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# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

POSITION: Elementary Homeroom Teacher, Band I

## Teacher Profile

***“Our school is a friendly place where the needs of the students come first”*** is the first line of our powerful school philosophy. International School of Tianjin (IST) teachers are models of friendly and outgoing behavior towards all members of our community and are profoundly interested in the holistic wellbeing of all students in the school from Nursery through to Grade 12.

The IST Philosophy affirms that, ***“Our students love to learn.”*** One reason that we make this bold claim is because our teachers love to teach. At IST, our teachers are models of inclusive, best teaching practice and they demonstrate the desire and ability to collaborate closely with other teachers, including co-teaching and planning, to best meet the learning needs of all students, and second language learners in particular. IST is committed to information literacy; our teachers consistently demonstrate openness to learning new information platforms and new technologies. Ideally our teachers have recent experience at or near the grade level(s) for which they are applying to teach.

Our philosophy also emphasizes that, ***“Our common future requires that we all look beyond our immediate needs.”*** For this reason our teachers embrace their duty to the wider community and environment and work to openly foster a spirit of respect for all, and the history, culture, and people of China in particular.

IST provides a dynamic child-centered learning program where students’ individual educational and social needs are addressed and where students are encouraged to construct knowledge through inquiry and are challenged to learn rich and meaningful content. IST is authorized to offer the International Baccalaureate Primary Years Programme (IB PYP); experience teaching the IB PYP is therefore desirable but not necessarily a prerequisite. Instead, a strong understanding of, and alignment with, inquiry based pedagogy, and the ability to be a team player are paramount.

We employ teachers with a relevant degree, a minimum of two years’ experience, a teaching diploma and current teacher certification. Our teachers work as part of well-established teams and have the experience, energy and enthusiasm to become an active and well-respected member of our school community.

## Teacher Responsibilities

The target teaching load is 29 periods per 39-period week with a range of 28-30 periods, as well as other core duties and responsibilities. Our teachers are expected to support students in the process of acquiring values, attitudes, approaches to learning, and life-long-learner behaviors compatible with our school, and IB philosophies. Homeroom teachers are responsible for core subject areas. There are specialist teachers for world languages, music, physical education, art, library/information literacy and STEM/IT.

Grade / subject	World Language	PE/Fitness	Music	Art	Library / Info Lit	STEM / IT
KG3 - Grade 2	4	2	2	1.5	1	2
Grades 3 - 5	4	3	2	2	1	2
Taught by	Specialist teacher				Co-teach with specialist	

Our teachers work collaboratively within subject area and/or grade level teams in their planning, resourcing, teaching, assessing and reporting of our curriculum. Learning is planned to be rigorous, challenging and often fun! Teachers offer a variety of learning strategies and a selection of assessment techniques enabling all



students to be successful. All teachers are language and technology teachers within their grade level or subject area.

Our methods of assessment and reporting encourage both teacher- and student-led involvement. All teachers must adhere closely to the school's written curriculum and teaching/assessment practices as outlined in the Elementary Faculty and Curriculum Handbooks, and relevant IB PYP documentation.

## Broad Responsibilities

As dedicated members of the IST faculty we:

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** as a homeroom teacher with responsibility for daily pastoral care of students, and on events committee(s) and/or task committee(s).
- **Participate** in field trips (including overnight trips), in parent-teacher conferences, and in professional development.
- **Lead** at least one co-curricular activity for students and host at least two parent teas or similar events with the purpose of sharing elements of the class program with parents and providing opportunities for teachers, parents and students to interact
- **Attend** regularly scheduled meetings such as: whole staff, grade or subject meetings, cross-curricular collaborative planning, as well as special events and student functions outside of the regular school day such as Graduation Ceremony, PFO Picnic, Student Council events, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Maintain** curriculum documentation on ManageBac, and school facilities and resources through careful and conscientious use.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.





### Teacher Profile

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We employ teachers with a relevant degree, a minimum of two years’ experience, a teaching diploma and current teacher certification. Our teachers work as part of well-established teams and have the experience, energy and enthusiasm to become an active and well-respected member of our school community.

### Teacher Responsibilities

The target teaching load is 29 periods per 39-period week with a range of 28-30 periods, as well as other core duties and responsibilities. Our teachers are expected to support students in the process of acquiring values, attitudes, approaches to learning, and life-long-learner behaviors compatible with our school, and IB philosophies. Specialist teachers are responsible for subject areas such as: world languages, music, physical education, art, library/information literacy and STEM/IT.

Grade / subject	World Languages	PE/Fitness	Music	Art	Library / Info Lit	STEM / IT
KG1 / KG2	3 (KG2)	2	2	n/a	1	n/a
KG3 - Grade 2	4	2	2	1.5	1	2
Grades 3 - 5	4	3	2	2	1	2
Taught by	Specialist teacher				Co-teach with specialist	



Our teachers work collaboratively with the IB PYP Coordinator and with grade level teams in their planning, resourcing, teaching, assessing and reporting of our curriculum. Learning is planned to be rigorous, challenging and often fun! Teachers offer a variety of learning strategies and a selection of assessment techniques enabling all students to be successful. All teachers are language and technology teachers within their grade level or subject area.

Our methods of assessment and reporting encourage both teacher- and student-led involvement. All teachers must adhere closely to the school's written curriculum and teaching/assessment practices as outlined in the Elementary Faculty and Curriculum Handbooks, and relevant IB PYP documentation.

## Core Specialist Responsibilities

Subject teachers carry specific responsibilities unique to them such as, but not limited to:

- **Plan, teach and assess** within collaborative transdisciplinary units of inquiry, as well as stand-alone subject based units
- **Serve** on relevant curriculum development and resource committees
- **Support and contribute** to student portfolios and sharing learning digitally
- **Contribute** to the work of the grade level teams including: assemblies and other events that share learning and provide opportunities for teachers, parents and students to interact

## Subject Specific Responsibilities

### Music

- **Lead** the Winter Show and End of Year Show, Choir Concerts, and other performances such as at assemblies
- **Provide** occasional musical accompaniment and leadership in school assemblies and presentations
- **Promote and share** aspects of the music curriculum within the school community including regular opportunities for student musical performances

### Art

- **Create and maintain** current displays and exhibitions of student art around the Elementary School
- **Lead** the development of set and/or prop design for Elementary shows
- **Promote and share** aspects of the art curriculum within the school community including regular opportunities for student art exhibitions

### PE

- **Lead** sport and fitness activities in addition to regular curriculum and CCA commitments
- **Coach** an additional sport, or CCA in all three seasons, and organize sports tournaments
- **Promote and share** aspects of the PE curriculum within the school community including regular opportunities for students to share their learning and experiences

### ESL

- **Teach and support** ESL learners in both pull-out and in-class support programs
- **Collaborate** closely with other teachers, including planning and co-teaching to support ESL students in all areas of the curriculum
- **Follow** the established ESL Teacher Guidelines
- **Assess** all non-native speaking students using the WIDA literacy model

### Individual Needs

- **Teach and support** students with individual learning and behavioral needs
- **Teach** using both pull-out and push-in models, supporting students in an inclusion model



- **Collaborate** closely with all teachers, including planning support for individual students across all curriculum areas

#### Library / Information Literacy

- **Teach and empower** students to be enthusiastic readers, skilful researchers, critical thinkers, and ethical users of information
- **Maintain** an environment in both the library and other learning spaces that is inviting, safe, flexible, and conducive to learning
- **Follow** the established IST Library practices, including supporting the work of the Library Coordinator as outlined in their job description

