



## **Shanghai Singapore International School**

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### **Job Title: Senior School English Language Acquisition (ELA) Teacher**

#### **Our School:**

Founded in 1996, the Shanghai Singapore International School aims to develop each student into a responsible global citizen, with a strong sense of character preparing them for success in any life or career path they may choose. Our philosophy, vision, and mission is to educate students in an environment that will not only equip them with a high level of content skills and information, but also help them to learn the behaviours associated with global citizenry and the concept of being humanitarians and caring individuals.

#### **Purpose:**

To provide specialist **support** for English Language Acquisition (ELA) bilingual and multilingual learners both in class, individually or in small groups. This will involve supporting the **assessment and induction** of new arrivals, delivering interventions and support as needed, English Language teaching programmes, the management/preparation of resources, and implementing specific programmes, including assessment, evaluation and record keeping. The ELA teacher will work collaboratively with Heads of Departments, teachers, administrators, and other educational stakeholders to ensure all students receive a standards-based, rigorous, and engaging ELA education.

**Reports to:** Senior School Principal  
English Language Acquisition Coordinator

Assistant Principal  
English Head of Department

#### **Organisational relationships:**

Director of Student Services      Heads of Department      Subject Teachers

**Teaching Hours:** 15 hours a week

#### **Key Accountabilities:**

##### **1. General Responsibilities:**

- exemplify and articulate the vision, aims, and core values of the school
- always act as a positive role model and support the development of the Senior School goals/priorities
- contribute to establishing and maintaining a supportive school culture
- be an excellent communicator and include all stakeholders in the change management and decision-making process
- work as part of the pedagogical leadership team at **broader curriculum issues**, development issues and longitudinal concerns
- work in collaboration with the core leadership team and Heads of Department to ensure quality teaching and learning in the curriculum programme
- demonstrates a commitment to enhancing the efficacy of middle management in working towards strategic priorities and the overall quality of teaching and learning

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- be a teacher mentor: provide support for teaching staff to deliver outstanding student outcomes
- closely work with pastoral leaders to ensure all students are known, feel safe, and have access to high quality learning,
- participate in and look to lead professional learning focused on the school teaching & learning priorities
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## **2. English Language Acquisition Teacher Key Responsibilities**

- To support ELA bilingual and multilingual learners through the delivery of specific learning programmes and contribute to setting targets and the tracking of student learning data to monitor progress.
- Model effective literacy and intervention instruction in the ELA classes and English classes.
- Manage and evaluate student performance, providing regular feedback to the Director of Student Services on the progress of all students.
- Assess students' English proficiency and collaborate with the English department to review the ELA curriculum in alignment with the English curriculum.
- Support with the induction of admissions of ELA students.
- Assess new students for language proficiency.
- Ensure that the students have access to resources to support their learning
- Oversee the transition of ELA students between years, and phases.
- To provide support for Subject Teachers in the management and organisation of ELA students in the classroom.
- Oversee assessment for progress monitoring and ELA programme entrance and exit.
- Facilitate professional development around ELA curriculum and instruction.

## **3. Form Tutors are expected to:**

- Form Tutors are a vital part of the pastoral care process as they are the first line of reference for the members of the form teacher group.
- Form Tutors are responsible for the daily conduct of their form/tutees.
- Form Tutors have oversight of the personal learning programmes of members of the tutor group and monitor the progress of the individuals in the form group.
- Form Tutors take a consistent approach and ensure that routine procedures are carried out.
- Form Tutors review behaviour/discipline logs and SSIS Character & Leadership Commendation merits which will help them support individuals within the tutor group.
- Form Tutors should liaise closely with the coordinators and pastoral leads (STEP team) and vice versa.
- Form Tutors write form comments and proofread report cards.

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## **Daily Form Tutor Pastoral Responsibilities**

- Check work emails and the student hub before 8:10 am for any urgent announcements to be given to the form class.
- The next day follow up (first intervention) with students that have received a Behaviour log in Managebac. Also, regular positive recognition of students that have been awarded SSIS Character and Leadership merits.
- Attendance in Managebac is completed by the end of registration.

## **Form Tutor RAPS Responsibilities**

- Support RAPS interhouse competitions and events including house, and sports days.

## **4. Teachers in charge of After School Programme (ASP)**

ASPs offer valuable opportunities outside of the classroom and it is our hope that all students will get involved in an area of interest. The holistic offerings are designed to both complement and enhance our academic endeavours, contributing to a well-balanced education and the development of a global citizen.

### **Teachers are expected to:**

- Contribute for three sessions of ASPs or extended Sports Sessions
- Offer a programme which goals are fully aligned with the SSIS Vision and Mission.
- Complete attendance of students by 4 pm to allow transportation arrangements.
- Ensure that participants are appropriately dressed and following safety procedures for the activity.
- Supervision must be provided for entire session and be familiar with services on site at that time. The nurse is located in the gym during after school instead of the clinic.
- Accompany (primary) students to the bus lines at 5 pm.
- Attend culminating activities, performances, awards or tournaments related to the programme.
- After programme completion, a participation comment should be entered for the individual activities report that students will receive with their report cards.

### **Qualifications and experience required:**

- Bachelor's degree in ELA related field and recognised teaching qualification required.
- A master's degree or higher is desirable, although not essential, and is preferably in ELA.

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- Recent training and/or experience in ELA.
- Expertise in and a passion for your subject and a genuine interest in working with teenagers/young adults.
- Excellent written and verbal communication skills. Ability to communicate effectively with students, parents, teachers and others.
- Work experience with other cultures and nationalities within an international education environment.
- Cross-cultural experience/understanding a plus.

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301, Zhu Jian Road,  
Minhang, Shanghai PRC 201106  
上海市闵行区朱建路 301 号, 201106

Tel: +8621 6221 9288  
Fax: +8621 6221 6276  
Web: [www.ssis.asia](http://www.ssis.asia)