



## Shanghai Community International School Lower School Principal

### Search Announcement:

Shanghai Community International School (SCIS) seeks a Lower School Principal for our Pudong Campus. The SCIS community is seeking applications from individuals motivated to advance best practices and foster teaching excellence. The Lower School Principal needs to be able to serve a strong, diverse, and transient community. The ideal candidate for this position will need to be able to manage the inherent challenges while still maintaining the personal and intimate approach in line with the culture of the school. In addition, as a member of the System Leadership Team, this position will be a key driver in the refinement and implementation of the components of the school's strategic plan as they relate to the Lower School division.

### School Description:

Founded in 1996, SCIS is a private, not-for-profit co-educational institution with over 1,600 students from over 65 countries ranging in age between 2 and 18 years. SCIS operates two Nursery to Grade 12 programs on three campuses spanning both sides of the Huangpu river of Shanghai. SCIS is fully accredited by the Western Association of Schools and College (WASC). SCIS is also one of the first international schools in Shanghai to become fully authorized as an International Baccalaureate (IB) Continuum World School. SCIS is a proud member of the East Asian Regional Conference of Schools (EARCOS) and the Association of Chinese and Mongolian International Schools (ACAMIS).

# POSITION TITLE: Lower School Principal

## QUALIFICATIONS:

- Educational leadership experience (Principal, Assistant Principal, Curriculum Coordinator, Athletics Director, etc.)
- Extensive knowledge of the IB Primary Years Programme
- Teaching experience in grades Nursery – Grade 5
- Recognized Administrative Qualifications
- Strong written and oral communication skills
- Excellent inter-personal skills
- Commitment to carrying out the SCIS Mission, Schoolwide Learner Outcomes and Strategic Plan.
- Knowledge of and commitment to inclusive practices including the Universal Design for Learning framework
- Experience with international school accreditation standards and practices

## PREFERRED:

- Master's Degree in Educational Leadership or Curriculum/Instruction  
(candidates who will complete their degree program within a year are welcome to apply)
- Experience working in Asia
- Knowledge of the Mandarin Language
- Previous Lower School Principal or Vice Principal experience
- Experience with Managebac, PowerSchool, Microsoft Office 365 Platforms
- Experience with NWEA MAP

## PERSONAL ATTRIBUTES:

- Demonstrates all attributes of the IB Learner Profile
- Excellent organizational, administrative and interpersonal skills
- Sensitivity in meeting the needs of an international student body
- Possesses a “can do” and solutions-oriented attitude
- Models being a lifelong, reflective learner
- Takes initiative, is self-motivated, dynamic, energetic and creative
- Demonstrates commitment to promoting community well-being and belonging

## REPORTS TO: Head of School

## SUPERVISES: All assigned staff related to the Lower School division



## MAJOR RESPONSIBILITIES AND DUTIES:

### Curriculum and Student Achievement:

- Provide leadership and professional development surrounding best practices in planning, instruction, and assessment.
- Serve as a supporting role for the PYP Coordinator for the Lower School.
- Ensure the alignment and attainment of the SCIS Mission, Schoolwide Learner Outcomes, and curricular program throughout all aspects of the Lower School.
- Supervise and ensure appropriate planning, instruction, and assessment practices are adhered to surrounding all aspects of the Lower School program.
- Systematically use data to identify and diagnose curricular areas of strength and areas for growth. Develop systematic action plans based upon data analysis.
- Plan and develop an effective master schedule and the organization of classes in effort to provide optimal student learning experiences.
- Oversee the process through which student records are collected, organized, and made accessible to necessary stakeholders (Managebac, Seesaw, Power School, Consilience, Campus Reporting).
- Coordinate the staff's identification of appropriate and adequate equipment, books, supplies and instructional resources to implement an effective educational program particularly during budgeting and ordering process.
- Identify, analyze, and apply best practice research findings to promote staff development and school improvement.
- Ensure the implementation of available and adequate services and resources including intervention and referral services to support all students in health, personal counseling, and academic assistance.
- Ensure the implementation of effective strategies to develop personalized approaches to learning and alternative instructional options which allow access to and progress in a rigorous standards-based curriculum.
- Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.