#### STEM/IT

- **Lead** the curriculum design and effective implementation of both STEM and IT integration through a co-teaching and coaching model
- **Collaborate** with teachers to use technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students
- **Support** teachers, technology staff and students in evaluating and selecting appropriate digital tools
- **Lead** professional development in digital literacy and STEM skills for teachers and assistant teachers
- **Model and promote** digital citizenship and responsible use

### Broad Responsibilities for all Elementary Teachers

As dedicated members of the IST faculty we:

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** as a homeroom teacher with responsibility for daily pastoral care of students, and on events committee(s) and/or task committee(s).
- **Participate** in field trips (including overnight trips), in parent-teacher conferences, and in professional development.
- **Lead** at least one co-curricular activity for students, and contribute to parent teas or similar events with the purpose of sharing elements of the program with parents and providing opportunities for teachers, parents and students to interact
- **Attend** regularly scheduled meetings such as: whole staff, grade or subject meetings, cross-curricular collaborative planning, as well as special events and student functions outside of the regular school day such as Graduation Ceremony, PFO Picnic, Student Council events, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Maintain** curriculum documentation on ManageBac, and school facilities and resources through careful and conscientious use.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.





### Teacher Profile

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We employ teachers with a relevant degree, a minimum of two years’ experience, a teaching diploma and current teacher certification. Our teachers work as part of well-established teams and have the experience, energy and enthusiasm to become an active and well-respected member of our school community.

### Teacher Responsibilities

IST seeks an Early Childhood Teacher who will be responsible for creating and maintaining a safe, secure and trusting indoor and outdoor learning environment for our youngest students. In our inclusive Early Years setting this means planning for, and promoting, play, discovery and exploration, and holistic fun learning experiences that integrate socio-emotional, physical and cognitive development across all learning areas. The teacher also plans early literacy and numeracy learning experiences and understands that children develop differently. Teachers are pedagogical leaders, who guide the work of the teaching assistants to best support student learning and well-being. Our Early Years classes have a high adult to student ratio. There are specialist teachers who support student learning in music, physical education, library and technology.

Our teachers work as part of a highly collaborative Early Years team who share responsibility for planning, resourcing, teaching, assessing and reporting. Observation and documentation of student learning informs teacher planning for rich and varied learning experiences. Teachers ensure high levels of student agency and plan for plenty of choice. Our methods of assessment and reporting encourage both teacher- and student-led involvement. All teachers must adhere closely to the school’s written curriculum and teaching/assessment practices as outlined in the Elementary Faculty and Curriculum Handbooks, and relevant IB PYP documentation.



## Broad Responsibilities

As dedicated members of the IST faculty we:

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** as a homeroom teacher with responsibility for daily pastoral care of students, and on events committee(s) and/or task committee(s).
- **Participate** in field trips, in parent-teacher conferences, and in professional development.
- **Lead** at least one co-curricular activity for students and host at least two parent teas or similar events with the purpose of sharing elements of the class program with parents and providing opportunities for teachers, parents and students to interact
- **Attend** regularly scheduled meetings such as: whole staff, grade or subject meetings, cross-curricular collaborative planning, as well as special events and student functions outside of the regular school day such as Graduation Ceremony, PFO Picnic, Student Council events, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Maintain** curriculum documentation on ManageBac, and school facilities and resources through careful and conscientious use.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.





# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

**POSITION: Secondary Teacher, Band I**

## Teacher Profile

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Our philosophy emphasizes that, ***“Our common future requires that we all look beyond our immediate needs.”*** For this reason, our teachers embrace their duty to the wider community and environment and work to openly foster a spirit of respect for all, and the history, culture, and people of China in particular.

IST provides a dynamic child-centered learning program where students’ individual educational and social needs are addressed and where students are encouraged to construct knowledge through inquiry and are challenged to learn rich and meaningful content. IST is authorized to offer the International Baccalaureate Primary Years, Middle Years and Diploma Programmes; experience supporting student learning within these curricular frameworks is therefore desirable but not necessarily a prerequisite. Instead, a strong understanding of, and alignment with, inquiry based pedagogy, inclusive and information and technology rich learning environments, and the ability to be a team player, are paramount.

## Teacher Responsibilities

The target teaching load is 27 periods per 39-period week with a range of 26-28 periods as well as other core duties and responsibilities. Our teachers normally teach IB MYP and/or DP in their assigned subject discipline/s in the Secondary school. In teaching the IB Middle Years and IB Diploma Programmes within the Secondary school, our teachers are expected to support students in the process of acquiring values, attitudes, approaches to learning, and life-long-learner behaviors compatible with our school, and IB philosophies.

Our teachers work collaboratively within subject area and grade level teams in their planning, resourcing, delivery and reporting of our curriculum. Lessons are expected to be rigorous and challenging, offering a variety of student learning strategies and a selection of assessment techniques enabling all students to be successful. All teachers are language and technology teachers within their subject discipline.

Our methods of assessment and reporting encourage both teacher- and student-led involvement. All teachers must adhere closely to the school’s written curriculum and teaching/assessment practices as outlined in the Secondary Faculty Handbook, IST Common Guide, IB guides.

## Broad Responsibilities

As dedicated members of the IST faculty we:

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.



- **Serve** as a homeroom teacher with responsibility for daily pastoral care of students, as a supervisor for weekly Action Groups, on events committee(s) and/or task committee(s).
- **Participate** in Week Without Walls field trips, in parent-teacher conferences, in professional development.
- **Attend** regularly scheduled meetings such as staff and departmental meetings, special events and support student functions outside of the regular school day such as Graduation Ceremony, PFO Picnic, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Lead** students in extra-curricular activities, on excursions and in special events.
- **Maintain** course curriculum documentation on ManageBac, school facilities and resources through careful and conscientious use.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.

### Subject Specific Responsibilities

In addition to the above, some subjects carry specific responsibilities unique to them such as, but not limited to:

- Musical productions, concerts, plays and other performance pieces, theater and stage facilities oversight (*Music, Drama, Art*)
- Sports tournaments, coaching, team travel, etc. (*PE and Health*)
- Laboratory maintenance, lab protocols, lab safety and chemical storage (*Sciences*)
- Literacy Lab (aka Writing Center), Media@IST, Writers' INK school magazine (*Languages / Humanities*)
- WIDA Literacy testing and student placement (*Language Acquisition*)
- Maintain the IST Common Guide and subject specific resources, contribute to internal staff professional development (*All departments*)
- All Diploma teachers may also be asked to assist in teaching Theory of Knowledge





# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

**POSITION: College Counselor, Band I**

## Teacher Profile

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## Teacher Responsibilities

Our teachers work collaboratively within subject area and grade level teams in their planning, resourcing, delivery and reporting of our curriculum. Lessons are expected to be rigorous and challenging, offering a variety of student learning strategies and a selection of assessment techniques enabling all students to be successful. All teachers are language and technology teachers within their subject discipline.

Our methods of assessment and reporting encourage both teacher- and student-led involvement. All teachers must adhere closely to the school’s written curriculum and teaching/assessment practices as outlined in the Secondary Faculty Handbook, IST Common Guide, IB guides. The College Counselor is normally expected to teach 10-12 periods per week of agreed coursework in addition to the counseling role.

