

UPPER PRIMARY SCHOOL COORDINATOR JOB DESCRIPTION

LOCATION	British Vietnamese International School – Ho Chi Minh City
JOB PURPOSE	Upper Primary School Coordinator You will be committed to leading and teaching within a bilingual learning environment. You must have a desire to lead a dynamic and experienced department in a unique and world leading language rich environment. You will have both the experience in leadership and classroom pedagogy to further develop and grow a well-established Upper Primary department that provides consistency and progression for the successful transfer of students to the Secondary School. You will be part of the Primary Senior Leadership Team (PSLT).
REPORTING TO	Principal, Primary Head Teacher, Deputy Head Teacher
DIRECT REPORTS	Class teachers in Years 4, 5 and 6
OTHER KEY RELATIONSHIP	Other members of the PSLT, Teaching Assistants, Subject Specialists, Teachers in the Primary School

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Student attainment and achievement - Lead the promotion of high standards of work amongst the students - Manage discipline issues that occur in the classroom and Upper Primary department. - Actively promote the ‘Be Ambitious’ programme across the Upper Primary department - Liaise with Middle and other Senior Leaders regarding any students of concern - Demonstrate good safeguarding practices and know the reporting procedures to follow in case of a Child Protection issue - Liaise with the Learning Support Dept regarding provision mapping of Individual Education Plans for students - Liaise with the Language Support Dept regarding further support required for students	Student attainment meets or exceeds targets.
Teaching - Be the first point of contact and provide pastoral care to children - Plan interesting, learning focused lessons - Teach according to the needs of the students in the class, differentiating for varying abilities	The delivery of lessons that are good or outstanding. Be prepared to lead professional learning sessions for staff.

• Have an ability to integrate technology across all subject areas • Be ambitious and reflective across all aspects of teaching • Share good practice with other colleagues • Ensure effective communication with other teaching colleagues and class TAs • Line manage and appraise members of the Upper Primary department using the NAE performance management system • Act as mentor to new teachers and assist in their orientation to the Upper Primary department • Develop the leadership qualities of others in your team to promote the 'growing our own' philosophy.	Members of the Upper Primary team have opportunities to lead specific events or developments or maintain areas of the department.
Assessment • Provide students with appropriate information that allows them to know where they are and what they need to do to improve • Lead and monitor the assessment, tracking and reporting procedures for Upper Primary. • Provide progress assessment data as required by curriculum leaders and Deputy Head for tracking.	Work scrutiny, pupil progress meetings, informal drop ins, lesson and peer observations show clear progression of students' learning across all areas.
Administration/Development: • Contribute to the strategic development of the Primary School as a member of the Primary Senior Leadership Team • Keep abreast of current developments in Upper Primary practice for the PSLT. • Lead or oversee the department's meetings and curriculum planning processes. • Contact parents on academic or social matters, including follow up on reports, parents' meetings etc. • Play a full part in internal and external CPD opportunities including staff meetings • Lead the organisation and delivery of Upper Primary events, celebrations, House events, assemblies, special focus weeks and parent events • Oversee and contribute to the provision of curriculum or year group related day trips and residential trips. • Contribute to weekly blog posts. • Ensure there is a high profile for Upper Primary within the school, maintaining good quality display in classrooms and public areas which relate to the children's learning • Offer exciting extra-curricular opportunities that meet the needs of the student cohort in the Primary School • Oversee the Upper Primary duty rota and supervise students as part of this.	The Upper Primary Coordinator plays an integral part in the Primary School's annual development planning, requisition and policy review. Identified changes or developments for Upper Primary are implemented. Parents feel part of the learning process. The teacher plays an active part in the wider life of the school, both in and out of the classroom. The school operates in a safe and organised manner.

• Be responsible for personal health and safety and know how to report H&S concerns • Take into account the identified whole school and campus developments for the year and work as part of the Primary Senior Leadership Team to implement and monitor any necessary changes and developments identified • Any other reasonable task assigned by the Principal or Head Teacher	
Personal Development Continual development through the identification and implementation of your own personal development plan	Improved performance Annual performance appraisal and personal development plan
OTHER ▪ Promotes and embodies The <i>CORE 7 Leadership Capabilities</i>: 1. Accountable – Establishes a high performing culture and accepts accountability for organisational performance 2. Strategic – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction 3. Collaborative – Works collaboratively with others to achieve organisational outcomes 4. Entrepreneurial – Creates organisational value for diverse stakeholders and achieves commercial success 5. Enabling – Drives excellence through valuing and developing others 6. Agile – Achieves personal and organisational success within a changing, dynamic and complex environment 7. Resilient – Demonstrates personal resilience within a demanding environment of high expectations ▪ Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation ▪ A commitment to safeguarding and promoting the welfare of all pupils. ▪ Willingness to undertake appropriate child protection training when required.	Visible leader and valued member of the team and organisation
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	

Qualifications/Training	
▪ Degree plus teaching qualification	Essential
▪ A minimum of three years recent experience of classroom teaching	Essential
▪ Middle leadership training	Desirable
Experience / Knowledge	
▪ Good working knowledge of the English National Curriculum	Essential
▪ Outstanding classroom practice	Essential
▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organisation, differentiation and learning strategies	Essential
▪ Leadership experience of a year group, an area of the curriculum or an area of significant school development	Essential
▪ International teaching experience	Desirable
▪ Experience of teaching/Knowledge of the IPC (International Primary Curriculum)	Desirable
▪ Knowledge of EAL teaching	Essential
Skills	
▪ Able to teach with a language learning focus as part of a team	Essential
▪ Able to work as part of a team	Essential
▪ High level of IT competence	Essential
▪ Use of iSAMS	Desirable
Personal Attributes	
▪ Passion to teach within a unique bilingual learning environment	Essential
▪ Good sense of humour	Essential
▪ High levels of personal integrity and positivity	Essential
▪ Excellent organisational and time-management skills	Essential
▪ Attention to detail	Essential
▪ Ability to work under pressure and remain calm	Essential
▪ Willingness to take on multiple tasks	Essential
▪ Proactive and able to prompt others to ensure deadlines are achieved	Essential
▪ Self-motivated and enthusiastic	Essential
▪ Ability to work independently	Essential
▪ Continually strive for improvement	Essential
▪ Adaptability	Essential

OTHER CONDITIONS

Compliance with visa requirements for working in **Vietnam**

At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.

All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.

We are ambitious for our students, our people and our family of schools.
We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students' learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.