### Community Engagement:

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Ensure the implementation of a collaborative culture of mutual respect, teamwork, inquiry, and effective communication among and between staff, students, and parents.
- Maintain and improve current processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on students learning.
- Provide support and encouragement for teachers to implement innovative approaches to enhance student learning.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
- Ensure the effective and quick resolution of conflicts.
- Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate and culture.
- Ensure that school rules are uniformly observed, and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and campus handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.
- Articulate the school's mission and schoolwide learner outcomes to the community and solicit support in accomplishing the mission and schoolwide learner outcomes.
- Use appropriate techniques to encourage community and parent involvement including acting as an administrative liaison with the Parent and Friends Association (PAFA).
- Use appropriate techniques (i.e. weekly blog posts, parent education events, email communication, social media platforms, parent and academic handbooks, etc.) to inform the parent and greater community of relevant school events and happenings.



### **Supervision, Evaluation, and Professional Development:**

- Implement the SCIS supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Provide forums for teachers to regularly reflect on their approaches in effort to ensure the ongoing development of global competencies in the students.
- Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with parents and the greater SCIS community.
- Observe employee performance, record observations, and conduct evaluation conferences with staff. Work with faculty to develop and accomplish professional goals.
- Make recommendations to the Head of School and/or Director of Schools on termination, suspension, or nonrenewal of employees assigned to campus.
- Work with campus-level teams to plan collective professional development opportunities for faculty.

### **Resource Management:**

- Ensure a strong correlation between Lower School decisions surrounding resource allocation in alignment with the SCIS Mission, Schoolwide Learner Outcomes, and implementation of the curricular and extracurricular program. Ensure involvement of the Lower School Leadership Team in decisions related to resource allocation.
- Develop a divisional budget based on documented program needs, estimated enrollment, personnel, and other fiscal needs. Ensure program implementation aligns with allocated budget; maintain fiscal control; accurately report fiscal information.
- Manage use of all Lower School facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
- Build and manage policies and procedures to assure conservation of resources. Hold staff accountable for careful management of both consumable and non-consumable resources.
- Direct and manage extracurricular programs including management of multiple activity funds.

Perform other duties as assigned. (Including substituting occasionally, special projects, work associated with system goals and strategic planning, etc.)

### **TERMS OF EMPLOYMENT:**

Salary and work year to be established by the Board in accordance with local Chinese law, and school policy. Newly hired Principals will report two weeks prior to the new teacher arrival date. All Principals are on campus one week after the last teacher duty day. Principals are required to be on duty on all class days on the school calendar unless they are experiencing extenuating circumstances.

### **EVALUATION:**

Performance of this job will be evaluated on an annual basis in accordance with provisions of the Board's Policy. The primary evaluator will be the Head of School with input from the Board and other staff in the school.

### **SALARY AND BENEFITS:**

Salary is competitive and will be commensurate with qualifications and experience of the successful candidate. Benefits include housing, airfare allowance, health insurance, retirement contribution, professional development funds, and tuition benefits for N-12 school age dependents.

### **APPLICATION PROCESS:**

Interested candidates should apply no later than **December 12th**. Please note that all application materials must be scanned into a single pdf attachment of 4MB or less and sent to **Dr. Liz Gale** at [egale@scis-china.org](mailto:egale@scis-china.org). Candidates should note that in the event an outstanding applicant is identified early in the search process, SCIS reserves the right to make an appointment before the deadline mentioned above and to bring the search to a close.

The application should include:

- Cover letter of application
- Résumé, not to exceed two-pages
- Educational philosophy detailing beliefs in reference to learning and leading
- A list of references (at least three) - the list should include their names, positions, current email addresses, and the current Superintendent/Director of your present school.

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