Shanghai Community International School

Our Mission:
To develop **inquiring, knowledgeable** and **caring** learners who **contribute positively** to their **communities.**

Job Description

TITLE:
Upper School MYP/DP Teacher (Grade 6- Grade 12)

REPORT TO / EVALUATED BY:
Upper School Principal

SCHOOL DESCRIPTION:
Founded in 1996, SCIS is a private, not-for-profit co-educational institution with over 1,700 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) and a proud member of the East Asian Regional Conference of Schools (EARCOS) and the Association of Chinese and Mongolian International Schools (ACAMIS). SCIS was one of the first international schools in Shanghai to become fully authorized as an International Baccalaureate (IB) Continuum World School.

POSITION SUMMARY:
Upper School Teachers are responsible for planning, delivering, and assessing high-quality, inquiry-based learning experiences within the IB Middle Years Programme and/or Diploma Programme. The Upper School Teacher plays a central role in supporting students' academic growth, personal development, and preparation for life beyond SCIS, fostering international mindedness and a commitment to the IB Learner Profile. Working collaboratively with colleagues, coordinators, and divisional leadership, the Upper School Teacher designs rigorous, concept-driven units, facilitates meaningful inquiry, and cultivates a learning environment that empowers students to think critically, reflect deeply, and act responsibly as global citizens.

QUALIFICATIONS AND EXPERIENCE:
- Bachelor's degree in Education or a relevant field (Master's degree preferred).
- Valid teaching certification/license.
- Minimum three years of successful classroom teaching experience, preferably in an international or diverse cultural context.
- Experience teaching in the IB MYP and/or DP, or in a comparable inquiry-based, concept-driven curriculum.
- Evidence of commitment to professional growth through ongoing learning and development.
- Experience integrating digital tools, research skills, and innovative pedagogy into teaching and learning.

SKILLS / ATTRIBUTES:
- Understanding of IB philosophy, including inquiry-based learning, conceptual understanding, global contexts, and the IB Learner Profile.
- Ability to design and deliver rigorous, engaging, and differentiated learning experiences that prepare students for success in MYP/DP assessments and future pathways.

- Skilled in fostering critical thinking, academic honesty, and independent learning habits.
- Excellent collaboration skills and a commitment to team planning, curriculum development, and reflective practice.
- Strong interpersonal and cross-cultural communication skills, with sensitivity to diverse backgrounds and perspectives.
- Ability to build supportive, respectful relationships with adolescents and their families, promoting both academic achievement and personal well-being.
- Reflective, adaptable, and resilient, with a growth mindset and openness to feedback.
- Commitment to international mindedness, global citizenship, and the holistic development of every child.

MAJOR RESPONSIBILITIES AND DUTIES:

Upper School MYP and DP teachers will work closely with the Programme coordinators and divisional leadership team in the following key areas:

Planning and Preparation for Learning

- Design units and lessons with explicit, challenging, and achievable goals aligned with the IB MYP/DP framework, subject group objectives, and school curriculum standards.
- Prepare inquiry- and concept-driven units that promote transdisciplinary connections (MYP) and depth of disciplinary understanding (DP).
- Develop assessments that align with MYP/DP assessment criteria and agreed school practices to inform planning and instructional adjustments.
- Anticipate student misconceptions, design strategies to support critical thinking, and foster academic honesty and integrity.
- Incorporate Universal Design for Learning (UDL) to provide multiple entry points and pathways for engagement, access, and demonstration of learning.
- Collaborate with colleagues and coordinators to ensure vertical and horizontal alignment of curriculum, including Personal Project (MYP) and Extended Essay/TOK (DP).

Classroom Management

- Create a positive, respectful, and inclusive classroom culture that supports student well-being and international mindedness.
- Build strong relationships that encourage collaboration, trust, belonging, and self-efficacy.
- Establish and maintain routines that maximize learning time and promote independence.
- Support students' development of self-discipline, academic responsibility, and reflective practice.
- Use proactive strategies to maintain engagement and create an environment conducive to rigorous inquiry and dialogue.
- Promote social-emotional learning and resilience in adolescents through positive guidance and mentorship.

Delivery of Instruction

- Communicate high expectations and convey the importance of learning with clarity, enthusiasm, and relevance to global contexts.
- Facilitate inquiry-based and concept-driven learning experiences that actively engage students in problem-solving and meaning-making.
- Use questioning strategies, discussion protocols, and Socratic approaches to deepen thinking and guide inquiry.
- Differentiate instruction and use learning support effectively to meet the diverse needs of multilingual learners and a range of academic abilities.
- Connect subject matter to students' prior knowledge, personal interests, and authentic real-world contexts, including CAS, Service as Action, and interdisciplinary learning.
- Integrate digital tools, research methods, and academic skills development to prepare students for success in DP assessments, university, and lifelong learning.

Monitoring, Assessment, and Follow-up

- Use diagnostic, formative, and summative assessments aligned with MYP/DP practices to monitor student progress.
- Provide timely, constructive, and actionable feedback to support improvement, goal setting, and reflection.
- Involve students in self-assessment and peer feedback to encourage ownership of learning and accountability.
- Support students in setting and monitoring academic goals, including Personal Project, Extended Essay, and TOK development.
- Collaborate with colleagues to analyze assessment data, refine instruction, and identify strategies to support learners who need additional help.
- Reflect on instructional effectiveness and continuously adapt practice to enhance student learning outcomes.

Family and Community Relationships

- Communicate regularly with parents about student learning, progress, and well-being in clear, constructive ways.
- Actively involve families in supporting learning, sharing academic goals, and celebrating student achievements.
- Respect and value cultural diversity, ensuring communication is sensitive and inclusive.
- Provide support to students and families during key transitions, including between MYP and DP, and prepare students for post-secondary pathways.

- Participate in school events, exhibitions, parent workshops, and community-building activities.

Professional Responsibilities

- Demonstrate punctuality, reliability, and professionalism in all aspects of work.
- Uphold ethical standards, confidentiality, and sound professional judgment.
- Collaborate with colleagues to plan, reflect on, and refine units of instruction, assessments, and IB programme elements.
- Contribute to the school community through committees, initiatives, and extracurricular activities such as clubs, sports, and service opportunities.
- Actively engage in professional learning, including IB-specific training, curriculum development, and continuous pedagogical growth.
- Reflect regularly on teaching practice, seek feedback, and model a growth mindset for students.

BEYOND THE JOB DESCRIPTION:

SCIS believes that each employee makes a significant contribution to our success. That contribution should not be limited to the assigned responsibilities.

SCIS is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees and students. We uphold the highest standards of child protection and require all successful candidates to undergo comprehensive safeguarding checks.