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包玉刚实验学校
YK PAO SCHOOL

YK Pao School

Shanghai, China

Primary School Head of Learning Support (Head of Inclusion, Head of SEND)

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.

Key Responsibilities

Leadership of the work of those within the Learning and Development Team and the School Wide Intervention Team

- Lead the Learning Development Team inclusive of the School Counsellor(s), Chinese Language support teachers, English Language support teachers, and Learning Assistants dedicated to offering social, emotional and academic behavior support so that cohesive intervention is provided to students in a timely manner
- Schedule time for supplementary interventions in addition to core learning time in support of
 - o tier two interventions for Chinese language, English language, and mathematics support
 - o tier two interventions for the teaching of essential social and academic behaviours
- Advise those within teaching teams as they design and lead supplemental interventions within the core learning program drawing on the support of others within their team, including Cohort Based Learning Assistants and subject specialist timetabled to offer additional in-class assistance
- Embed systems and processes to monitor students receiving supplementary support with their learning beyond core learning times; recording learning progress and communicating this with subject teachers, the student and parents
- Advise and support teaching teams as they undertake unit based summative assessments; identifying students who require timely intervention for specified learning goals
- Advise teaching teams in the establishment of extended student learning opportunities for those exceeding year level expectations; providing access to supplementary programs and learning time to challenge their thinking
- Create and monitor systems of referral linking the work of those within teaching teams to those within the Learning Development Team so that timely interventions are enabled and the allocation Learning Development team members time is effective
- Respond in a timely manner to referrals made from teaching teams seeking additional academic and/or social support or access to extend student learning

Administration of and response to universal screening

- Administer universal screening of student achievement levels for English, Chinese and mathematics (INCAS and other provisions); making outcomes accessible to:
 - o Heads of Subject as they pre-plan units of work
 - o Directors of Student Life as they create class groups for each school year
 - o Teacher teams within departments and across cohorts as they plan schemes of work
 - o Principal and the broader CLT as resource allocation is planned for each school year
 - o Governors as they review and track the learning standards of the school from one year to the next
- Administer universal screening of student wellbeing and potential, inclusive of social and emotional and academic behaviours (for example CAT4), aligning information with subject based screen to offer holistic oversight of students and making outcomes accessible to:
 - o Heads of Subject as they pre-plan units of work
 - o Directors of Student Life as they create class groups for each school year
 - o Teacher teams within departments and across cohorts as they plan schemes of work
 - o Principal and the broader CLT as resource allocation is planned for each school year
 - o Governors as they review and track the learning standards of the school from one year to the next
- Continually review the school's universal screening tools, making timely recommendations for adjustments and additions, linking such recommendations to the budget cycle
- Advise the Campus Leadership Team so they can prioritise limited staffing resources in the most effective

manner to support student learning

- Make available physical resources to aid student's in accessing learning and demonstrating progress
- Develop and ever-increasing bank of interventions that teaching teams and those within the Learning Development Team can draw upon to support the learning success of student's

Documentation and confidential storage of student information

- Maintain the school's SEND register, one year to the next and sharing relevant information with colleagues in the middle school in a timely manner
- Maintain the school's online and tiered file system to ensure secure storage of confidential materials related to students and their families
- Ensure that those within and associated with the school (Campus Leader Team, Cohort Leaders, Heads of Subject, EP leaders and those in teacher teams) have timely access to and in-person advice to support learning success for those student's with learning passports and/or individual education plans
- Maintain the ongoing development and review of Learning Passports, Student Support Groups and Individual Education Plans; being both responsive and proactively planning for a bi-annual review process

Formulation and maintenance of networks with and beyond the school

- Formulate and maintain partnerships with reputable organizations (ELG and Oliver's Place) beyond the school in support of accessing input from suitably qualified therapists and health professionals (behavior analysis, speech, occupational therapy, physical therapy, psychology and academic function assessments etc)
- Draw on partnerships with reputable organisations to determine if 'special educational' responses are needed to support student's and success with their learning
- Create regular opportunities for those within the Learning Development Team to liaise with and support one another across all Pao School campuses
- Ensure the campus counsellor(s) receive appropriate professional supervision; compensatory with counsellors from other Pao School campuses
- Participate in across school networks locally and internationally in support of continuous professional growth and maintenance of best practice

Professional learning of self and others

- Maintain own training so to respond in well informed ways to the many and varied situations that present when caring for students with diverse, and at times challenging, learning needs
- Provide ongoing training and inspiration to those within the Learning Development Team
- Provide ongoing training and targeted training to those within Student Support Groups (SSG)
- Provide ongoing training and inspiration to all staff (academic and non-academic) to support a culture of inclusion and understanding
- Coordinate the ongoing strengthening of parent understanding in support of a culture of inclusion, feeding into the school's parent workshop series and advising the PTA core in relation to their 'Speaker Series'
- Strengthen applied knowledge and understanding of UDL and MTSS within the school community; feeding into the staff induction program and rolling CPD provision

Contribute to the broader life of the school

- Actively collaborate with other leaders within the middle and senior schools of Pao School and other via other professional networks
- Actively collaborate with other primary school leaders;

- Participate effectively within Heads of Subject and Cohort Leaders meetings and other leadership groups as required
- Provide challenge, stretch and application of learning by seeking and facilitating opportunities for students to take part in subject specific competitions and/or community events within the local setting and, where possible, globally
- Participate in the co-curricular program of the school
- Work in close partnership with parents; fostering their ongoing alignment of understandings and actions between home and school
- Support of the various across school events; including a sports focus where applicable (for example, support of Chinese Culture Week, International Week, Grade 5 Graduation and like)

Undertake administration of the department

- Establish a vision for and goal setting with the 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 collaborative planning 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
- Write, in collaboration with team members, the annual department plan, ensuring its interconnectedness to the broader school plan
- Guide the implementation of the department's annual development plan, remaining flexible and agile to respond to changes in circumstances
- Support Heads of Subject as they write, in collaboration with team members, the department's annual formal assessment and intervention plan, ensuring its implementation
- Provide oversight of teaching spaces to promote student agency and visibility of learning
- Keep accurate inventories of fixed assets in the department
- Where requested, line-manage ancillary staff
- Manage the departmental budget
- Uphold and contribute to the development of school academic policies and processes
- Keep a comprehensive online presence of up-to-date department resources
- Respond constructively to requests from other departments within the school such as the admissions department, marketing department, primary principals office and the like
- Ensure that displays in and around the department's teaching area are stimulating, helpful to students and indicative of the high standards the school expects
- Maintain teaching schedules and times for all members of the department

This role includes a 0.4 teaching load of a regular teacher

Job Requirements:

1. Bachelor's degree or above
2. At least five years teaching experience
3. Experience as Head of Department: SEND, Inclusion or similar
4. Valid teaching certificate
5. Certificate in SEND, Inclusive Education or similar
6. Positive attitude

7. Proven track record in leading successful teams and building productive relationships with colleagues
8. Excellent interpersonal skills
9. Possess excellent written communication skills
10. Deeply committed to the school's vision and mission
11. Open-minded and culturally sensitive
12. Proven track record in project management and taking initiatives forward

For more information please visit: www.ykpaoschool.cn