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<b>JOB TITLE</b>	Teacher - Computing & Robotics (Senior School)	<b>DEPARTMENT</b>	Academic
<b>SUPERVISOR</b>	Head of Department & Head of Senior School		

Wellington College International Pune (WCIP) is looking for an inspirational and experienced candidate to teach Computing & Robotics in the Senior School, with initial classes in 2023-2024 covering years 7-9 (in the UK system). A willingness to teach Computing to some Juniors' classes will also be advantageous. We are looking for practitioners who understand collaboration and the importance of meaningful relationships as a means to strive for excellence in both their own professional development and for first class provision for all of our children. Successful candidates will have the energy, experience, resilience, and passion to help realise their own and our aspirations. A growth mind-set will be essential.

At Wellington College International Pune our educators will be recognized as role models within, between and beyond our school, building a strong sense of community, whilst being responsive to our children, families, and partners.

WCI Pune is the eighth school in the Wellington College International family and the first of several planned for India. It benefits from a strong partnership and collaboration with Wellington College UK and Wellington College schools in China and Thailand. WCI Pune is a coeducational day school, intended for 800 pupils between the ages of 2-18. The school is established on a campus designed by MICA, an award-winning and leading British architectural firm, and will take boarding pupils from August 2025. The School opened in September 2023 and follows the Early Years Foundation Stage framework and the English National Curriculum, for which Wellington College is regarded as one of the leading schools in the UK. Nestled at the banks of the Mula-Mutha river in Pune at Wagholi, Wellington College enjoys a lush, serene, and inspiring campus. It also has proximity to the Pune airport, prominent hospitality, residential and retail developments.

### **Experience**

Our Senior School Class teachers will initially be contributing to the



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development in the educational provision of our children from 11 to 14 years of age, covering years 7-9 in the UK system, with extensive knowledge in the appropriate personal, academic and physical milestones for pupils within this age group. From 2024 WCIP will be offering IGCSE and IBDP courses, and experience in these fields would also be advantageous. Placing the needs of the child firmly at the centre, our teaching teams will have experience and confidence in educating children with individual goals, dreams, and impressions of the world around them - working successfully with their families and other experts in our community. WCIP will encourage the pupils to research concepts for themselves, learn new skills and apply the necessary knowledge through collaborative teaching approaches, achieving high standards across all subject areas within our curriculum.



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<b>QUALIFICATION EXPECTATIONS</b>	<b>Education</b>	Bachelor's degree, or equivalent, and relevant teaching qualifications/experience and certificates.
	<b>Major</b>	In the relevant specialist subject(s) of curriculum.
	<b>Language</b>	English
<b>EXPERIENCE</b>	<b>Working Experience</b>	At least three years' experience in secondary education with a proven track record in the relevant academic subject. Experience in the relevant IGCSE subject, and with the IBDP, would be advantageous. International experience, with cultural awareness, considered an advantage.
<b>PROGRAMME AND PRACTICE</b>	<p style="text-align: center;"><b>Key Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Plan lessons in specific senior subjects and present them to students using creative teaching techniques in engaging ways (ensuring all lessons align with curriculum objectives).</li> <li>• Aptitude for teaching using the Python programming language.</li> <li>• Employ a range of innovative teaching methods and materials to deliver subject content.</li> <li>• Differentiate lessons accordingly, providing additional support and interventions for struggling pupils and supplementary resources for those who may be ahead of the class.</li> <li>• Follow the established school behavioural policy, implementing classroom rules and safety regulations, ensuring all pupils understand them.</li> <li>• Comprehensively prepare pupils for tests, exams, presentations, experiments, and other assessments.</li> <li>• Provide timely feedback to pupils, grading assessments promptly.</li> <li>• Use technology with pupils as a tool for learning.</li> <li>• Engage with the school data systems and procedures, following guidelines to generate apt data concerning pupil performance and</li> </ul>	



