

Shanghai American School

ELEMENTARY VICE PRINCIPAL (PK-GRADE 2)

LOCATION

Shanghai, China
Puxi Campus

POST DATE

December 10, 2024

PRIORITY DEADLINE

January 12, 2025

INITIAL CLIENT REVIEW

January

VIRTUAL SEMIFINAL ROUND

Early February

VIRTUAL FINAL ROUND

Mid-to-late February

DECISION ANNOUNCED

Mid-March

START DATE

Late July 2025

REPORTS TO

Elementary
School Principal

SHANGHAI
AMERICAN
SCHOOL



SUMMARY



Shanghai American School (SAS) stands as a premier English-language day school in Shanghai, serving expatriate families with a comprehensive American curriculum from pre-kindergarten through grade 12. As one of Shanghai's few independent, non-profit, coeducational institutions, SAS operates under the oversight of the Shanghai Civil Affairs Bureau and Education Commission, while being guided by a unique parent-led governance model—every SAS parent automatically becomes a member of the governing Association.

With two campuses located on opposite sides of Shanghai's Huangpu River—one in Pudong (the east side) and one in Puxi (the west side) offering complete pre-kindergarten to grade 12 programs, SAS has established itself as China's largest international school, home to over 2,900 students and 682 faculty and staff. Both high schools feature extensive AP offerings and the full IB diploma program, reflecting our commitment to academic excellence.

SAS seeks an elementary vice principal (PK-grade 2) for the Puxi Campus, beginning July 2025. Reporting to the elementary school principal, this leader will oversee educational programs and community engagement for grades PK-3 through grade 2. The role involves close collaboration with the principal, and elementary vice principal (grades 3-5), as well as academic and operational

teams to ensure students have access to exceptional learning opportunities and appropriate social-emotional support.

The successful candidate will help advance SAS's mission of fostering integrity, compassion, and lifelong learning while leading a program that embraces authentic problem-solving and community engagement. This position offers the opportunity to influence early childhood education at one of Asia's most established international schools, working within a supportive and resource-rich environment.

The position includes a competitive salary and comprehensive benefits package that supports a comfortable lifestyle with significant savings potential. SAS maintains high standards of compensation, reflecting its commitment to attracting and retaining talented educators. As one of Asia's most established international schools, SAS balances attention to individual student needs with rigorous academic standards. The school values diversity and actively promotes equity and inclusion, creating a sense of belonging for all community members. Solid financial stewardship enables SAS to maintain resource-rich learning environments while offering competitive compensation. Leadership at SAS emphasizes collaboration and innovation in international education.





About the School



MISSION AND OUR SCHOOL CULTURES

MISSION

Shanghai American School inspires in all students:

- A lifelong passion for learning
- A commitment to act with integrity and compassion
- The courage to live their dreams

CULTURE OF WELLBEING

Where adults and students learn, live, teach, and embed* practices that promote belonging within a system that nurtures wellbeing.

*from the work of Positive Education

CULTURE OF COLLABORATION & INNOVATION

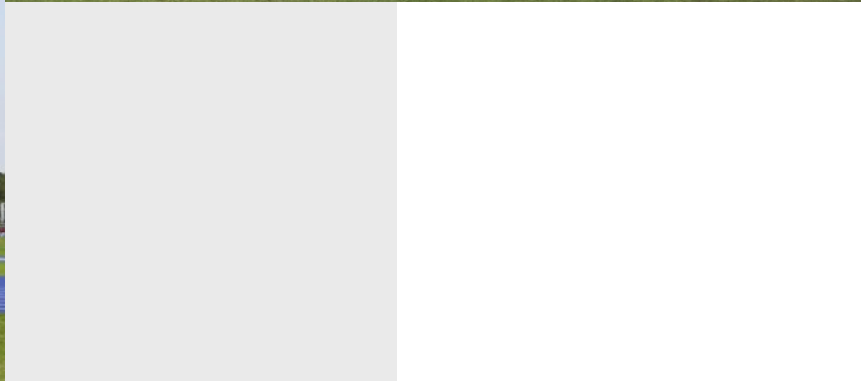
Where diversity of ideas within collaborative teams leads to meaningful innovation in support of equity in learning and student wellbeing.

