



CANDIDATE INFORMATION PACK

Head of Mandarin & Japanese

JOB DESCRIPTION

Head of Mandarin & Japanese

The Role

Mandarin is taught throughout the School from Reception (ages 4 to 5) through to Year 13. Children from Year 3 upwards benefit from a setting policy where the students are organised into ability streams and taught by the Mandarin teachers. Japanese is taught from Year 7 through to Year 11, with the possibility of expanding up to Year 13 should there be a demand. In Years 7 to 9, students will opt to take either Mandarin or Japanese, and at Year 10 either can be chosen as an IGCSE subject. The Head of Mandarin will be accountable for leading, managing and developing Mandarin & Japanese across the Whole School.

The Head of Mandarin & Japanese must subscribe fully to the core values of DBS, and understand how academic study, pastoral care and co-curricular activities contribute equally within it. The Head of Mandarin will be responsible to the Deputy Head of Upper School.

In addition, the Head of Mandarin & Japanese is required to teach Mandarin (the school already has a teacher of Japanese in role). The post holder is responsible and accountable for securing the highest standards of student achievement, specific to the subject, for the students that he or she teaches. This occurs through effective monitoring, evaluation and review of the learning progress and teaching outcomes, and setting targets for improvement.



KEY RESPONSIBILITIES

School Values and Ethos

- To actively promote our Unique DBS Vision through enthusiastic participation in all areas of School life.
- To share and support the School's commitment to provide an all-round, outstanding education for all our students.
- To always set high expectations, which inspire, motivate and challenge students.
- To have the highest aspirations for all our students' development and achievements, both in and out of the classroom.
- To offer excellent pastoral care for all students.
- To participate fully in the DBS co-curricular and school activity programme.
- To respect and support Thai culture.

Safeguarding Responsibilities

- To uphold the highest standards of safeguarding, consistently promoting the safety and well-being of all students in line with the school's Child Protection and Safeguarding Policy.
- To be vigilant in recognising the signs of abuse or harm, and to follow all school procedures for reporting concerns about students or adults without delay.
- To ensure that safeguarding is embedded in daily practice, including classroom interactions, co-curricular activities, off-site visits, and digital environments.
- To complete all required safeguarding and child protection training, including regular refreshers, and to remain fully informed of policy updates and expectations.
- To support a culture of openness, fairness, trust, and respect where all students feel safe, heard, and valued.
- To contribute to a shared responsibility for safeguarding by proactively collaborating with colleagues, Designated Safeguarding Leads, and relevant external agencies when appropriate.

Leadership and Management

- To lead by example by being an outstanding classroom practitioner; attend assemblies, departmental meetings, parents' evenings, school functions and other staff meetings; and maintain high standards of professional behaviour, including timekeeping and personal presentation.
- To follow, implement and advise on school policies and procedures in and out of the classroom.
- To establish clear guidelines for how the department should be run, especially with regard to teaching, homework, marking and assessment policies.
- To produce a Department Annual Report, including a department development plan that will contribute to the overall School Development Plan.
- To update the Departmental Handbook.
- To develop a subject related co-curriculum, such as assemblies, talks, displays, the Newsletter, website and trips.
- To attend specific marketing events such as Open Days at the reasonable direction of the Headmaster.

Staff

- To meet regularly with members of the department in order to review progress and plan for the future.
- To monitor the teaching of members of the department by scrutinising students' work and observing lessons, thus playing a significant role in members' professional development.
- To make effective use of learning assistants to support children in their learning.



Curriculum and Assessment

- To lead on the Mandarin curriculum development and planning in all respects, from Reception, liaising with the Primary and Secondary leadership teams, ensuring that the curriculum is broad, balanced and challenging, preparing students to succeed in the Foreign Language, Second Language and First Language IGCSEs where appropriate.
- To have in place thorough up-to-date schemes of work with details of topics to be covered as well as clear aims and objectives.
- To ensure that school procedures for assessing, recording and reporting on students' achievements are followed, and to use this information effectively for review and planning.
- To supervise the production of appropriate exams or other means of assessment as and when necessary.
- To liaise with the Head of ESL and Head of Learning Support regarding students having additional support.
- To seek opportunities for the teaching and delivery of Entrepreneurship through the curriculum.
- To be responsible for the setting of students in Mandarin classes.
- To contribute to the scholarship programme.
- To support the Examinations Officer with the information required to enrol candidates onto the correct external examination(s).

Teaching and Learning

- To facilitate and encourage high quality learning which provides children with the opportunity to achieve their full potential.
- To ensure effective differentiation.
- To demonstrate excellent subject knowledge.
- To ensure that students are set challenging targets and to draw upon varied strategies, resources and technologies to support students in achieving them.
- To ensure that students are provided with regular written and oral feedback and encouraged to reflect and respond to their feedback.