## Broad Responsibilities

As dedicated members of the IST faculty we:

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** as a homeroom teacher with responsibility for daily pastoral care of students, as a supervisor for weekly Action Groups, on events committee(s) and/or task committee(s).
- **Participate** in Week Without Walls field trips, in parent-teacher conferences, in professional development.
- **Attend** regularly scheduled meetings such as staff and departmental meetings, special events and support student functions outside of the regular school day such as Graduation Ceremony, PFO Picnic, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.



- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Lead** students in extra-curricular activities, on excursions and in special events.
- **Maintain** course curriculum documentation on ManageBac, school facilities and resources through careful and conscientious use.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.

## Description of Responsibilities

The College Counselor will be responsible for developing and implementing a college and university counseling program, to include:

- **Advise** students and parents on admissions procedures through individual and group meetings, year-round, including evening seminars, workshops, and presentations including assistance in Personal Essay/Statement guidance and feedback to students.
- **Write** recommendations for each university candidate assigned as needed, and process all application materials.
- **Provide** information on post-secondary school education worldwide for all students including financial aid and scholarship information assistance as well as individual counseling regarding careers and appropriate choices that outline a "Best Fit" philosophy within the student university process
- **Promote, coordinate, and cultivate** visits of university representatives to IST Campus as well as College Fairs and University Tours and additionally promote TOEFL, IELTS, UMAT, HSK and other exams that relate to fulfilling college entrance examinations.
- **Design, plan and coordinate** CAS opportunities that expand the global engagement aspect of the IB diploma core, thereby increasing IST students' candidacy in the university applications process.
- **Coordinate** college applications, including applications themselves, teacher recommendations, transcripts, projected score reports and other "as needed" school documentation.
- **Coordinate** career guidance for students including collaborating with the IST Communications and Publications department for the annual IST Career Day
- **Operate** the College Corner area in the Delimarché during Secondary Lunch
- **Support** the IB diploma and IST Homeroom programs, as appropriate.
- **Supervise** PSAT, SAT and SAT Subject exam sessions. Additionally, the college counselor is responsible for staff proctor recruitment and training as well as test ordering, scheduling, and test promotion.
- **Celebrate, publicize and maintain** a database of IST college acceptances.

Our school has a warm, family atmosphere and it is essential that the counselor contributes strongly towards maintaining that ethos. Guidance counseling duties are currently provided by a separate Guidance Counselor however, the College Counselor is expected, and encouraged to work closely with the Guidance Counselor on issues dealing with senior students.

## Qualification and Compensation

- Appropriate Bachelor's Degree
- Appropriate teaching credentials and/or experience
- Three years' teaching experience and exemplary teaching record





# INTERNATIONAL SCHOOL of TIANJIN

POSITION: Elementary Division Coordinator, Band II

Working Learning Acting TOGETHER

## Elementary Grade Division Coordinator Job Description

The Elementary Grade Division Coordinator is tasked with administrative and coordination duties meant both to facilitate the work of individuals within the Lower (N-2) and Upper (3-5) Grade Divisions and to provide appropriate representation for the division within the school as a whole. The Grade Division Coordinator has responsibility for supporting the Elementary Principal, PYP Coordinator and other Coordinators in developing, maintaining and upgrading organizational systems and curriculum within the Elementary School. As a teacher-leader, the Grade Division Coordinator must possess obvious leadership and organizational skills/potential.

## Aims of Positions of Responsibility at IST

- **Ensure** that school and divisional goals are met, and tasks completed
- **Provide** leadership in the division, including consultation with faculty regarding effective teaching strategies, student feedback and reporting, forums for teachers to express/channel their professional views
- **Enhance** communication and coordination between grade levels, divisions, teachers and administration

## Duties and Responsibilities

### Curriculum and Resources

- **Support** the work of the Principal, PYP Coordinator and other Elementary and N-12 Coordinators in ensuring common practice and appropriate progression between grade levels
- **Assist** with the selection, development and utilization of instructional materials, equipment, and methodologies
- **Coordinate** the budget process within their division at the request of the Elementary Principal
- **Maintain** core resources and materials, and conduct inventories of resources

### Instruction, Supervision and Communication

- **Assist** teachers in handling of day-to-day issues of teaching, including use of core resources, portfolios, assessment, school events, schedules, and other practices outlined in the Faculty Handbook
- **Communicate** with new teachers prior to their arrival at IST, and serve as a point of contact and support for new teachers and teacher assistants
- **Participate** in the supervision and appraisal of teaching assistants
- **Communicate** with staff through both regularly scheduled and more informal meetings
- **Lead** division assemblies to share learning and build school spirit

### School Climate

- **Promote** a positive climate of collegiality and collaboration and openly support the school administration in its decisions and policy objectives.

## Appointment of Grade Division Coordinators

- Made by the Director in consultation with the Elementary Principal
- 1 to 2 years by mutual agreement, depending on the appointee's contract status
- Positions are re-advertised after 2 years or when the appointee's contract is up for renewal. Position holders are eligible to re-apply
- Appraisal is the responsibility of the Elementary Principal

## Qualification and Compensation

- Appropriate Bachelor's Degree
- Appropriate teaching credentials and/or experience
- Three years' teaching experience and exemplary teaching record
- This is a Band II position. Band II positions receive an approximate stipend of 14,400 per annum with no additional release time.





# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

**POSITION: N-12 Guidance Counselor Band I  
Child Safety Officer, Band II**

## Teacher Profile

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The IST Philosophy affirms that, ***“Our students love to learn.”*** One reason that we make this bold claim is because our teachers love to teach. At IST, our teachers are models of inclusive, best teaching practice and they demonstrate the desire and ability to collaborate closely with other teachers, including co-teaching and planning, to best meet the unique learning needs of all students, and second language learners in particular. IST is committed to information literacy; our teachers consistently demonstrate openness to learning new information platforms and new technologies.

Our philosophy emphasizes that, ***“Our common future requires that we all look beyond our immediate needs.”*** For this reason, our teachers embrace their duty to the wider community and environment and work to openly foster a spirit of respect for all, and the history, culture, and people of China in particular.

IST provides a dynamic child-centered learning program where students’ individual educational and social needs are addressed and where students are encouraged to construct knowledge through inquiry and are challenged to learn rich and meaningful content. IST is authorized to offer the International Baccalaureate Primary Years, Middle Years and Diploma Programmes; experience supporting student learning within these curricular frameworks is therefore desirable but not necessarily a prerequisite. Instead, a strong understanding of, and alignment with, inquiry based pedagogy, inclusive and information and technology rich learning environments, and the ability to be a team player, are paramount.

## Teacher Responsibilities

Our teachers work collaboratively within subject area and grade level teams in their planning, resourcing, delivery and reporting of our curriculum. Lessons are expected to be rigorous and challenging, offering a variety of student learning strategies and a selection of assessment techniques enabling all students to be successful. All teachers are language and technology teachers within their subject discipline.

Our methods of assessment and reporting encourage both teacher- and student-led involvement. All teachers must adhere closely to the school’s written curriculum and teaching/assessment practices as outlined in the Secondary Faculty Handbook, IST Common Guide, IB guides.

## Broad Responsibilities

As dedicated members of the IST faculty we:

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** as a homeroom teacher with responsibility for daily pastoral care of students, as a supervisor for weekly Action Groups, on events committee(s) and/or task committee(s).
- **Participate** in Week Without Walls field trips, in parent-teacher conferences, in professional development.
- **Attend** regularly scheduled meetings such as staff and departmental meetings, special events and support student functions outside of the regular school day such as Graduation Ceremony, PFO Picnic, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Lead** students in extra-curricular activities, on excursions and in special events.