CULTURE OF INCLUSION & EQUITY

Where diversity is valued and learner differences are viewed as resources and assets to their learning.



TWO CAMPUSES



SAS is the only international school in Shanghai where all revenue that comes into the school stays in the school — and it shows in our facilities. The results are two expansive campuses — our Pudong campus utilizes 23 acres; our Puxi campus spreads across 29 acres. Custom-built with university-level facilities that make SAS a popular host for conferences, tournaments, sports leagues, and events, each of our beautiful campuses feature an aquatic center, performing arts center, green screen rooms, recording studio, baseball field, softball field, track, playing fields, black box theaters, a teaching kitchen, training facilities, design studios/maker spaces, playgrounds, multiple libraries, cafeterias, lecture spaces, classrooms, and lots of other spaces for dreams to come to life.



SAS PUXI CAMPUS ELEMENTARY KEY STATISTICS

ELEMENTARY
SCHOOL ENROLLMENT

685

AVERAGE DIVISION
FACULTY TENURE

4.7 YEARS

STUDENT PASSPORT
COUNTRIES/REGIONS
IN DIVISION

36

STUDENT-TO-FACULTY
RATIO IN DIVISION

8.7:1



STUDENT NATIONALITY / REGION

UNITED STATES **26%**

CHINA (HONG KONG) **15%**

CANADA **24%**

OTHER **35%**

THREE BEST THINGS ABOUT
THE ELEMENTARY SCHOOL

3 Our academic approach is designed to meet the needs of all learners.

2 We focus on authentic problem-solving that builds long-term skills.

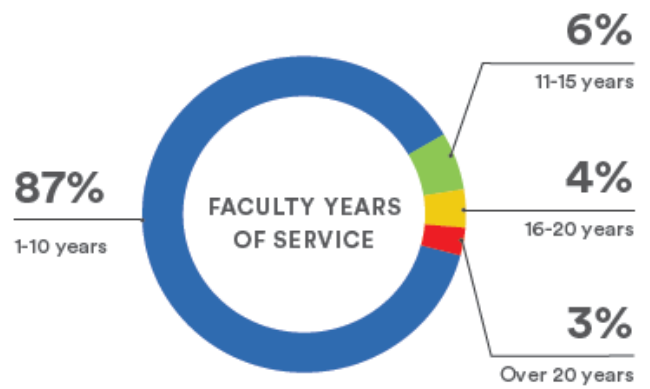
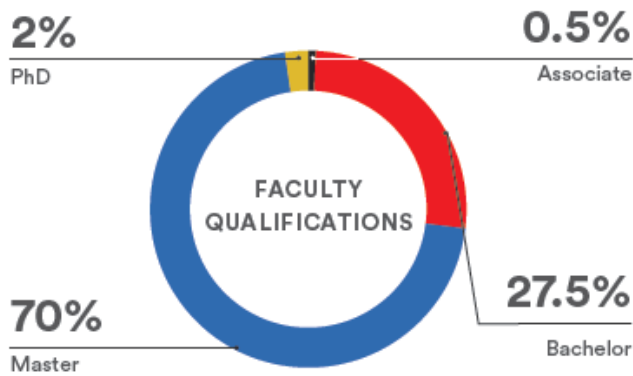
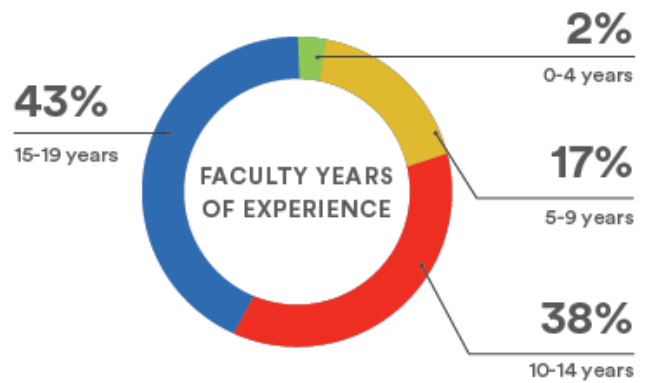
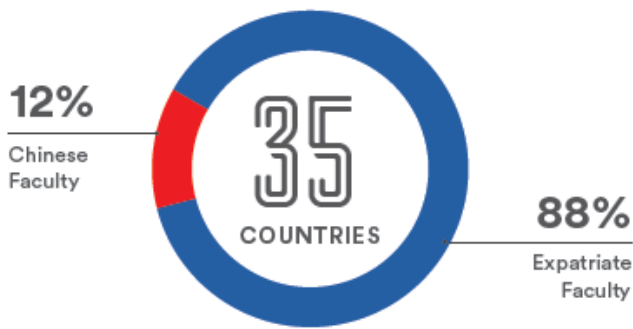
1 Our community-minded philosophy helps instill SAS Mission values such as acting with integrity and compassion.



