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包玉刚实验学校
YK PAO SCHOOL

YK Pao School

Shanghai, China

Primary School Cohort Leader

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.

Cohort Leaders work in collaboration with colleagues, families and the wider community to facilitate student learning across subject areas, to enhance student and staff wellbeing, strengthen student agency, foster positive relationships and engage proactively with change initiatives to improve educational outcomes.

The Role of Cohort Leader

Cohort Leaders model and seek to strengthen the school's mission, values and aspirations. They contribute to the ongoing review and development of school processes and handbooks and actively engage in the enactment of the school's improvement planning and implementation process. They understand the importance of strengthening the school's reliability of systems. When doing so there is close attention to enabling the effective operations of the school, relationship building and the bringing to life of the school's values and mission.

Working as part of the broader school's Student Life team, Cohort Leaders collaborate with one another and the broader leadership team of the campus and, when beneficial, across campuses. Working directly with the Directors of Upper/Lower Primary, Cohort Leaders play a significant role within the leadership structure of the school to:

- Cultivate respectful and affirming learning environments
- Support positive student behaviour
- Demonstrate and model knowledge and value of students
- Respond flexibly to student need
- Foster within the cohort knowledge and development of interdisciplinary relationships and skills
- Engage with families and the broader community; creating visibility of student learning
- Organise spaces for learning
- Develop self and others
- Undertake day-to-day operation and administration of the cohort team

Key Responsibilities

Cultivate a Respectful and Affirming Learning Environment within the Cohort

- Create and maintain a positive, supportive and safe learning environment within the cohort
- Model positive relationships (teacher-teacher, teacher-student, student-student, teacher-families) that demonstrate care, respect safety and honour diversity
- Take proactive measures to co-create a sense of belonging within the cohort; involving team members, students and families
- Adopt a clear and competent approach to positive conflict resolution through the implementation of restorative practices so to retain trust, respect and balance within the cohort
- Adopt cohort wide strategies that enable students to demonstrate agency of learning and foster the living out of the school's values and mission
- Establish and continually refine routines within the cohort that support student assumption of responsibility and the development of skills and mindsets that promote their autonomy

Support Positive Student Behaviour within and beyond the Cohort

- Ensure that students play an active role within the cohort in establishing and maintaining expectations; enabling their input into opportunities for reflection and development
- Proactively seek to strengthen strategies within the cohort that enable students to monitor their own behaviour,

to be mindful of how their choices impact on others and to offer encouragement and support of one-another

- Model exemplar classroom management strategies through the application of restorative practices and positive behavioural interventions and supports (PBIS); offering guidance to team members as they develop the mindset and actions to reflect these practices
- Provide feedback and coaching to staff within the cohort to strengthen the school wide approaches to positive student behaviour
- Be the next point of referral, after Home Room and Teacher Partners, for classroom behaviour strategies to support the cohort, small groups or individual students
- Discuss appropriate support strategies with students, teachers and families contributing to the development of class behaviour plans and individual student support plans

Demonstrate Knowledge and Value of Students within the Cohort

- Be knowledgeable about each of the students within the cohort; how they learn and what support they need to enable academic and personal success
- Proactively support the cohort to design interdisciplinary learning opportunities designed to recognise and appreciate student diversity, culture and unique identities
- Build collective responsibility within the cohort for students' holistic care and learning progress; integrating students' cognitive, social, emotional and character development
- Cultivate a sense of belonging for team members and student's; fostering collective identify whilst honouring individual identities
- Take responsibility for welcoming, monitoring and assisting students and their families who join the school
- Actively promote and support the school's student leadership processes and expanding initiatives
- Model the teaching of character building, self-regulation and social and emotional learning
- Support the relevant Director of Upper/or Lower Primary as they co-ordinate the efforts of Character Parents and Story Telling parents within the cohort; demonstration appreciation for their efforts

Respond Flexibly to Student Needs within the Cohort

- Respond in a timely manner to coordinate needed interventions which enable expected learning progression of each student within the cohort via the allocation of Teaching and Learning Assistants support
- Supporting the work of the Learning Development/Inclusion team as they coordinate resource allocation to support elevated interventions beyond the core teaching provision
- Liaise with the Head of Learning Development/Inclusion and the Director of Upper and/or Lower Primary in their support of individual students' welfare matters and staff's classroom behaviour approaches
- Take responsibility for supporting Home Room and Teacher Partners as they establish, and monitor student and staff return to school plans and personal emergency evacuation plans (PEEP)
- Check daily attendance of students and follow-up with Homeroom and Teacher Partners as needed assisting the relevant Director of Upper or Head of Lower Primary with the establishment of home learning plans and plans related to the reintegration of reluctant students back to school

Foster Knowledge of Interdisciplinary Relationships and Skills within the Cohort

- Provide ongoing guidance and support to teachers within the cohort as they forge interdisciplinary connections
- Model how learning can be scaffolded to build essential understandings, concepts and skills that across disciplines and support student learning in multiple contexts; offering feedback and support to team members
- Model how to enhance active student engagement with learning, offering feedback and support to team members