- **Maintain** course curriculum documentation on ManageBac, school facilities and resources through careful and conscientious use.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.

### Description of Responsibilities

The guidance counselor will be responsible for developing and implementing a school-wide, N-12 counseling program, to include:

- Personal counseling for individual students and parents
- Group/whole class counseling
- Parent education sessions
- Continuing communication of student needs and issues to relevant personnel
- Regular communication with both the Elementary and Secondary Principals about issues that may arise surrounding students or faculty

Our school has a warm, family atmosphere and it is essential that the counselor contributes strongly towards maintaining that ethos. College counseling duties are currently provided by a separate College Counselor however, the Guidance Counselor is expected, and encouraged to work closely with the College Counselor on issues dealing with senior students.

### Confidentiality

The Guidance Counselor at IST must maintain the highest standards of professional confidentiality. Additionally, the Counselor is expected to be a model of confidential discourse and must help the administration in its efforts to preserve the confidences of students and staff with equal vigor.

### Additional Responsibilities

As the duly appointed Child Protection Officer, the Guidance Counselor carries the addition responsibilities to:

- **oversee** the implementation, monitoring, and review of the safeguarding and child protection policies and procedures
- **ensure** there are opportunities through the curriculum for students of all ages to develop the skills they need to recognize and stay safe from abuse, including being empowered to take action for themselves and others.
- **make** students, staff and community members aware of their responsibilities for reporting suspicions, and of who they can approach about any concerns
- **chair** the Crisis Team to make decisions regarding action to be taken after a concern is brought to their attention
- **provide** advice and support for community members who are dealing with a student for whom their concerns are stressful or upsetting
- **collaborate** with the Technology Director and faculty to promote e-safety awareness among students and their parents, ensuring that all members of the school community know their access rights and responsibilities in using ICT
- **ensure** all new staff receive safeguarding training appropriate to their role, as part of their induction and annually thereafter, and maintaining a record of this
- **keep** up to date with relevant laws and best practices surrounding child protection and the safeguarding of students

### Qualification and Compensation

- Appropriate Bachelor's Degree
- Appropriate teaching credentials and/or experience
- Three years' teaching experience and exemplary teaching record
- This is a Band II position. Band II positions receive an approximate stipend of 14,400 per annum with no additional release time.





# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

## POSITION: General Coordinator Roles, Band II Design, ESD, Action Groups (CAS)

### Aims of Positions of Responsibility at IST

- **Ensure** that all school and divisional goals are met, and tasks completed.
- **Provide** leadership in the curriculum area including consultation with faculty regarding effective teaching strategies, student feedback and reporting, forums for teachers to express/channel their professional views through regularly scheduled meetings.
- **Enhance** communication and coordination between school divisions, administration and teachers.

### School Climate

- **Promote** a positive climate of collegiality and collaboration and openly support the school administration in its decisions and policy objectives.

### Appointment of Band II Coordinators

- Made by the Director in consultation with the Secondary Principal.
- 1 to 2 years by mutual agreement, depending on the appointee's contract status.
- Positions are re-advertised after 2 years or when the appointee's contract is up for renewal. Position holders are eligible to re-apply.
- Appraisal is the responsibility of the Secondary Principal or Director.

### Qualification and Compensation

- Appropriate Bachelor's Degree.
- Appropriate teaching credentials and/or experience.
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- This is a Band II position. Band II positions receive an approximate stipend of 14,400 per annum with no additional release time.

### Design Center Coordinator (DCC)

In addition to his or her role as a Secondary Design teacher the Design Center Coordinator is tasked with administrative duties to facilitate and ensure the Design Center is equipped to function as required. The DCC is also responsible for the organization of any maintenance requirements within the center, ensuring a high level of safety in all instances. The DCC should demonstrate leadership and organization skills, working closely with staff utilizing the center, promoting a positive and innovative climate for teaching and learning.

### Specific Duties and Responsibilities

- **Coordinate** the budget requirements for the Design Center from K-12.
- **Maintain** an annual inventory of all equipment and department assets within the center and also regularly restock consumable items when required. (assisted by technician)
- **Organize** staffing for open days throughout the year to enable the wider IST community access to the Design Center.
- **Schedule** use of teaching areas of the center including after school activities (CCA), action groups, MYU week, ect.
- **Provide** supervision and instruction to students outside of class time when required
- **Establish and coordinate** ongoing STEM projects throughout the year.
- **Collaborate** with Secondary and Elementary STEM teachers to enable and assist in design teaching within inquiry units.
- **Provide** required instructional training within Design Center equipment and technology to any staff utilizing the Design Center.
- **Train, guide and supervise** the Design Center technician.
- **Promote** the use of the IB Design Cycle as a framework for all design units.
- **Enhance** communication and coordination between school divisions, administration and teachers.
- **Provide** ongoing publication material promoting the Design Center function and activities







# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

**POSITION: Library Coordinator, Band II**

## Teacher Profile

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The IST Philosophy affirms that, ***“Our students love to learn.”*** One reason that we make this bold claim is because our teachers love to teach. At IST, our teachers are models of inclusive, best teaching practice and they demonstrate the desire and ability to collaborate closely with other teachers, including co-teaching and planning, to best meet the unique learning needs of all students, and second language learners in particular. IST is committed to information literacy; our teachers consistently demonstrate openness to learning new information platforms and new technologies.

Our philosophy emphasizes that, ***“Our common future requires that we all look beyond our immediate needs.”*** For this reason, our teachers embrace their duty to the wider community and environment and work to openly foster a spirit of respect for all, and the history, culture, and people of China in particular.

IST provides a dynamic child-centered learning program where students’ individual educational and social needs are addressed and where students are encouraged to construct knowledge through inquiry and are challenged to learn rich and meaningful content. IST is authorized to offer the International Baccalaureate Primary Years, Middle Years and Diploma Programmes; experience supporting student learning within these curricular frameworks is therefore desirable but not necessarily a prerequisite. Instead, a strong understanding of, and alignment with, inquiry based pedagogy, inclusive and information and technology rich learning environments, and the ability to be a team player, are paramount.

## The Position

In addition to his or her role as either an Elementary or Secondary Teacher-Librarian, the Library Coordinator (LC) is also a Band 2 pedagogical leader and facility administrator who coordinates the effective operation of the school Library and the implementation of information literacy programmes across the school. The LC works in close association with the Administration, IB Programme Coordinators, Teacher-Librarians and assistants, and other members of the faculty and community to: promote reading throughout the community; provide curricular support to all teaching faculty; collaboratively plan and teach units in his or her assigned school division; oversee library management; and promote quality writing across the curriculum.

The LC must therefore be a highly energetic ambassador for the benefits and joys of reading and writing and of the information literacy skills required to become purposeful, skilled, and successful learners. The LC is a person who possesses excellent relational qualities and organizational and communications skills.

## Qualifications and Experience

The LC is required to have a bachelor or post-graduate level degree in Library Science or a related field, along with formal teacher certification. The LC must have a minimum two years full-time experience as a Teacher-Librarian; however, given the school-wide significance of the assignment, the LC will ideally have five or more years formal experience, and a successful history managing the diverse operations of a well-established Library and Information Literacy/Media Center. Experience working with a team of Teacher-Librarians and Library support staff, and the desire and ability to collaborate closely with other teachers—including co-teaching and planning—are essential.