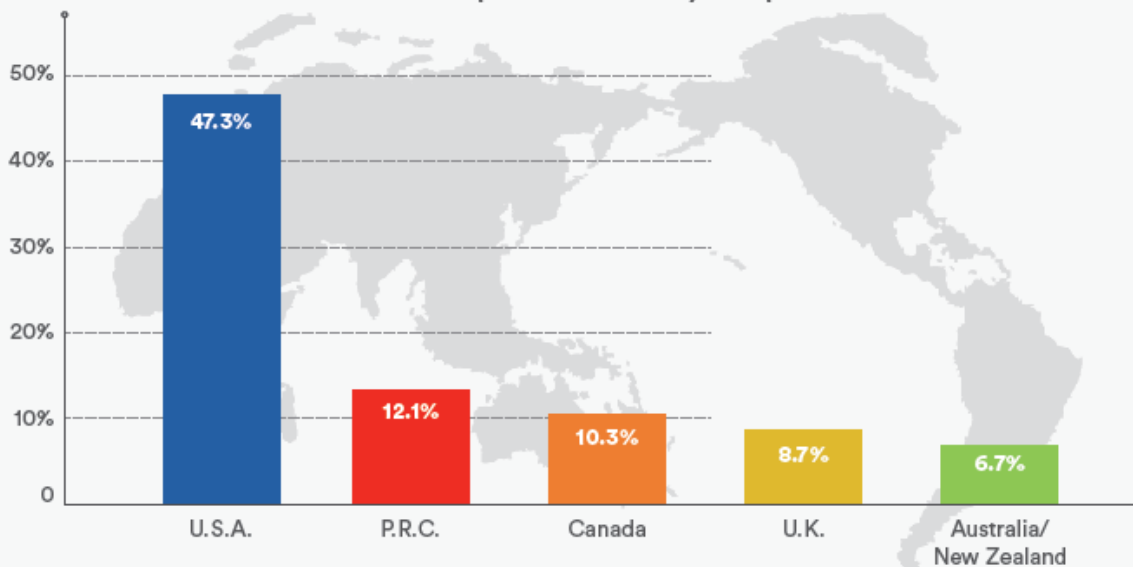
www.saschina.org



SAS EMPLOYEE STATISTICS



Most Represented Faculty Passports



SAS: 112 YEARS AND COUNTING



The story of Shanghai American School is the story of Shanghai itself — with all its energy, possibility and, yes, uncertainty. 112 years after our founding, the spirit of SAS is undeniably one of taking on any challenge, adapting, and thriving. It's a story of growth and optimism. A story of crisis and persistence. Of community and traditions.