Engage with Families and the Broader Community; creating Visibility of Student Learning within and beyond the Cohort

- Support teachers to connect professionally with student's out-of-school learning and life to strengthen knowledge of students and strengthen professional partnerships within the community
- Contribute to the organisation of and hosting of assemblies and across school celebrations
- Take responsibility for planning and hosting cohort learning walks, across curriculum learning culminations and an annual cohort performance
- Demonstrate initiative and creativity to support making visible student learning; process of learning in addition to the sharing exemplar and high-quality learning samples
- Model the use of documentation to capture and enable student's thinking and learning processes to be shared within the school community
- Assist with the facilitation of events such as photo days, House days, sports days and the like
- Share success of student learning through support of Year Book submissions, WeChat articles, Parent Newsletters and the use of emerging community and family messaging tools
- Engage proactively with parent representatives and the PPO to maintain effective communication with parents, in particular the support of messages to support the effective operations of the school: for example reminders of key information such as what students are to wear, when to arrive and when to pick up student's when there are 'irregular' school happenings taking place
- Participate in the offering of parent workshops throughout the year; sharing insights into the school's pedagogical approaches
- Mentor others within the team to participate in offering parent workshops

Organize Spaces for Learning within the Cohort

- Role model exemplar approaches to the establishment of a physical classroom environment which is organised, celebrates students' learning, promotes student curiosity and aide's student agency for learning
- Ensure cohort display boards and surrounding areas are maintained and regularly updated
- Implement initiatives to strength student agency and voice within the cohort and pride in the physical learning environment
- Lead on ensuring that learning spaces are maintained so to be safe and accessible; offering guidance in relation to modifications where necessary to accommodate the needs of students and staff
- Set and uphold standards with staff and student's so that the learning spaces are thoughtfully designed and maintained to facilitate flexible learning
- Engage student's in the design and adjustment of learning spaces so that they demonstrate ownership, thoughtful participation and respectful interaction
- Proactively plan for the provision and effective use of student and teacher stationery needs
- Develop and monitor systems to ensure resources within the cohort are deployed efficiently, effectively and equitably
- Lead the cohort in ensuring that the upkeep of resources and the maintenance of the physical environment is undertaken in partnership with other relevant school teams

Develop Self and Others

- Create opportunities for others in the cohort team to adopt responsibilities to further grow their talents and professional interests
- Sustain a coaching and mentoring culture in support of the resolution of challenges and ongoing development of team members within the cohort
- Proactively support the efforts of the Directors of Upper/Lower Primary and other cohort leaders

- Liaise proactively with Head of Department to strengthen purposeful and engaging learning for students
- Seek opportunity for own professional growth; sharing back learning to the broader school community
- Provide regular forward focused feedback to staff within the cohort on their overall professional performance
- Line manage the cohort Teaching and Learning Assistants, ensuring a balanced approach to professional requirements and ongoing development of their professional abilities
- Line manage other members of the team, as and when required to do so
- Mentor and support new teachers within a cohort ensuring they are familiar with the school's policies, processes, expectations and daily routines
- Feed into the school's probation and other staff performance and development mechanisms as required
- Led cohort professional learning and meeting times, adopting agile and adaptive leadership
- Work in partnership with the Directors of Upper/Lower Primary and other Cohort leaders to facilitate a balanced and purposeful provision of collaborative planning and learning within the time available for cohorts and/or upper/lower primary teams

Undertake Day-to-day Operation and Administration

- Lead the cohort in the organization and administration of successful residential (Yr3-5) and field trips
- Assist with the new student admission processes and transition events as requested by PPO and/or Directors of Upper and/or Head of Lower Primary
- Oversee the cohort budget allocation and processes
- Prior to the start of each semester ensure staff are sure of school routines and expectations such as duty rota requirements and responsibilities, inclement weather and air quality response plans, evacuation procedures etc
- Prior to the end of each school year ensure staff are clear of expectations, processes and that rooms are left in readiness for the coming school year
- Support of Chinese education bureau requirements with administrative support from members of the PPO team

Job Requirements:

1. Bachelor's degree or above
2. Major in education or related ones
3. International and bilingual school experience
4. Minimum of five years teaching experience
5. Previous experience in leading a school team
6. Teaching qualification
7. Excellent written and spoken English
8. Effective interpersonal communication skills
9. Excellent technological literacy across a range of applications
10. Proven experience to develop innovative academic pathways to achieve outstanding academic results for all students
11. The ability to work collaboratively with other members of staff
12. The ability to be committed to having high expectations for all student's
13. The ability to set and maintain high expectations for staff
14. Effective administrative and organisational skills
15. Effective communication and interpersonal skills
16. Excellent subject knowledge
17. Commitment to the full life of an independent school

18. Strong pedagogical knowledge and understanding

For more information please visit: www.ykpaoschool.cn