## Core Responsibilities

### Leadership, Library Management, and Communication

- **Lead** professional meetings and discussions related to current practices and issues in librarianship and education, to the effective operation and use of the Library, and to the development of information literacy across the school.
- **Participate** in librarian networks in China and internationally.
- **Prepare** and oversee the school-wide Library budget.
- **Oversee** and evaluate the work of the Library Officer and the Library Assistant(s)
- **Carry out** action research to inform continuous programme improvement
- **Establish** processes and procedures for the evaluation, selection, acquisition, circulation, resource sharing, weeding, inventory, etc. that assure appropriate resources are available when needed
- **Create** and maintain a Library environment that is inviting, safe, flexible, and conducive to student learning
- **Select** and deploy effective technological applications for management purposes
- **Develop** contextually appropriate policies and protocols to govern the administration of the Library.
- **Coordinate** and schedule use of the Library for classes and other events

### Appreciation of Literature:

- **Promote** and support reading programmes and practices that ensure exposure to and positive associations with literature.
- **Provide** training on the access and use of Library and information literacy skills, including reading strategies, use of electronic databases and subscription services, authors, and literary works.
- **Sponsor** opportunities for patrons to develop home libraries through book fairs and exchanges.
- **Organize** author visits to the school in order to promote reading and the art and craft of writing
- **Coordinate** Library reading initiatives, such as the Panda Book Awards.
- **Encourage** the use of instructional technologies to engage students and to improve learning.
- **Oversee** the Library web presence (i.e., LibGuides, the library blog, the library page on the school website, and the library homepage).

### Collaboration with Teachers

- **Support** teachers with planning in order to incorporate research and information literacy skills into instruction.
- **Deliver** instruction on information seeking and use.
- **Promote** the use of the IST Inquiry Cycles as a framework for research and inquiry.
- **Schedule** contact time with classes as required to meet students' reading and learning needs

### Curricular Support

- **Create** resources and instructional material that support teaching and learning in all stages of the Inquiry Cycle.
- **Create** resource lists of print and electronic materials from the library collection and publish them for access on LibGuides—linked to the library OPAC and/or the library blog.
- **Identify** additional resources (e.g., books, periodicals, films, databases and web-based resources) to enhance units of study.
- **Promote** the ethical use of information.
- **Collaborate** with other Teacher-Librarians and IB Programme Coordinators to articulate skills delivery across the curriculum.



## Broad Responsibilities

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** on events and/or task committee(s), specifically including those related to inquiry and information literacy.
- **Participate** in field trips (including overnight trips), in parent-teacher conferences, and in professional development.
- **Lead** at least one Co-Curricular activity per year for students and host parent teas or similar events with the purpose of providing opportunities for parents to learn more about the school's educational programmes, and specifically those related to an appreciation of literature and information literacy.
- **Attend** all regularly scheduled meetings, as well as special events and student functions outside of the regular school day such as the Graduation Ceremony, PFO Picnic, Student Council events, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** the Library at break/recess times and /or at the beginning or end of the school day.
- **Maintain** detailed records, including databases of the Library collection and usage rates, and budgets.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.

## Qualification and Compensation

- Appropriate Bachelor's Degree.
- Appropriate teaching credentials and/or experience.
- Three years' teaching experience and exemplary teaching record.
- This is a Band II position. Band II positions receive an approximate stipend of 14,400 per annum with no additional release time.





# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

## POSITION: Secondary Subject Chair, Band II

### Secondary Subject Chair Job Description

The Secondary Subject Chair is tasked with administrative duties meant both to facilitate the work of individuals within the subject area and to provide appropriate representation for the subject area within the Secondary School. The Chair has responsibilities for developing, maintaining and upgrading curriculum and improving teaching within the subject area. As a teacher-leader, the Subject Chair must possess obvious leadership and organizational skills/potential.

### Aims of Positions of Responsibility at IST

- **Ensure** that all school and divisional goals are met, and tasks completed.
- **Provide** leadership in the curriculum area including consultation with faculty regarding effective teaching strategies, student feedback and reporting, forums for teachers to express/channel their professional views through regularly scheduled meetings.
- **Enhance** communication and coordination between school divisions, administration and teachers.

### Duties and Responsibilities

#### Curriculum and Resources

- **Provide** subject-area pedagogical leadership in the selection, development and use of instructional materials, equipment, and methodologies.
- **Establish** subject-area goals in line with and in addition to divisional goals and report annually to Secondary Principal on subject area goals and development.
- **Assume** responsibility for maintenance and revision of subject area curriculum on the ManageBac platform.
- **Coordinate** the budget building process within the Department at the request of the Secondary Principal and maintain a subject area library and materials, as appropriate and conduct annual inventory of department assets.
- **Requisition** and allocate subject area supplies and equipment.

#### Instruction, Supervision and Communication

- **Assist** teachers in handling of day-to-day issues of instruction and assessment, student evaluation, lesson planning as well as assist the Secondary Principal in appraisal of subject area teachers.
- **Communicate** with new subject area members by email about courses prior to their arrival at IST.
- **Participate** in the supervision and appraisal of teaching assistants.
- **Conduct** regular subject meetings and inform subject teachers of latest developments within the teaching field and attend Subject Chair meetings as called by the Secondary Principal

#### School Climate

- **Promote** a positive climate of collegiality and collaboration and openly support the school administration in its decisions and policy objectives.

### Appointment of Secondary Subject Chairs

- Made by the Director in consultation with the Secondary Principal.
- 1 to 2 years by mutual agreement, depending on the appointee's contract status.
- Positions are re-advertised after 2 years or when the appointee's contract is up for renewal. Position holders are eligible to re-apply.
- Appraisal is the responsibility of the Secondary Principal or Director.

### Qualification and Compensation

- Appropriate Bachelor's Degree.
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# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

## POSITION: IB Programme Coordinator, Band III

An IB Programme Coordinator at IST is a pedagogical leader who works in close association with the Administration to drive the delivery and proper implementation of the target programme. Coordinators are a Band III position who receive 40% release time (15-17 contact hours per week), with a 28,800 RMB per annum stipend and make a two-year commitment to the position and take primary responsibility for the following:

### Teaching and Learning

- **Promote** excellent teaching practices through modeling and serving as a mentor to relevant staff.
- **Provide** advice and support to all relevant staff regarding the delivery of the programme and ensure that the target programme is being delivered according to IB standards and practices.
- **Ensure** that IST standard models of practice are consistently applied and monitored.
- **Organize** and implement evaluation processes according to IB guidelines including assisting the relevant Principal and Director in appraisal of subject areas. This includes leading informal workshops, monitoring effective teaching practice and making recommendations for modified practices where necessary.
- **Support** the development of the best language of all students and help to provide a supportive environment for students who do not speak the language of instruction and encourage all teachers to recognize that they are language teachers.
- **Help** to identify requisite skills, technology competencies and content knowledge for students' proper entry and exit from the programme.
- **Create** a structure that promotes, supports and guides Approaches to Learning and Approaches to Teaching throughout the programme.

### Professional Development

- **Ensure** that PD requirements stipulated by the target programme are met, that staff members are made aware of IB sponsored professional development opportunities and organize participation and registration.
- **Make** recommendations to staff regarding IB training opportunities on and off campus as participants and/or leaders of IB workshops and curriculum development activities.
- **Keep** a record of workshops and school visits in order to identify ongoing needs.