1912-1921

HOME AWAY FROM HOME

At the turn of the last century, the schooling choices for pioneering American families in Eastern China were a British boys school, Miss Jewell's Day School (described as fundamentalist even by missionaries), or a 4-6 week open ocean voyage back to the U.S. To meet the need, nine American missions in China came together to investigate and thus the plan for an American school in Shanghai was born.

1922-1931

GROWTH AND OPTIMISM

The decade when Shanghai became known as the "Paris of the East" marked the construction of historic landmarks such as the Sassoon House (Peace Hotel), French club (Okura Garden Hotel), and Shanghai American School's first purpose-built campus (we're not just bragging, it was designated Heritage Architecture by the Shanghai government in 2005). Many of the students in this era were missionary children born in China, but they grew up in the American education and culture embodied at SAS.

1932-1941

GLOBAL SHOCKS

Expats on vacation and unable to return to Shanghai. State Department evacuation orders. Few and expensive tickets back to America. This familiar story, of course, defined the decade leading up to the U.S. entry to the Second World War.



1942-1951**BOOTLEG ERA**

The fourth decade of Shanghai American School was the most tumultuous, starting with the days following Pearl Harbor in Japanese-occupied Shanghai. Although officially the school suspended operations, in actuality it continued to hold classes, though in different locations and under various names, thereby earning this period the “bootleg” designation. This could have been the end of SAS, were it not for the determination of one teacher.

1980-1989**REVIVAL**

After almost 30 years to the day, the U.S. consulate reopened and initiated the second iteration of Shanghai American School. By the end of the decade, SAS had secured a new Board of Directors and accreditation with the Western Association of Schools and Colleges (WASC).

1990-1999**A NEW HOME**

The start of this decade was spent in temporary locations (sometimes affectionately known as “pit stop” campuses), but by the turn of the century SAS was starting to look like the “one school, two campuses” we know today.

2000-2024**VISIONS BECOME REALITY**

With the luxury of not having to worry about moving, the various leaders of SAS over the past 20+ years have been able to create programs and facilities that are arguably the best in class. Launching the IB program in 2000 enabled SAS to be one of few schools to offer both IB and AP courses.

The following decade saw the advent of signature programs such as Microcampus and Innovation Institute. New gyms, aquatics centers, and a black box theater as well as a performing arts center on each campus meant SAS facilities rivaled that of small colleges. Most importantly, an early focus on recruiting top teachers has given SAS the ability to attract the best educators worldwide.



DIVERSITY, EQUITY, AND INCLUSION

SAS is deeply committed to embedding diversity, equity, inclusion, and belonging (DEIB) into every aspect of institutional life, fostering a shared responsibility among all community members. At the core of this commitment lies an unwavering emphasis on respect, dignity, belonging, and intercultural competency.



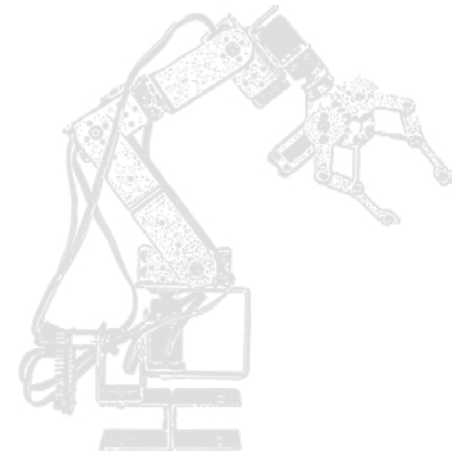
As part of this commitment, our 3-year Professional Learning Plan focuses on developing understanding and skills to support the Principles of Practice, with a particular emphasis on Wellbeing, Engagement, and Belonging. This plan leverages the interrelationship between Universal Design for Learning (UDL), Culturally Responsive Teaching (CRT), and Artificial Intelligence (AI).

