Attributes:</p> <ul style="list-style-type: none"> • Ability to work as a team leader and team member • Model well-being, good humour and a sense of perspective • Be flexible and maintain high levels of interpersonal skills • A problem solver who can think analytically, adapt and change • Adventurous • Self-confident • Have good judgment • Reliability and commitment • Enthusiasm, unswervingly optimistic and affirming • Set standards and be a role model • Remain calm and positive under pressure • Be ambitious, reflective and eager to learn • Commitment to supporting all aspects of our programme including extracurricular activities and contribution to school community
Job Description Reviewed	Annually