### Curriculum and Resource Management

- **Conduct** routine review and assessment (moderation/standardization) of curriculum delivery and take leadership in anticipating required changes to curriculum documentation, resource allocation or teaching practice.
- **Make** recommendations for the purchase of suitable and sustainable resources (including local options) to support the delivery of the target programme.
- **Prepare** the budget for the maintenance and development of the target programme.
- **Foster** students' linguistic development through a solid language curriculum.

### Communication and Collaboration

- **Promote** a positive climate of collegiality and collaboration and openly support the administration in its objectives and policy decisions.
- **Communicate** regularly with the relevant Principal regarding target programme issues.
- **Liase** with other coordinators in the school and the Administration to help ensure continuity between the 3 IB Programmes.
- **Ensure** that information on the IB Programme - its aims, objectives, requirements and assessment criteria - is communicated to students, parents, teachers, support staff, administrators and the Board of Governors.
- **Ensure** that teachers coordinate learning activities within and across academic disciplines / grade levels through common planning and curriculum mapping.
- **Ensure** that potential issues in student progress in the target programme are communicated to parents.



- **Contribute** to the presentation and promotion of the IB Programme for both students and parents by assisting with the organization of assemblies, activities, field trips, public presentations, information sessions, publishing of articles, etc. as required by the relevant principal.
- **Provide** relevant staff with outreach to the wider community of learners through such media as the MyIB, email contact with colleagues, school visits, etc. as required by the relevant principal.

#### Communication and Collaboration Beyond the School Community

- **Manage** communication with all relevant IB offices and ensure that IB deadlines and payments are met.
- **Prepare** and submit any documentation required for IB evaluation.
- **Attend** regional conferences and meetings in the IBAP region, in China and in the Beijing/Tianjin area.
- **Promote** relationships between IST and other IB schools in IBAP, in China, and in the Beijing/Tianjin area.

#### Documentation

- **Ensure** that the target programme is being documented according to IB standards and line with most recently published IB guidelines and expectations.
- **Maintain** an archive of current IB publications, subject overviews, unit plans on ManageBac, and scope and sequence documents as dictated by the needs of the IB Programme.
- **Coordinate** the various Subject Chairs'/ Grade Level Leaders' work on the development and/or review of required curriculum / scope and sequence documents.
- **Ensure** that the school's promotional materials include accurate information about the IB Programme and its role in our school.

### Programme Specific Duties

- **Primary Years Programme**
  - **Lead** the collaborative planning process (including regular cross-curricular planning opportunities) to ensure IST's transdisciplinary programme involves all stakeholders and meets IB requirements.
  - **Organize** the annual Programme of Inquiry (POI) review, and the PYP Exhibition process, including the introduction to students, teachers and parents, assessment, and reflection.
- **Middle Years Programme**
  - **Guide** the development of interdisciplinary units and interdisciplinary learning throughout the MYP.
  - **Organize** the MYP Personal Project process, including its introduction to students/parents, its supervision, its assessment, its internal standardization and external moderation and its celebration/exhibition.
  - **Prepare** the awarding of internal MYP certificates to qualified recipients.
- **Diploma Programme**
  - **Counsel** students in Grades 11 and 12 as to their suitability in completing the IB Diploma Programme and maintain an active oversight of the alternate IST Diploma stream.
  - **Provide** regular updates to students and parents regarding current progress in the IB Diploma.
  - **Ensure** that all IB Examination procedures and protocols are enforced and adhered to by all relevant personnel and students.
  - **Work** closely with college counsellors to ensure that students and parents are being appropriately counselled about graduation requirements, university entrance requirements, etc.
  - **Take** a leadership role in the organization and celebration of the IST graduation ceremony.
  - **Organize** the verification of student graduation eligibility.

**NOTE:** All Band III positions are eligible for appointment to the position of Deputy Principal. Deputy principals support the principals in overseeing the daily operations of a school division, most notably in the areas of faculty supervision and evaluation, student discipline, and curriculum and operational leadership. The deputy principals also deputize in the absence of the principal, and receive an annual salary stipend of RMB 14,400.





# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

POSITION: N-12 Curriculum Coordinator, Band III

## Teacher Profile

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## The Position

The N-12 Curriculum Coordinator at IST is a pedagogical leader who works in close association with the Administration, Programme Coordinators, and Whole School Coordinators to ensure effective alignment between programmes, disciplines and required transferable skill sets. The N-12 Curriculum Coordinator is a Band III position who receives 40% release time (15-17 contact hours per week), and a 14,800 RMB per annum stipend, makes a two-year commitment to the position and takes primary responsibility for the following:

## Qualifications and Experience

The N-12 Curriculum Coordinator is required to have a bachelor or post-graduate level degree in Education or a related field, along with formal teacher certification. The N-12 Curriculum Coordinator will ideally have a minimum two years full-time experience in a similar role as well as a successful history of teaching and leading diverse groups of educational professionals.

The N-12 Curriculum Coordinator will have specific knowledge, skills and expertise in the following areas:

### Schoolwide Development

- **Coordinate** and lead a N-10 continuous curriculum review cycle.
- **Identify** and strengthen common understandings and curricular standards and expectations across the school.
- **Track** progress and anticipate challenges and help identify priorities and deficiencies within and across hemispheres of the school.



- **Clarify**, interpret and promote core curricular efforts.
- **Demonstrate** excellence in instructional contexts through a range of current effective instructional strategies to engage students in learning.
- **Support** coherent and consistent learning experiences for students by ensuring commonalities in the areas of content, skills, dispositions and expectations throughout and across grade levels.
- **Provide** leadership in the areas of interdisciplinary and inquiry based learning.
- **Participate** in senior leadership meetings with relevant Principals and other Band III leaders.
- **Organize** and lead periodic meetings that may include senior leadership, programme coordinators, etc.
- **Lead** data driven dialogue to develop common understandings and inform action.
- **Promote** a collaborative culture and the school mission and vision by maintaining balance between IB programme-specific and IST goals.
- **Create** and facilitate provisional or interim teams of teachers and teacher leaders within and across the school including programme coordinators, grade level leaders and subject chairs.
- **Conduct** regular PD workshops addressing each of the major areas of literacy as outlined in The Common Guide—reading, writing, discussing and researching.
- **Coordinate** with the leadership team and the Professional Development Coordinator to identify PD opportunities outside the school as well as opportunities to bring outside expertise into the school.
- **Maintain** print and online literacy resources for teachers and students, including The Common Guide and The Writing Center blog.
- **Provide** direct support for departments integrating literary practices into the curriculum and daily teaching practice, including providing support with developing teaching materials, lessons and assessments.
- **Conduct** PD workshop for incoming teachers on common literacy practices at IST, as needed.
- **Assist** in developing a school-wide literacy policy and establish annual goals and priorities, in coordination with the leadership team.

### Leadership, Administration, and Communication

- **Evaluate** and develop ways to better support the future of learning.
- **Promote** the development of vertical and horizontal articulation and coherence of student learning.
- **Assist** in the development of curriculum and oversee the implementation of curriculum and adopted instructional practices.
- **Serve** as administrative representative on various task forces and school-wide initiatives.
- **Assume** responsibility for the revision of curriculum related material that outlines current practices.
- **Collaborate** with programme coordinators, grade-level leaders, subject chairs, individual teachers and teacher teams to provide ongoing feedback regarding instructional practice.
- **Identify** appropriate areas where common pedagogical ground works that benefits student learning without compromising the integrity of the individual programmes.
- **Facilitate** constant communication, bridge efforts and negotiate channels and avenues for pedagogical alignment across programs and disciplines.
- **Lead** teachers to collect, interpret, and use formative assessment data, systematically examine student work, and define next steps for differentiation and intervention
- **Support** teachers in identifying and achieving professional growth goals
- **Improve** upon professional practice via a wide variety of strategies such as leading workshops, doing model lessons, etc.

