Stamford American
INTERNATIONAL SCHOOL

JOB DESCRIPTION

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

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Position Title	Director of Teaching and Learning	Reference: Oct2026T&L
Function/Department	Teaching and Learning	Location: Stamford
Manager Name & Title	Deputy Head of School	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

- The Director of Teaching and Learning provides strategic, systems-level leadership for a coherent approach to curriculum, instruction and assessment across Stamford. Reporting to the Deputy Head of School, the Director ensures that curriculum, assessment and instruction is consistent across grade levels, subschools and campuses, professional learning is strategic and impactful, and that these essential elements of a rigorous program align with the school's mission, values, strategic initiatives and current educational research.
- The Director operationalizes the Deputy Head of School's academic oversight responsibilities at the curriculum and faculty level — translating educational program proposals and design decisions into coherent, high-quality practice across the school. The whole-child approach to learning is central to the role: student need drives every decision.

Responsibilities

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom they are responsible, or with whom they come into contact will be to adhered to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, they must report any concerns to the School's Designated Safeguarding Lead or to the Head or indeed to the Cognita Regional Safeguarding Manager so that a referral can be made accordingly to the relevant third party services.

1. Curriculum, pedagogy and assessment

- Develop a Teaching and Learning Plan aligned to the school's Strategic Plan and the Deputy Superintendent's academic priorities.
- Oversee the N–Grade 12 curriculum and ensure that teaching and learning methodologies and practices are cohesive across grade levels and subschools, aligned with the school's mission, values, strategic initiatives and current educational trends and research.
- In conjunction with subschool Principals, oversee the design, mapping, development and assessment of the N–Grade 12 academic program, with particular attention to scope and sequence, subschool transitions and overall student performance — using the school's strategic planning process to ensure curriculum is current, visible and accessible to all relevant leaders and faculty.

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- Lead curriculum design and review processes that draw on student learning data and structured stakeholder input — including faculty, students, families and leaders — to evaluate the effectiveness of curriculum areas, identify gaps and drive evidence-informed improvement across the school.
- In partnership with the Directors of Language Acquisition and Student Support Services, ensure that Tier 1 classroom instruction reflects and reinforces the school's language program expectations and student support frameworks — so that universal level teaching is the foundation from which language acquisition and tiered student support operate, rather than a parallel or separate system.
- Support the Deputy Superintendent in leading educational program proposals and design decisions, ensuring quality and alignment with programmatic requirements, academic standards and strategic priorities.
- Lead the Teaching and Learning team as they serve as partners to teachers in matters of teaching methods, assessment, curriculum implementation, digital learning and student support.
- Facilitate, in collaboration with the Directors of Language Acquisition and Student Support, the planning and implementation of the educational program for language learners, student support and enrichment.
- Identify opportunities and recommend methods for teacher collaboration and course development to create a more purposeful and connected curriculum.

2. Teaching quality and staff growth

- Support the Deputy Superintendent in overseeing teaching quality across the school, measuring impact and holding leaders to account.
- Lead the whole-school design and implementation of a coherent professional learning strategy, ensuring it is aligned to school priorities, grounded in evidence and responsive to faculty need
- Oversee the organization and quality of all professional development programs, including in-service days, in-house workshops and conference participation, ensuring clear organization, coherence and impact.
- Partner with subschool Principals to ensure individual faculty development plans are connected to both school-wide professional learning priorities and local subschool context.
- Demonstrate continued professional growth through active participation in professional activities and organizations.

3. Leadership of curriculum and instructional leads

- Lead and empower curriculum and instructional leads across the school, providing clear direction, professional development and regular oversight of their work in close partnership with subschool Principals, ensuring specialist curriculum leadership is consistent, well-supported and connected to both program expectations and subschool context.

4. Recruitment, hiring and retention of faculty

- In partnership with the Deputy Superintendent and Principals, support the process of attracting, recruiting and orienting new faculty.
- Manage a faculty mentoring program, including training and assigning mentors, developing and overseeing mentoring activities, monitoring mentoring relationships and evaluating the program's effectiveness.
- Work with school leadership to develop a staffing plan that meets programmatic needs.

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5. Administrative leadership

- Study, evaluate and, where appropriate, recommend to the Principals the adoption of new instructional materials, methods and programs.
- Support the Deputy Superintendent in overseeing the SAIS accreditation process.
- Lead and assist with additional projects mutually agreed upon with the Deputy Superintendent.
- Provide detailed reports for the Deputy Superintendent as needed throughout the year.

6. Communication

- Articulate Teaching and Learning programs, activities and initiatives and respond to community questions through open houses, parent meetings, educational forums and parent conferences.
- Partner with the Director of Parent Engagement to ensure quality and consistency of academic messaging.
- Be openly accessible to meet with students, parents, teachers and staff.