Recruitment practices have also been a key focus area. We recognize the importance of diversity in the recruiting process and its impact on creating an inclusive environment. By serving as role models and mirrors for our student population, we foster a sense of belonging, representation, and intercultural

understanding. To ensure inclusivity and eliminate bias, all SAS recruiters participate in annual anti-bias training, and steps have been taken to enhance our website, job descriptions, and practices to create a more welcoming environment for all candidates. Additionally, we are diversifying our recruitment channels to reach educators with a wide range of backgrounds, identities, and cultures.

This work underscores our continued commitment to nurturing an inclusive environment where all faculty, staff, students, and families feel a sense of belonging at SAS. By fostering a culture of dignity and respect, SAS is building a community where every individual can authentically belong and thrive.





LEARNING AT SAS

The SAS Learning Ecosystem is anchored in our commitment to innovative academics, a stimulating learning environment, personal growth, ethical global citizenship, and a vibrant community.

At SAS, learning is a dynamic and evolving experience, reflecting our commitment to fostering critical thinkers, skillful communicators, effective collaborators, creative learners, and global citizens. Guided by our mission, we provide students with authentic opportunities to engage in meaningful projects, explore real-world contexts, and develop a sense of responsibility through collaborative problem-solving and creative expression.

A VIBRANT LEARNING COMMUNITY

Our campuses are alive with learning experiences that inspire and empower. Each year, students connect with resident artists, renowned authors, and educational consultants who enrich their learning journeys. Field trips, World Classroom experiences, and opportunities in athletics and activities—locally, nationally, and internationally—expand their horizons. We also value the partnership of our parents, who join us in celebrating student learning, participating in educational sessions, and fostering a collaborative school community.



CONTINUOUS IMPROVEMENT AND INNOVATION

As a leading international school, we are dedicated to evolving the SAS learning ecosystem. Our SAS Principles of Practice, rooted in research on effective learning, articulate our core beliefs about what is essential for optimizing our students' educational experiences. They will inform our decisions as we evaluate, revise, and reimagine our programs.

Generative AI represents a key area of innovation at SAS. Recognizing its growing influence, we have prioritized thoughtful integration of AI tools into learning. Through professional development and tailored resources for students across all grade levels, we promote the safe and responsible use of AI to enhance critical thinking, creativity, and adaptability. This commitment ensures our students are well-prepared for an AI-driven future.

SUPPORTING WELLBEING AND BELONGING

Student wellbeing is at the heart of the SAS experience. Through social emotional learning and our dedication to DEIB, we nurture an environment where every individual feels valued and included. Data from the Stanford-based Challenge Success Surveys has informed ongoing efforts to refine systems and schedules that support both learning and wellbeing. By continuously analyzing and responding to feedback, we ensure our school day meets the diverse needs of our community.



We invite you to learn more about SAS by downloading the [2023-2024 annual report](#).



LOOKING AHEAD

At SAS, we embrace every opportunity to enrich the educational experience. By cultivating a culture of curiosity, collaboration, and growth, we inspire students to reach their fullest potential. As we continue to innovate and adapt, we remain dedicated to providing a comprehensive, world-class education that prepares our students to thrive in a rapidly changing world.

The time is now for us to rethink the way we educate our students. Our mission to inspire in all learners a lifelong passion for learning, a commitment to integrity and compassion, and the courage to live their dreams requires a bold reimagining of our current educational ecosystem. Together, we can build a school that fully embodies our mission and vision, creating an environment where every learner can thrive.



LEARNING GOALS

SAS's Elementary School program centers on interdisciplinary, inquiry-based learning, designed to nurture critical thinking, creativity, collaboration, and global citizenship. Grounded in an American curriculum, the program emphasizes the holistic development of each child, fostering learning agency through practices that prioritize well-being and a strong sense of belonging.