### Broad Responsibilities

As dedicated members of the IST faculty we:

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.



- **Serve** on events and/or task committee(s), specifically including those related to professional development and/or curriculum development.
- **Attend** all regularly scheduled meetings, as well as special events and student functions outside of the regular school day such as the Graduation Ceremony, PFO Picnic, Student Council events, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Maintain** detailed records of student learning, of CCA and Athletics offerings and participation rates, and related budgets and resource procurement, inventory, and deployment.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.

**NOTE:** All Band III positions are eligible for appointment to the position of Deputy Principal. Deputy principals support the principals in overseeing the daily operations of a school division, most notably in the areas of faculty supervision and evaluation, student discipline, and curriculum and operational leadership. The deputy principals also deputize in the absence of the principal, and receive an annual salary stipend of RMB 14,400.





# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

**POSITION: Student Services Coordinator, Band III**

## Teacher Profile

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The IST Philosophy affirms that, ***“Our students love to learn.”*** One reason that we make this bold claim is because our teachers love to teach. At IST, our teachers are models of inclusive, best teaching practice and they demonstrate the desire and ability to collaborate closely with other teachers, including co-teaching and planning, to best meet the unique learning needs of all students, and second language learners in particular. IST is committed to information literacy; our teachers consistently demonstrate openness to learning new information platforms and new technologies.

Our philosophy emphasizes that, ***“Our common future requires that we all look beyond our immediate needs.”*** For this reason, our teachers embrace their duty to the wider community and environment and work to openly foster a spirit of respect for all, and the history, culture, and people of China in particular.

IST provides a dynamic child-centered learning program where students’ individual educational and social needs are addressed and where students are encouraged to construct knowledge through inquiry and are challenged to learn rich and meaningful content. IST is authorized to offer the International Baccalaureate Primary Years, Middle Years and Diploma Programmes; experience supporting student learning within these curricular frameworks is therefore desirable but not necessarily a prerequisite. Instead, a strong understanding of, and alignment with, inquiry based pedagogy and inclusive learning practices and environments, and the ability to be a team player, are paramount.

## The Position

In addition to his or her role as a Nursery to Grade 12 Individual Needs teacher, the Student Services Coordinator (SSC) is also a Band III pedagogical leader coordinating the diverse efforts of Student Services personnel (counselors, and individual needs and language acquisition teachers) across the school’s three IB programmes. The SSC also works in very close association with the Administration, IB Programme Coordinators, and other members of the faculty and community to support the unique educational and social learning needs of students requiring assistance in order to fully access the curriculum. The SSC must therefore possess excellent relational qualities and communications skills in order to effectively engage, guide and support his or her colleagues in best meeting the learning needs of all students, while similarly demonstrating empathy and clarity of direction for students and their parents. The Band III position receives an additional stipend of 28,800 RMB per annum.

## Qualifications and Experience

The SSC is required to have a bachelor or post-graduate level degree in learning support/special needs, along with formal teacher certification. The SSC must have a minimum two years full-time experience providing learning support, ideally across the full Nursery through Grade 12 age range. Given the school-wide significance of the assignment, the SSC will, however, ideally have five or more years of formal experience as a learning support/special needs teacher, and a successful history of leading a team of educational professionals, ideally multi-level and multidisciplinary.



The SSC will have specific knowledge, skills and expertise in the following areas:

### Subject Knowledge

1. Learning and behavioural disorders, and targeted learning support provision across early childhood, elementary, and secondary grade levels.
2. Speech therapy/pathology: understanding the fundamental physiology of speech production (articulation, stuttering etc.)
3. Gifted and talented

### Planning and Teaching

1. Developing behavioral plans for students with specific disorders
2. Writing IEPs and intervention processes
3. Planning and scaffolding lessons to assist individualized learning needs

### Assessment / Testing

1. Administration and interpretation of various diagnosis and psychometric testing tools
2. Administration and interpretation of language proficiency assessment tools (e.g. LAS, WIDA), and the direct instruction of second language learners
3. Explaining assessments/reports to teachers/parents

### Leadership and Communication

1. Leading professional meetings and discussions related to student learning and the provision of relevant support structures
2. Planning and running workshops and training for faculty and parents
3. Liaising with external agencies: psychologists, speech therapists, occupational therapists, physiotherapists, and pediatricians
4. Experience working with guidance counselors to support the specific socio-emotional needs of all students, and in particular those with unique learning needs
5. Developing contextually appropriate policies and protocols across the range of grade levels and student support services, including those related to child protection

### Broad Responsibilities:

As dedicated members of the IST faculty we:

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** on events and/or task committee(s), including student services related accreditation committees and chairing student study teams and Student Services Committee.
- **Participate** in field trips (including overnight trips), in parent-teacher conferences, and in professional development.
- **Lead** at least one co-curricular activity for students and host parent teas or similar events with the purpose of providing opportunities for parents to learn more about the ways in which children learn differently and how our school seeks to accommodate and support these different needs.
- **Attend** all regularly scheduled meetings, as well as special events and student functions outside of the regular school day such as the Graduation Ceremony, PFO Picnic, Student Council events, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Maintain** detailed records of student learning and associated interventions, Student Services Handbooks, and school facilities and resources through careful and conscientious use.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.



- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.

**NOTE:** All Band III positions are eligible for appointment to the position of Deputy Principal. Deputy principals support the principals in overseeing the daily operations of a school division, most notably in the areas of faculty supervision and evaluation, student discipline, and curriculum and operational leadership. The deputy principals also deputize in the absence of the principal, and receive an annual salary stipend of RMB 14,400.





# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

**POSITION: Technology Director, Band III**

## Teacher Profile

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IST provides a dynamic child-centered learning programmes where students’ individual educational and social needs are addressed and where students are encouraged to construct knowledge through inquiry and are challenged to learn rich and meaningful content. IST is authorized to offer the International Baccalaureate Primary Years, Middle Years and Diploma Programmes; experience supporting student learning within these curricular frameworks is therefore desirable but not necessarily a prerequisite. Instead, a strong understanding of, and alignment with, inquiry based pedagogy, inclusive and technology rich learning environments, and the ability to be a team player, are paramount.

## The Position

In addition to his or her role as either an Elementary or Secondary Design/IT/STEM teacher (with approximately 0.4 release), the Tech Director (TD) is also a Band III pedagogical leader driving the school’s vision for technology and coordinating the effective use of technological tools and applications –and related technological learning and literacy– across the school. The TD reports to the Director, but works in close association with the Administration, IT Systems Manager, IB Programme Coordinators, and other members of the faculty and community to promote and support the effective use of technology and technological tools that support teaching and learning. The TD must therefore possess excellent relational qualities and communications skills in order to effectively engage, guide and support his or her colleagues as they work to meet the learning needs of students. The Band III position receives an additional stipend of 28,800 RMB per annum.

## Qualifications and Experience

The TD will ideally have a bachelor or advanced degree in Educational Technology or a related field, along with formal teacher certification. The TD must have a minimum two years full-time experience providing school-wide technological learning and administrative support. Given the school-wide significance of the assignment, the TD will, however, ideally have five or more years of formal experience as a technology teacher (Design/IT/STEM), with a strong understanding of technological infrastructure, tools and applications, and a successful history of developing and leading a school-wide technology improvement plan.



