



## HIBA ACADEMY BAY AREA JOB DESCRIPTION

### POSITION: Lower Elementary Class Teacher (native level Mandarin speaker)

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#### ABOUT US

*Pioneering Education to serve and help shape a better world*

As the newest member of Wellington College Education, Hiba Academy Bay Area is looking forward to providing a truly transformative education experience to Early Years and Elementary-aged children with our innovative English and Mandarin Chinese bilingual curriculum. We are part of a global network of schools united by a 160-year history of excellence with roots in the UK. Guided by a shared vision of pioneering education to serve and help shape a better world, Wellington College Education currently empowers more than 10,000 students across the UK, China, Thailand, India, and soon Indonesia.

Opening in Fall 2026, Hiba Academy Bay Area is a bilingual international school that will serve Pre-K to Grade 5 students in the San Francisco Bay Area. At capacity, roughly 400 children will thrive in a dual-language educational environment, where they will learn English and Mandarin Chinese not as discrete academic subjects but as languages of instruction across the curriculum.

Hiba Academy will bring together a team of passionate and highly experienced professionals to nurture our students to go out into the world as confident, self-sufficient, and resilient global citizens. Across the Wellington College Education family of schools, we employ over 2000 qualified professionals including around 1000 teaching staff. Hiba Academy will offer unrivalled career and professional development opportunities, drawing on the resources and expertise of this network which will ensure a rewarding, sociable, and stimulating work culture for our employees.



## POSITION INFORMATION:

JOB TITLE	Lower Elementary Class Teacher (native level Mandarin speaker)
DEPARTMENT	Academic
REPORTS TO	Head of School via Deputy Head or other member of school leadership
LOCATION	On Site
CLASSIFICATION	Exempt
GRADE	Teacher
SALARY	\$75,000-110,000 annually

## OBJECTIVES

Reporting to the Head of School through the Deputy Head (or other member of school leadership team) the Lower Elementary Class Teacher will play an integral role in realizing the school's vision of academic excellence, multiculturalism, and personal well-being.

Hiba Academy Bay Area teachers have the professional responsibility to live out the purpose and values of the school in and out of the classroom. Teachers create an inquiry-rich learning environment that values and engages students, empowering them to attain high levels of achievement; and to grow as **curious, confident, and bilingual learners**. They work collaboratively within the teaching team to plan, deliver, and reflect on a shared curriculum, taking joint responsibility for shared students and ensuring continuity of learning and respect for each child's voice and agency. Actively participating in the school's co-curricular program is a vital role in contributing to the holistic development of students. All teachers contribute to the overall wellbeing of students and are required to demonstrate a commitment to the dual language model, fostering effective and respectful co-teaching partnerships that enrich both student learning and professional practice.

This is a start-up environment and flexibility will be required from all faculty members. Hiba Academy runs a 50:50 dual language model so teachers may be required to teach



across two age groups (Pre K 3 and 4) in the initial year(s) of opening. Teachers are supported by a full-time Teacher Associate in the class at all times.

## KEY RESPONSIBILITIES

1. Shares a commitment to the successful implementation of the vision, mission and goals of Hiba Academy Bay Area as we strive to create a culture of excellence grounded in inquiry, bilingualism, and cross-cultural understanding.
2. Maintains the highest standards of care, child protection and safeguarding, reporting concerns as appropriate in accordance with school protocols and CA Mandated Reporter requirements.
3. Identifies and participates in professional development opportunities, both mandatory and developmental; contributes to a professional learning community dedicated to ensuring the highest quality learning experience and promoting a culture of life-long learning
4. Sets high expectations and standards for the achievement of students through collaboration and co-planning.
5. Promotes an ethos of equality, inclusion, and cross-cultural understanding to ensure equal opportunities for all students within the school.
6. Provides abundant inquiry-driven learning opportunities and educational experiences that follow the student's interests, ensuring that all students progress and reach their full potential. Selects appropriate materials for implementation of the specific pedagogical approach and adapts materials and methods to the learning needs of all students, including the innovative use of Educational Technology.
7. Actively promotes English and Mandarin Chinese language development through a range of age-appropriate, personalized inquiry learning opportunities, while fostering cultural awareness and biliteracy.
8. Contributes to the holistic well-being of all students and specifically to those assigned to your individual care through measuring wellbeing and involvement and implementing interventions where necessary.
9. Celebrates the achievements of students within the school through a variety of methods. Records and provides evidence of development, progress and attainment against key development indicators for each stage of learning using learning journals and



other assessment and recording mechanisms aligned with the IB PYP. Moderates judgements collaboratively within the teaching team, producing exemplification of inquiry-based learning.

10. Uses multiple sources of data to analyze and monitor progress working as a teaching team to adapt strategies and maximize student learning to ensure that potential for learning is maximized.

11. Works as a teaching team to plan and deliver a shared curriculum, ensuring a seamless and consistent learning experience and shared accountability for student growth and achievement. Demonstrates effective planning and organization for learning through use of technology eg, uploading weekly plans in advance of teaching; recording attendance and communications in accordance with school protocols

12. Creates a learning environment that maximizes conditions for learning and makes best use of both indoor and outdoor learning spaces; encourage students to stretch their level of ability and potential through engagement with a stimulating learning environment and the use of effective adult interactions, including appropriate and effective deployment of adult resources

13. Promotes the characteristics of effective learning, the art of questioning, clarity of learning expectations, communication in large and small groups and with individual students in an atmosphere of mutual respect, independent thought and expression

14. Works cooperatively with parents and generates trust and confidence in the learning experience of students. Builds effective and collaborative relationships with parents that support a sense of community and promote trust in the school's mission and ethos

15. Adheres to all school policies, systems and protocols including those outlined in the Employee Handbook and participate proactively in the development and enhancement of policies. Actively supports the management team in the effective implementation of the school's Health and Safety policy.