Throughout the Elementary School, students engage in unique and meaningful challenges that develop essential skills and characteristics:



SKILLFUL COMMUNICATORS

Students articulate ideas through diverse media and languages, developing advocacy skills and confidence



CRITICAL THINKERS

Learners question and synthesize information to construct well-rounded arguments



CREATIVE LEARNERS

From kindergarten entrepreneurship to original storytelling, creativity flourishes



EFFECTIVE COLLABORATORS

Cross-divisional projects, including partnerships with high school students, build teamwork and accountability



ETHICAL GLOBAL CITIZENS

Community-focused initiatives like the First Grade Postal Service cultivate empathy and integrity



The Early Childhood program's commitment to viewing children as capable, curious learners creates an environment where both students and educators can excel. Through thoughtfully designed spaces and intentional learning experiences, children actively engage in exploration and discovery. The program integrates various subject areas to encourage critical thinking, self-expression, and independence, while supporting both native English and additional language learners.

The integration of platforms such as Seesaw bridges the classroom-home connection, providing parents with interactive and reflective insights into their child's learning journey. This commitment to transparent communication and partnership with families strengthens the entire school community and supports student success.





DID YOU KNOW...

...THE PTSA (Parent, Teacher, Student Association) and Booster Clubs at SAS fulfill a lot of roles at the school. Every family who has a child enrolled at SAS is a member of the PTSA. The Booster Clubs at SAS work closely with the student-run Activities Council to amplify school spirit among students and the community at large. Learn more about [PTSA and Booster Clubs](#).

...THERE'S A WIDE VARIETY OF CLUBS at SAS — over 100 at last count. And the people responsible for them are the students themselves. Students create the club, write the mission, develop goals, promote membership, lead meetings, and organize events. Learn more about [SAS clubs](#).

...IN 1995, SAS became a founding member of APAC (Asia Pacific Activities Conference). Since then, our students and coaches have gone on to win over 100 championships.

...THE FOUR INSPIRING SPACES that comprise the Libraries of SAS hold the largest collection of English language books in all of the Chinese Mainland. Our spaces echo the pedagogy of our school overall, by fostering discovery, creativity, and collaboration. And our collections are available for parents as well as students, including our [catalog](#), [A-Z database](#), and [digital libraries page](#).

...WHEN YOU COME TO SAS, you will find students writing on moveable walls in their interdisciplinary courses at our Center of Inquiry + Design, a space that would be at home in any top university. You'll find sophisticated Performing Arts Centers, and construction projects underway by students of every age in our fully-equipped maker spaces and design studios. Half of the areas our Early Childhood Center don't even have walls, and wherever you stand within them, you can see nature. Learn more about [SAS Space Manifesto](#).

...AS LONG AS SHANGHAI AMERICAN SCHOOL HAS STOOD, it has been a place brimming with school spirit. The unceasing pride of being an eagle is brought to life not only in everyday activities but also in various wonderful traditions — both schoolwide and campus-specific; they showcase the individualized spirit of each campus while still holding true to the shared values of SAS on a whole. Learn more about [SAS traditions](#).



SAS FORWARD

In spring 2021, SAS completed and shared SAS Forward, their strategic plan.



PILLAR 1: INNOVATIVE AND INDIVIDUALIZED ACADEMICS

VISION: SAS believes a vibrant academic program models innovation, nurtures students' individual growth, and allows them to create personal pathways to success in school, in college, and in life.

COMMITMENT: SAS commits to engaging every student in innovative approaches to learning so they may thrive in a modern world.

PILLAR 2: INSPIRING AND CREATIVE LEARNING ENVIRONMENT

VISION: SAS believes that exceptional learning happens when innovative educators inspire future leaders in world-class, technologically advanced learning spaces, on campus and online.

COMMITMENT: SAS commits to creating sustainable, technologically advanced facilities and digital infrastructure as well as the professional environment to support them.

PILLAR 3: PERSONAL GROWTH AND EXPLORATION

VISION: SAS believes in an expansive, whole-child educational experience that extends beyond the classroom to inspire our students to live their dreams.