Commitment to Professional Development

- To take ownership of improving one's own practice while also supporting a culture of collective growth across departments and year groups.
- To engage actively in ongoing professional development, demonstrating a commitment to reflective practice and continuous improvement.
- To take full advantage of in-school training opportunities and contribute to the professional learning culture through collaboration, coaching, or sharing best practice with colleagues.
- To participate in professional learning aligned with school priorities, student needs, and personal development goals, including safeguarding, wellbeing, and intercultural understanding.
- To stay informed of current educational research, innovations in teaching and learning, and subject-specific developments, applying them where appropriate to improve practice in line with the school's .
- To seek and respond to feedback in a professional manner, using it to enhance teaching effectiveness and student outcomes.

Contribution to School Improvement, Innovation and Use of Technology

- To contribute actively to the school's strategic goals and improvement priorities, including those linked to accreditation processes.
- To participate in innovation and development projects that enhance learning, wellbeing, or global citizenship across the school.
- To bring creativity and evidence-informed practice to initiatives that improve student outcomes, teacher effectiveness, or community engagement.
- To collaborate with colleagues in project teams, curriculum reviews, and evidence-based professional learning focused on the school's future aspirations.
- To integrate technology meaningfully into teaching and learning in ways that enhance engagement, creativity, and personalised learning.
- To model and promote ethical, responsible, and safe use of digital tools among students, aligned with the school's digital citizenship framework.
- To stay informed of developments in educational technology and incorporate relevant innovations that support high-quality learning.
- To use digital tools effectively for assessment, communication, collaboration, and resource creation.
- To support the development of students' digital literacy and critical thinking skills, preparing them for life in a connected and rapidly evolving world.

Resources and Environment

- To make good use of educational resources, especially IT and the Library.
- To provide a safe, purposeful and well-managed learning environment.
- To ensure that all subject rooms have suitable displays of educational material and the students' own work.
- To be responsible for the departmental budget, including the production of an annual resource list for planning purposes.

Parents

- To promote the home-school partnership in the department, working closely with other members of staff to establish and manage good relationships with parents.
- To ensure effective reporting to parents on the development, progress and attainment of students in the subject.

Person Specification

(E is Essential; D is Desired)

Qualifications

- Bachelor Degree in Mandarin. (E)
- Post Graduate Certificate of Education (or equivalent). (E)
- Qualified Teacher Status. (D)
- Evidence of further postgraduate study. (D)

Skills and Experience

- A proven track record of high quality teaching. (E)
- A minimum of four years relevant teaching experience. (D)
- A high level of subject knowledge. (E)
- Experience of being a Head of Department. (D)
- Experience of preparing students for GCSE/IGCSE Mandarin. (E)
- Experience of preparing students for A level Mandarin examinations. (D)
- Experience of preparing students for YCT / HSK. (D)
- Experience of working with children who have English as a Second Language. (D)
- Familiarity with the National Curriculum for England. (D)
- An understanding of how Digital Technologies can be used to enhance the curriculum. (D)
- A strong academic background, stature and experience that will command the respect of students, parents, colleagues and the wider community. (E)
- An understanding of the demands of a UK independent day school environment. (D)
- A commitment to academic progress and the welfare and safeguarding of students. (E)
- Experience of curriculum development in the subject. (D)
- Knowledge and understanding of recent educational developments and best practice. (E)

Personal Qualities

- Ability to stretch the most able students, whilst also ensuring the curriculum is accessible to all. (E)
- Ability to inspire children with a love of learning. (E)
- Ability to understand the needs, challenges and opportunities of an international school community. (E)
- Strong personal-relations and team-working skills. (E)
- Ability to use digital tools to enhance learning. (E)
- Energy, charisma and dynamism with the vision and drive to create productive learning environments and excellent outcomes for all children. (E)
- Ability to work with and apply all school policies. (E)
- Rigorous can-do attitude, positive team player with a sense of humour. (E)
- Be willing to work hard and with enthusiasm, avoiding a “nine-to-five” approach. (E)



REMUNERATION

The successful candidate will receive excellent salary and benefits commensurate with their experience.

This will include:

- Competitive salary.
- On-site accommodation (if recruited from overseas) for first year of contract at least. Option to move off-site and receive housing allowance from the second year.
- Start and end of contract flights (for dependent spouse and children too).
- Annual flight allowance (for dependent spouse and children too).
- Medical insurance (for dependent spouse and children too).
- 100% Tuition fees contribution for up to two children (50% for subsequent children).
- An end of contract gratuity.



APPLICATION PROCESS

Please apply through the school's [TeachApply Portal](#).

If you have any additional questions about the role then please contact:
Nattavadee Phlages, Headmaster's PA at nattavadee.p@dbsbangkok.ac.th



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DBS

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