7. Safeguarding and professional responsibility

- Promote and safeguard the welfare of all children and young people in accordance with Cognita's Safeguarding and Child Protection Policy and Procedures.
- Ensure that any concern about a child suffering or likely to suffer significant harm is reported immediately to the School's Designated Safeguarding Lead, Head of Safeguarding Singapore for appropriate referral.
- Model sound professional judgment and ensure concerns relating to student safety, staff conduct or ethical practice are addressed promptly through the correct process.

8. Decision authority

- Sets the Teaching and Learning strategy, department priorities and professional standards, in alignment with the Deputy Superintendent's academic oversight responsibilities and subject to school policy and executive approval where required.
- Approves curriculum design, assessment frameworks, program implementation and department-wide operating requirements.
- Makes or recommends staffing, deployment, budget and capacity decisions within delegated authority.
- Recommends to the Deputy Superintendent and Principals the adoption of new instructional materials, methods and programs.
- Delegates operational implementation to team leads and subschool Principals while retaining overall accountability for quality and coherence.
- Escalates strategic, resource-significant or contested decisions to the Deputy Superintendent.

Position Requirements

- Strategic clarity: translates the Deputy Superintendent's academic priorities into a compelling direction, defined program goals and practical accountability
- Communication: synthesizes disparate points of view into a coherent, well-organized narrative for a variety of audiences, including parents; facilitates meetings that encourage high levels of thinking and collaborative, learning-focused dialogue.

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- Coaching: a skillful and experienced coach who develops teachers and leaders through evidence-informed feedback and professional partnership.
- Systems leadership: leads strategic initiatives to completion while anticipating issues and identifying effective solutions across organizational boundaries.
- Growth mindset: self-reflective, optimistic and models the dispositions expected of students and staff.
- Professional integrity: demonstrates a high level of work, personal and professional ethics; exemplifies the IB Learner Profile and Stamford Values — Courage, Ingenuity, Compassion, Integrity.
- Resilience: able to sustain high performance through the varying demands of the school year.

Qualifications

- Master's degree required.
- International-school and N–Grade 12 experience strongly preferred in an inclusive learning community.
- Three years administrative experience with proven effectiveness in leading curriculum and assessment development
- Experience developing, implementing and overseeing impactful professional learning systems.
- International Baccalaureate training and experience in PYP, MYP and/or DP.
- Deep understanding of research related to N–12 learning, differentiated instruction, curriculum development, digital learning and social-emotional learning.
- Experience infusing innovation into curriculum and instruction and fostering an inclusive learning community.

Contacts

- Stamford Community
- Stamford and Cognita Leadership Team
- Parents and Students
- PTA

Working Conditions

- Based at SAIS Woodleigh campus with travel to Lorong Chuan campus for meetings.

Terms of Employment

- Working Hours : 8:00 am – 5:00 pm, Monday to Friday
- Leave Scheme : 30 working days
- Medical Benefits : Medical insurance provided where applicable
- Sick Leave/Hosp : 60 days hospitalization leave including 14 days sick leave
- Probation Period : 3 months from date of commencement
- Referee request : Required
- Background Check : Required

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Use of Personal Data and Media Consent:

By applying for and/or accepting employment with Stamford American, the candidate/employee provides their consent to the collection, use, and disclosure of their personal data, including but not limited to their name, image, voice, photographs, and video recordings, by the school and its authorised representatives. Such personal data may be used, collected and/or disclosed for the school's internal records, administrative purposes, the purpose of entering into, managing or terminating the employment relationship and external communications such as marketing materials, social media platforms, newsletters, brochures, and other promotional or publicity-related content that support the legitimate business interests and objectives of the school.

Where such personal data or media content is used for promotional or marketing purposes, the resulting content shall be considered the intellectual property of the school. Employees are not permitted to reproduce, alter, repurpose, or distribute such content for any use other than its original, intended purpose without prior written consent from the school.
This consent shall remain valid and effective throughout the term of employment and beyond, unless otherwise stipulated by law. The school shall not be obliged to seek the employee's approval of any finished product wherein the employee's likeness appears.

This consent shall take effect from the employee's official start date of employment with the school.

For the avoidance of doubt, in the event that the employee withdraws consent for the school to use, disclose and/or publish their personal data for any purpose, the school shall not be required to cease using, recall, remove and/or take down personal data which is already publicly available or which had been published, disseminated, circulated prior to the withdrawal of consent.

Acknowledgement and Consent

I, the undersigned, acknowledge that I have read and understood the above clause, and I hereby give my consent as described.

Full Name: _____

NRIC/FIN: _____

Signature: _____

Date: _____

Stamford American International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Pre-employment background checks are mandatory and appointments are strictly subject to confirmation that all reference and background checks are completed to the satisfaction of Cognita, Stamford's parent organization.

We are an equal opportunity employer and disallow discrimination of age, ethnic origin, nationality, gender, religion, sexual orientation, family status, pregnancy, marital status, medical or mental health history, physical characteristics or disability. We welcome applications from all qualified candidates.
Please note that only shortlisted candidates will be notified.

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