## Core Responsibilities

### Leadership and Communication

- **Guide** the development and implementation of a strategic vision for the use of technology in both academic and infrastructural systems.
- **Lead** professional meetings, discussions and communications related to current technological systems and provision and best practice in the effective use of technology in educational settings.
- **Oversee** the professional development of staff on the integration of technology into the curriculum.
- **Develop** contextually appropriate policies and protocols governing the safe and appropriate use of technology.
- **Communicate** the school's technology vision and initiatives to all relevant constituents.

### General Management and IT Systems, Equipment and Software Administration

- **Evaluate** the suitability of various IT systems, equipment and software options, and make informed recommendations to the school administration.
- **Prepare** and oversee school-wide IT budget.
- **Oversee** technology procurement, inventory and deployment.
- **Demonstrate** experience and familiarity with:
  - Office 365 and/or similar suites of cloud based collaborative services for use in educational contexts
  - SIS and curriculum management systems (e.g., ManageBac)
  - Teacher and student blogging platforms (e.g., Campus Press)
  - 1-1 iPad management software and BYOD laptop programmes
  - Live Streaming/Digital Signage Software
  - STEM education and robotics

## Broad Responsibilities

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** on events and/or task committee(s), including technology and teaching and learning accreditation committees.
- **Participate** in field trips (including overnight trips), in parent-teacher conferences, and in professional development.
- **Lead** at least one co-curricular activity for students and host parent teas or similar events with the purpose of providing opportunities for parents to learn more about the school's educational programmes, and specifically the ways in which technology supports student learning.
- **Attend** all regularly scheduled meetings, as well as special events and student functions outside of the regular school day such as the Graduation Ceremony, PFO Picnic, Student Council events, etc.
- **Provide** meaningful and timely feedback to students, encouragement and support to colleagues, and attention to the concerns of parents.
- **Report** on student progress and behavior –as necessary– in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Maintain** detailed records of technology related professional development, of student learning, and of the school's technology resources and deployment.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
- **Safeguard** the wellbeing of students in accordance with IST Community Safeguarding Framework including the IST Code of Conduct.

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# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

POSITION: Athletics & Activities Director, Band III

## Teacher Profile

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## The Position

In addition to his or her role as either an Elementary or Secondary Physical and Health Education (PHE) teacher (approximately 0.4 release), the Athletics and Activities Director (AAD) is also a Band III pedagogical leader and administrator who coordinates Athletics, Co-Curricular Activities (CCA), and PHE programmes across the school. The AAD works in close association with the Administration, IB Programme Coordinators, PHE teachers and assistants, and other members of the faculty and community to support the provision of a balanced learning programme both within and beyond the classroom that supports and challenges the diverse physical, creative, intellectual, and healthy life-styles and interests of students. The AAD must therefore be a highly energetic ambassador for active and balanced interests and lifestyles, and a person who possesses excellent relational qualities and organizational and communications skills. The Band III position receives an additional stipend of 28,800 RMB per annum.

## Qualifications and Experience

The AAD is required to have a bachelor or post-graduate level degree in PHE or a related field, along with formal teacher certification. The AAD must have a minimum two years full-time experience teaching Physical Education and Health. However, given the school-wide significance of the assignment, the AAD will ideally have five or more years formal experience as a PHE teacher, and a successful history of teaching and coaching athletics and of leading a diverse team of educational and sporting professionals in planning and coordinating a wide range of sporting events and activities.



## Core Responsibilities

### Teaching, Learning, and Coaching

- **Plan**, execute and oversee the PHE curriculum (including units and assessments) to ensure that it complies with the requirements of the IB, while offering a range of activities to address the interests and needs of the students.
- **Communicate** to the PHE teachers and teaching assistants relevant school-wide administrative and educational initiatives, and model these within the department.
- **Remain** up-to-date with any developments in the area of PHE and offer PD sessions for those interested in collaborating with the Athletics programme as coaches.
- **Lead** effective teaching and coaching models, strategies and methods.

### Leadership, Administration, and Communication

6. **Lead** professional meetings and discussions related to teaching and learning in PHE and effective sports, coaching and activities administration.
7. **Supervise** the Athletics and Activities Office administrative and teaching support staff across the full range of their assigned working hours.
8. **Plan** and coordinate the provision of a range of Co-Curricular learning activities (including Athletics) that meet the broad and balanced interests and abilities of students.
9. **Liaise** with the AADs at other schools, and other agencies (e.g., hotels and transportation), to plan and coordinate school-based and inter-school sporting events and CCAs.
10. **Represent** the school at general planning meetings for both local (ISCOT) and regional (ACAMIS and ISAC) inter-school Athletics conferences.
11. **Prepare** and administer a school-wide Athletics and Activities budget.
12. **Oversee** the procurement, inventory, and deployment Athletics equipment.
13. **Communicate** to relevant constituents Athletics and Activities programme-related developments and activities.
14. **Develop** contextually appropriate policies and protocols to govern the effective provision and administration of Athletics and CCA programmes, including those related to risk assessment and child protection.

## Broad Responsibilities

- **Contribute** to a positive school climate, promote the school philosophy in all interactions, and openly support the school administration in its objectives and policy decisions.
- **Serve** on events and/or task committee(s), specifically including those related to PE/Health and Athletics and Activities.
- **Participate** in field trips (including overnight trips), in parent-teacher conferences, and in professional development.
- **Lead** at least one coaching activity per season for students and host parent teas or similar events with the purpose of providing opportunities for parents to learn more about the school's educational programmes, and specifically the benefits of an active and balanced lifestyle.
- **Attend** all regularly scheduled meetings, as well as special events and student functions outside of the regular school day such as the Graduation Ceremony, PFO Picnic, Student Council events, etc.
- **Provide** meaningful and timely feedback to students, encouragement to colleagues and attention to the concerns of parents.
- **Report** on student progress and behavior in a timely and supportive manner.
- **Supervise** students at break/recess times and /or at the beginning or end of the school day.
- **Adhere** to all expectations regarding performance of duties as outlined in faculty handbooks and school policies and practices.
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# INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

## POSITION: Deputy Principal, Band III

A Deputy Principal at IST is a pedagogical and organizational leader who works to help ensure the smooth and consistent administration of the relevant school division. The role of Deputy Principal is available only to those who are currently working under Band III provisions in another capacity. Deputy Principals will receive an additional annual stipend of 14,400 RMB. The Deputy Principal is expected to work in close coordination with their division to assist the Principal, as needed, in the following areas:

- **Promote** a positive climate of collegiality and collaboration and openly support the administration in its objectives and policy decisions.
- **Assume** the responsibilities of the Principal in the event of an absence (including taking disciplinary actions as needed)
- **Assist** the relevant Principal in setting goals and creating the developmental agenda of the school.
- **Lead** staff meetings as indicated by the Principal.
- **Support** the relevant Principal in supervision and evaluation duties to further support staff development and student achievement.
- **Ensure** that IST policies and guidelines are applied consistently and impartially.
- **Assert** the importance and consistent implementation of the IST Community Safeguarding Framework.
- **Maintain** strict confidentiality as deemed necessary by the relevant Principals and Director.
- **Represent** the IST Administration as deemed necessary by the relevant Principals and Director.
- **Anticipate** issues and concerns that may arise during the normal operation of the school and seek to provide constructive solutions to problems and methods of effective implementation.