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	<p>progression.</p> <ul style="list-style-type: none"><li>• Provide feedback and reports to parents (following the school timelines and guidelines).</li><li>• Attend staff and parent consultation meetings, providing</li></ul>
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	<p>constructive recommendations for pupil progression.</p> <ul style="list-style-type: none"><li>• Attend and constructively contribute to all Departmental and Faculty meetings, as scheduled by the relevant HoD.</li><li>• Establish a professional rapport and relationships with pupils, staff, and parents.</li><li>• Involvement in INSET sessions and staff induction requirements.</li><li>• Supervise pupils on potential class and field trips, and during school events.</li><li>• Involvement in specific duties required for the running of the senior school, such as scheduled supervision sessions (for meals, cover lessons etc.).</li><li>• Contribute to the school CCA programme, especially in the field of computer programming and robotics, and wider school events.</li><li>• As with all colleagues, monitor students' overall wellbeing and liaise with school counsellors and other staff members when there are concerns or issues.</li><li>• Attend ongoing learning initiatives like CPD workshops, lectures, conferences, and other events where you are able to expand education networks.</li><li>• Demonstrate willingness to embark upon potential IGCSE and IBDP training and courses from 2024.</li><li>• Other reasonable requests outlined by the Head of Seniors and/or Master.</li></ul>
<b>ETHICAL CARE OF CHILDREN</b>	<ul style="list-style-type: none"><li>• Ensure each child has a sense of belonging within their classroom and learning environment.</li><li>• Maintain the highest standards of care, child protection and safeguarding at all times by upholding the 3Ps: Protection, Provision and Participation as outlined in the UN Convention on the Rights of the Child.</li></ul>
<b>FAMILIES</b>	<ul style="list-style-type: none"><li>• Understand the importance of building authentic relationships with families, knowing such understandings can lead to greater learning</li></ul>



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	outcomes for children.
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	<ul style="list-style-type: none"><li>• Value families as important partners in the work of the senior school by maintaining frequent contact and communications.</li><li>• Communicate with families and the wider community about the programme, including presentations, workshops, through online platforms and parent meetings.</li></ul>
<b>ENVIRONMENT</b>	<ul style="list-style-type: none"><li>• Plan an inspiring learning environment that fosters independence, inquiry and learning progression.</li><li>• Maintain respect for the learning environment and resources, both indoors and outdoors.</li><li>• Order resources to support and extend learning in the classroom, department, learning spaces and community.</li></ul>
<b>PROFESSIONAL ISM</b>	<ul style="list-style-type: none"><li>• Model and promote the Wellington values: kindness, courage, integrity, respect and responsibility in the aim of enabling the Wellington Identity (inspired, intellectual, independent, individual, inclusive).</li><li>• Commit to regularly collaborating with peers to understand and extend children's theories, thoughts, ideas, and questions.</li><li>• Attend all team meetings and committees as necessary and take on portfolio responsibilities within the team.</li><li>• Confident in Microsoft Office (Excel and PowerPoint) and database systems.</li><li>• Adhere to all procedures and policies as outlined in the Staff Handbook and Code of Conduct.</li></ul>



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<b>PREFERRED APTITUDES</b>	<ul style="list-style-type: none"><li>• A spirit of collaboration, stamina, drive, strong sense of humour, passion for children, positive nature, and a love of professional and lifelong learning form our fundamentals.</li><li>• Embraces every aspect of childhood and have an openness and willingness to learn about evolving pedagogical practices.</li><li>• Strong ability to embrace change and to work to tight timelines.</li><li>• Strong mind-set for continuous improvement to meet or exceed expectations.</li><li>• Experience of working collaboratively with young people, preferably with an understanding of international examinations in the specific subject (IGCSE / IB Diploma).</li></ul>
<b>ESSENTIAL CRITERIA</b>	<ul style="list-style-type: none"><li>• Appropriate qualifications, as above.</li><li>• Ability to teach using the Python programming language.</li><li>• An innovative approach to education, with a willingness to embrace ICT skills.</li><li>• Outstanding communication skills, verbal and written.</li><li>• An ability to inspire young learners, setting high academic expectations.</li><li>• A strong commitment to Wellington values, inherent in the hallmarks of a holistic education, and a willingness to contribute to an evolving CCA programme.</li><li>• A resilient and determined mindset, with a capacity to work in a founding school team with overt positivity.</li><li>• A strong capacity for flexibility, coupled to an inherent sense of humour.</li></ul>





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<b>DESIRABLE CRITERIA</b>	<ul style="list-style-type: none"><li>• Previous experience with international education, working within a British curriculum environment.</li><li>• Excellent track record of academic results in examinations (such as IGCSE and/or IBDP).</li><li>• Detailed knowledge of EAL systems and how to adapt this to an international, cross cultural, context.</li><li>• Experience of working in a boarding school system, either in the UK or internationally.</li></ul>
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