16. Shares responsibility for professional and collaborative team relations, utilizing a solutions-oriented, inclusive and cooperative approach.

17. Serves, when asked, as a coach and mentor for other staff members.

18. Shares responsibility for marketing and enrollment in Hiba Academy Bay Area including events and open houses. Act as an ambassador for the school by presenting a professional image that always promotes Hiba Academy's reputation, both in school and the community. Adheres to key marketing messaging as communicated by the Marketing



& Enrollment team and updated from time to time.

19. Attends all team meetings, committees and professional development programs as required

20. Fulfills additional professional responsibilities, including recess and lunch supervision, co-curricular involvement, administrative duties, and active participation in the daily life of the school culture and community including internal and external events which may fall outside of usual working hours.

21. Other duties as reasonably assigned by the Head of School or leadership team

Disclaimer: the job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Duties, responsibilities and activities may change, or new ones may be assigned at any time with or without notice.

## COMPETENCIES

### Teaching and Learning

- Understands – and is able to articulate - what makes great teaching in the relevant phase/subject, use of assessment and data, second language acquisition adaptive teaching
- Understands and reflects on student development, learning theory, pedagogy, curriculum, ethics, educational research and legislation to inform professional judgement
- Maintains professional knowledge and recognizes its importance for improving practice
- Is guided by the values, aspirations, policies and procedures of the school.

### Curriculum

- Has experience in and evidence of curriculum design, development, and delivery
- Uses appropriate pedagogy, assessment techniques, reporting procedures, teaching and learning strategies and technology when planning for and responding to students.

### Collaboration

- Has great communication and demonstrated ability to work effectively with parents, relationships with peers, contribution to wider school development and community
- Values the knowledge parents have of their children and how the sharing of this



information can aid in the overall educational development of each student

- Uses the avenues supported by the school to ensure open and informative communication and information exchange with parents.

### **DEI (Diversity, Equality & Inclusion)**

- Understands DEI and what it means in the US context. Cultural sensitivity and adaptability
- Treats students equitably, with respect and are sensitive to factors that influence individual potential for student learning
- Creates a supportive and welcoming learning environment in which students feel confident to take risks
- Acknowledges the strengths and abilities of their students while also encouraging open-mindedness.

### **Child Protection & Safeguarding**

- Focuses on students' welfare and safety, has an understanding of procedures and policies to keep students safe. Contributes positively to school safeguarding culture
- Is dedicated to the care and nurture of their students – their social, emotional, physical, and academic development.

### **Agility and Flexibility**

- Able to adapt quickly, especially in the founding year of a new school. Readiness and awareness of challenges. Suitability for working in a start-up environment, able to work effectively with ambiguity, is resilient. Creative approach to problem-solving
- Open and receptive to adaptability and innovation; constantly seeking to remain current and effective as professional educators.

### **Continuous Development**

- Committed to own ongoing professional development, ability to accept and act on feedback, self-awareness
- Actively seeks ways to share knowledge with other educators both within and beyond the school and welcome the opportunity to learn with and from others



## PERSON SPECIFICATION

<b>QUALIFICATIONS</b>	<b>Education</b>	College/university degree in either Education or any relevant degree with recognized post graduate teaching qualification or certification. Early Childhood Teachers (Pre-K) must hold the requisite ECE units to teach in California or be willing and able to complete the units in full before Fall 2026.
	<b>Language</b>	Native level fluency in Mandarin, with full proficiency in English (written and spoken)
	<b>Work Authorization</b>	Must be authorized to work in the United States without visa sponsorship.
<b>EXPERIENCE</b>	<b>Experience</b>	<p>Minimum of 2-5 years full-time teaching experience, in a comparable school with understanding of project/inquiry-based learning with younger age groups. Experience in California, including holding the requisite ECE units to teach Pre-K, is a significant advantage.</p> <p>Experience working in a diverse, cross-cultural educational environment and/or able to demonstrate high levels of cultural sensitivity and competency to adapt to this environment.</p>
<b>EXPERTISE</b>	<ul style="list-style-type: none"> <li>• Ability to demonstrate proficiency against the defined competencies (assessed via application and interview process)</li> <li>• Demonstrate personal and professional authenticity</li> <li>• Solution-driven, as opposed to problem-focused in attitude and practice</li> </ul>	
<b>PREFERRED APTITUDES</b>	<ul style="list-style-type: none"> <li>• Excellent communication and interpersonal skills, and preferably proven ability to communicate effectively with different types of people and in a cross-culture environment</li> <li>• Strong grasp of international best practices in education</li> <li>• Proven ability to work with student data to develop recommendations for action based on analysis of data</li> </ul>	



	<ul style="list-style-type: none"><li>• Personal integrity, accountability and authenticity</li><li>• Strong mindset for continuous improvement</li><li>• Commitment to quality and attention to detail</li><li>• Cross cultural sensitivity, passion and excitement for promoting and embracing other cultures</li></ul>
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## HOW TO APPLY

Please submit formal applications, including updated resume and letter of application in ONE PDF clearly addressing the competencies outlined in the job description, to [careers.bayarea@hibaacademy.org](mailto:careers.bayarea@hibaacademy.org). *Please do not submit documents that have not been requested, such as letters of reference, transcripts, or diplomas.*

Hiba Academy and Wellington College Education fully recognizes its responsibility for Safeguarding and Child Protection. We place the safety and wellbeing of our community at the heart of all that we do. This includes robust Child Protection policies and procedures. All members of staff understand the central importance of this commitment and undergo annual training in child protection. To ensure the safety of our community, employment with Hiba Academy will be contingent on successful completion of a background check.