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包玉刚实验学校
YK PAO SCHOOL

YK Pao School

Shanghai, China

Director of Teaching and Learning (Lower Primary)

Date of start: August 2025

Our School

YK Pao school is one of the world's leading bilingual schools with the two core languages of learning being Chinese and English. Our school is a vibrant, forward-thinking environment that offers a broad range of educational opportunities across three campuses from Primary School (Year 1) to Senior School (Year 12). Our students' learning culminates with their completion of the IB DP.

Wuding Campus (Years 1-6) is a stand-alone primary school campus situated in downtown Shanghai. Within the campus we cater for approximately 650 students and their families. The academic and non-academic staff of the campus work cohesively to provide a safe, welcoming, and innovative space of learning where all members of the school community unite to learn with and from one another.

YK Pao School is committed to:

- Developing the whole person
- Passing on traditions of Chinese culture
- Fostering an international perspective

YK Pao School is made up of people who are passionate and energetic in their profession and who place student learning and well-being at the forefront of all that they do.

Primary Responsibilities

Safeguarding Responsibilities:

YK Pao School is committed to Safeguarding and promoting the welfare of children, and requires all staff to always respect this commitment, regard it as their own responsibility, and evaluate the work all-round from the perspective of children's safety. To comply with, participate in and implement the work and requirements of child protection is the primary task of all staff members. At the same time, the school expects the staff to take the initiative and contribute to the school community and school's development in a wider range.

Compliance Responsibilities:

Keep abreast of the latest national laws and regulations, industry norms, certification (such as CIS/WASC) standards related to the business within your responsibilities, maintain a high level of professional ethics and requirements, and ensure that management decisions, policy making and work practices fully comply with the above regulations, standards and requirements; Revise relevant internal policies, procedures and the release of information in time when relevant regulations and requirements are changed or updated, and remind promptly relevant personnel and

departments within the school to ensure that the school operation is always in compliance.

Position Aims

The Director of Teaching and Learning provides leadership and expert advice in the ongoing development, evaluation and enhancement of the school's teaching and learning programs. The role requires expert knowledge and experience of developing the written, taught and learned curriculum in a bilingual context in addition to a deep appreciation for the philosophy stance that emerges from the cultivation of a culture of thinking. This leader works harmoniously alongside the Director of Student Life (Lower Primary) as a valued member of the campus leadership team (CLT).

As a leader of learning and teaching, the Director will have proven experience of working within a setting where concept-based inquiry learning is balanced with the rigor of foundational skill building. Actively engaged in strategic school planning and supporting subject heads to coordinate practices, the Director will enable the holistic development of our students. In addition, the Director will be an experienced instructional coach with proven abilities to inspire ongoing professional growth within the school's teaching team.

The position plays a key role in supporting the ongoing development of a dedicated team of teachers to embrace, enhance and embed current best practices and methodologies in learning and teaching so that our students flourish as leaders of their own learning.

Key Responsibilities:

Lead Teaching and Learning

- Promote the School's Vision, Mission and Values through actions and decision-making
- Serve as the one of the school's pedagogical leaders working closely with the Campus Principal and as part of the Campus Leadership Team (CLT)
- Undertake teaching responsibilities as determined by the Campus Principal (up to 0.3 of a standard teaching load)
- Demonstrate exemplary and impactful teaching across a range of subjects
- Oversee the creation of stimulating, challenging and supportive learning environments where student agency for learning is evident
- Ensure the embedding of the school's pedagogical philosophy and elements through the planned, learned and assessed curriculum
- Identify essential standards for each year level and subject; leading Heads of Subject to map these into units of learning and where possible, creating authentic links to the school's program of inquiry; taking this forward in collaboration with the Director of Teaching and Learning (Upper Primary)
- Lead Heads of Subject to map essential standards into unit plans prior to the start of each school year; thus producing the school's scope and sequence of learning for all subjects after taking into account past reflections and any adjustments required by the national curriculum
- Lead, with input from the Head of EU, the annual review and development of the school's program of inquiry; ensuring across curricular contributions are enabled from all Heads of Subjects
- Lead the annual review and develop the school's handbooks for parents and staff, focusing bringing together input from the Director of Student Life, Heads of Subject and other key school leaders
- Lead the review and development cycle of the school's teaching and learning policies and processes in

collaboration with the Campus Principal and Director of Teaching and Learning (Upper Primary)

- Lead the across subject process within Lower Primary that enables forward planning for and implementation of authentic cross-curriculum learning links; making the outcome of such planning evident at the start of each school year and remain vigilant throughout the year in seeking purpose links that emerge
- Lead Heads of Subject as they develop units of learning that ensure rigorous learning of subject knowledge, skills and concepts alongside fostering student-lead inquiry and the transferability of learning to new settings
- Assist Heads of Subject make evident within units of learning the school's 'learning assets' and cross curricular concepts; offering insights into how these can be most effectively balanced and explicitly taught in a coherent and impactful manner
- Devise and make evident documentation and reporting expectations for Heads of Subject, providing them with regular and consistency of feedback to ensure maintenance of high expectations
- Devise and lead the implementation of processes that support the ongoing informal and formal review of teaching and learning programs so to highlight school development priorities using multiple sources of evidence including student assessment data, feedback from parents, staff and other school leaders
- Identified means for the storage and sharing of curriculum materials; including but not limited to the leadership of implementing the school's online learning management system
- Identify the school's teaching and learning cycle and how this is upheld through planning routines; ensuring consistent application through the provision of forward focused feedback to Heads of Department and planning leads as they implement the cycle through established planning routines
- Establish clarity of expectation and support for Heads of Department as they co-create their department's annual assessment and reporting plan; ensuring expectations are clearly articulated, requirements cross-reference between departments and expectations understood and upheld by members of the teaching teams
- Establish clarity of expectations and support for Heads of Department as they co-create their department's student feedback process; ensuring consistency between subject and monitoring impact of implementation
- Guide writing of academic reports for students; ensuring consistency and continuity of information between subjects, classes and cohorts
- Adhere to national curriculum requirements; keeping up to date with developments
- Provide timely advice and guidance about future developments in curriculum, pedagogy, staffing and resources
- Support the campus Principal in taking forward curriculum reporting requirements to government authorities, the Board of Governors and other like authorities (CIS etc)

Lead and inspire others

- Ensure impactful teaching and learning; playing a significant role across the school
- Model collective responsibility for students' educational outcomes and overall wellbeing
- Build a professional learning community within the Heads of Subject that is focused on the ongoing improvement of teaching and learning
- Set high expectations for self and others; establish and pursue professional goals
- Lead Heads of Subject to create cohesive processes to review the effectiveness of teaching strategies and schemes of work; modelling how to achieve this within teams so to support Heads of Subject
- Share impactful classroom practice through the coordination of offering demonstration lessons and other such strategies

- Coach Heads of Subject to review and expand their repertoire of impactful teaching strategies
- Assist the Campus Principal to implement the school's performance and development processes; inclusive of, but not limited to, assisting with recruitment, induction, probation, appraisal and continuous professional learning
- Strengthen the school's 'open classroom' approach, conducting an impactful and responsive balance of informal and formal walk-throughs in addition to formal lessons observations and offering a coordination of this between Heads of Subject
- Lead the Heads of Subject as they consistently apply known means to ensure continuity of learning outcomes and timely response to student intervention; for example baseline identification, target setting, moderation of work, book-looks, and student progress meetings
- Coordinate the development and implementation of individual department's continuous professional learning plan (CPD), making purposeful connections possible
- Planning for and implement the school's overall CPD plan ensuring collaboration with the Directors of Student Life
- Articulate with clarity the school's pedagogical beliefs, how these are visible and offering ongoing access to materials to support shared approaches
- Coordinate the sharing of student achievement and learning progress to be shared with the broader school community; bringing together initiatives to provide a cohesive and manageable approach within Lower and/or Upper Primary
- Assist the Primary School Director of Studies to lead the formal reporting process; ensuring that process support the sharing of information that offers a holistic insight into students' growth and development

Meet learning needs of students

- Establish reliable and known strategies across departments to provide feedback to students; adopt a balanced approach to valuing student performance and measurable achievements with students' learning behaviors and recognition of their intrinsic motivation for learning
- Create differentiated learning pathways for students; proactively planning to accommodate differing prior knowledge, skills and attitudes of students
- Liaise proactively with the Head of Learning Development to provide a systematic approach to offering timely and tiered interventions by ensuring Heads of Subject take forward an ongoing cyclic process of reviewing evidence of student learning to inform upcoming learning planning and resource allocation
- Create known strategies across subjects and with input from Directors of Student Life to engage students in goal setting and the adoption of other like strategies to support assessment for learning
- Maintain holistic oversight of student progress by working with the Directors of Student Life and the Head of Learning Development to systematically share student data and with the intention being to provide timely and tiered interventions
- Mentor and guide Heads of Subject as they assist team members to proactively plan to differentiate programs
- Proactively support the creation of an optimum learning environment for all students in all classes; setting high expectations, modeling expectations and providing regularity of forward focused feedback to staff
- Contribute proactively to the school's admissions and transition programs; supporting the Directors of Student Life

Contribute to the broader life of the school

- Actively collaborate with other leaders within the primary, middle and senior schools of Pao School and other via other professional networks
- Provide holistic care for students by actively collaborating with other primary school leaders; align the work of the Student Life and Teaching and Learning teams
- Lead the Heads of Subject meetings and other leadership groups as require
- Oversee the provision of information to parents about the academic program parent workshops, handbooks, newsletter contributions and other such strategies
- Create a cohesive and annual home/school engagement plan in unison with the Student Life team; include the hosting of parent workshops and other strategies
- Create cohesive annual plan to enable the celebration of learning in unison with the Student Life team; actively seeking input from other school leaders (Grade 5 graduation, Grade 4/5 Awards, Art Exhibition, Cohort Performances, Sports Day, Chinese Culture Week, International Week and the like)
- Provide challenge, stretch and application of learning by seeking and facilitating opportunities for students to take part in competitions and/or community events within the local setting and, where possible, globally
- Participate in the co-curricular program of the school
- Coordinate staff as they provide support for and leadership of various school endorsed events
- Work in close partnership with parents; fostering their ongoing alignment of understandings and actions between home and school
- Foster professional networks within and beyond the school community to further enrich the outward view of the school
- Liaise with outside Academic Associations and external providers; creating a positive and effective working relationship
- Support the PTA core; for example their hosting of the school's Spring Fair and other such events
- Support the various across-school events
- Represent Wuding Campus at various across-campus working groups as required

Undertake administration of the department

- Support the ongoing development of the School's pedagogical vision
- Assist the Campus Principal in the setting of and achievement of school development goals; remaining flexible and agile to respond to changes in circumstances
- Assist Heads of Subject to establish and achieve goals within their department, ensuring interconnection with the larger pedagogical focus of the school
- Actively enable contributions from stakeholders (colleagues, parents and students) to inform department decision making and goal setting
- Hold and lead Heads of Subjects meetings, maintaining records of discussion and actions
- Produce an annual report for the Principal to inform school development planning
- Produce reports as required by the Senior Management Committee and Boards of Governors
- Document and manage the school's formal assessment and reporting plan, ensuring its implementation

- Provide oversight of teaching spaces to promote student agency and visibility of learning
- Where requested, line-manage ancillary staff
- Manage the Wuding Teaching and Learning budget in collaboration with the other Director of Teaching and Learning
- Lead the cyclic development of academic policies and processes
- Respond constructively to requests from other departments within the school such as the admissions department, marketing department, primary principal's office and the like
- Ensure that displays in and around the school reflect high standards and exemplify the pedagogical stance of the school

Job Requirements:

1. Bachelor's degree or above
2. At least seven years full time teaching experience
3. Previous experience as an effective school leader at a senior level
4. Valid teaching certificate
5. Positive attitude
6. Proven track record in leading successful teams and building productive relationships with colleagues
7. Excellent interpersonal skills
8. Experience as an instructional coach
9. Deeply committed to the school's vision and mission
10. Open-minded and culturally sensitive
11. Proven track record in project management and taking initiatives forward
12. Effective use of data to support student progress and school priority setting
13. An applied understanding of concept-based inquiry pedagogy
14. Proven experience in the provision of pastoral care to effectively meet the personal, social, emotional and academic needs of students
15. Commitment to the full life of an independent school and a willingness to engage in School activities out of regular hours

For more information please visit: www.ykpaoschool.cn