COMMITMENT: SAS commits to further developing a portfolio of distinctive programs and experiences that draw upon unique opportunities in China and inspire our students' passion for personal growth and exploration in athletics, the arts, entrepreneurial endeavors, and other arenas.

PILLAR 4: ETHICAL GLOBAL CITIZENSHIP

VISION: SAS believes all members of the SAS Community are global citizens capable of changing the world for the better.

COMMITMENT: SAS commits to curricular enhancement, program development, and community engagement to support ethical global citizenship that inspires individual action and supports our collective impact.

PILLAR 5: VIBRANT COMMUNITY

VISION: SAS believes in a vibrant school community united in mission and aspiration.

COMMITMENT: SAS commits to cultivating a culture of trust, pride, and belonging for all its stakeholders.



Read more about [SAS Forward](#).





About the Role





BACKGROUND & OPPORTUNITIES

SAS is a distinguished institution with a rich 112-year legacy of educational leadership in China. As the nation's largest international school, SAS serves over 2,900 students across two campuses under the philosophy of "ONE school." Each campus has its own distinctive character, adding to the diverse and dynamic community that makes SAS truly unique.

At the heart of the Puxi Campus is the elementary school, a vibrant learning community where 685 students from diverse cultural backgrounds thrive in a supportive and inclusive environment. As the school seeks a new vice principal for the lower elementary school, following the retirement of the current vice principal after 4 years of dedicated service, this role presents a unique opportunity to advance SAS's vision and strategic priorities.

Since the 2018–2019 school year, the Puxi Campus elementary school has embraced a two-vice-principal leadership model, allowing for dedicated attention to both lower and upper elementary grades. This intentional structure provides targeted leadership and nuanced support across grade levels. The new vice principal will join a stable and experienced leadership team that values innovation and collaboration.

The successful candidate will play a pivotal role in shaping the future of the early childhood program, which is currently undergoing a comprehensive review. This process, now in the stages of data collection and analysis, seeks to refine the program's identity and align it with the highest standards of early childhood education. The elementary vice principal will have the opportunity to bring their expertise and vision to this process, contributing to shaping the program's philosophy, curriculum, and structure.

Responsibilities span daily operations for pre-kindergarten to grade 2, including student support, safety protocols, community engagement, faculty development, and program evaluation. The elementary vice principal takes the lead as the primary supervisor for pre-kindergarten to grade 2 faculty and teaching assistants, providing day-to-day guidance, mentorship, and support while ensuring alignment with curriculum standards and school-wide goals. The supervision of specialist departments such as EAL, learning support, and counselors, is shared with the principal.



This position offers the chance to work with a committed team of leaders and educators who prioritize collaboration, reflection, and shared decision-making. Weekly internal meetings focus on operational and strategic priorities, while monthly cross-campus gatherings strengthen alignment and innovation. Supported by a seasoned principal, who has been in the role since 2020, and an elementary vice principal (grades 3-5), who has been with the school since 2018, the successful candidate will contribute to a cohesive and progressive educational experience for all students.

SAS offers an environment where academic excellence thrives. With an 8.7:1 student-to-faculty ratio, personalized attention and differentiated instruction are core to the educational experience. Seasoned faculty with an average tenure of 4.7 years bring stability and deep expertise to the classroom, while comprehensive student support services and effective technology integration ensure seamless communication and real-time insights into student progress.



The early childhood program at SAS emphasizes play-based, discovery learning in a nurturing, language-rich environment. It focuses on holistic development through project-based experiences that integrate arts, language, mathematics, and physical education. Guided by principles such as child-centered learning, teacher collaboration, and community relationships, the program reflects SAS's commitment to fostering capable, curious, and confident learners.

This role offers an extraordinary opportunity for a visionary leader to contribute meaningfully to a world-class educational community and shape the future of SAS's early childhood program.

INTERVIEW WITH TWO PUXI ADMINISTRATORS



JULIE HUNT
Elementary School Principal



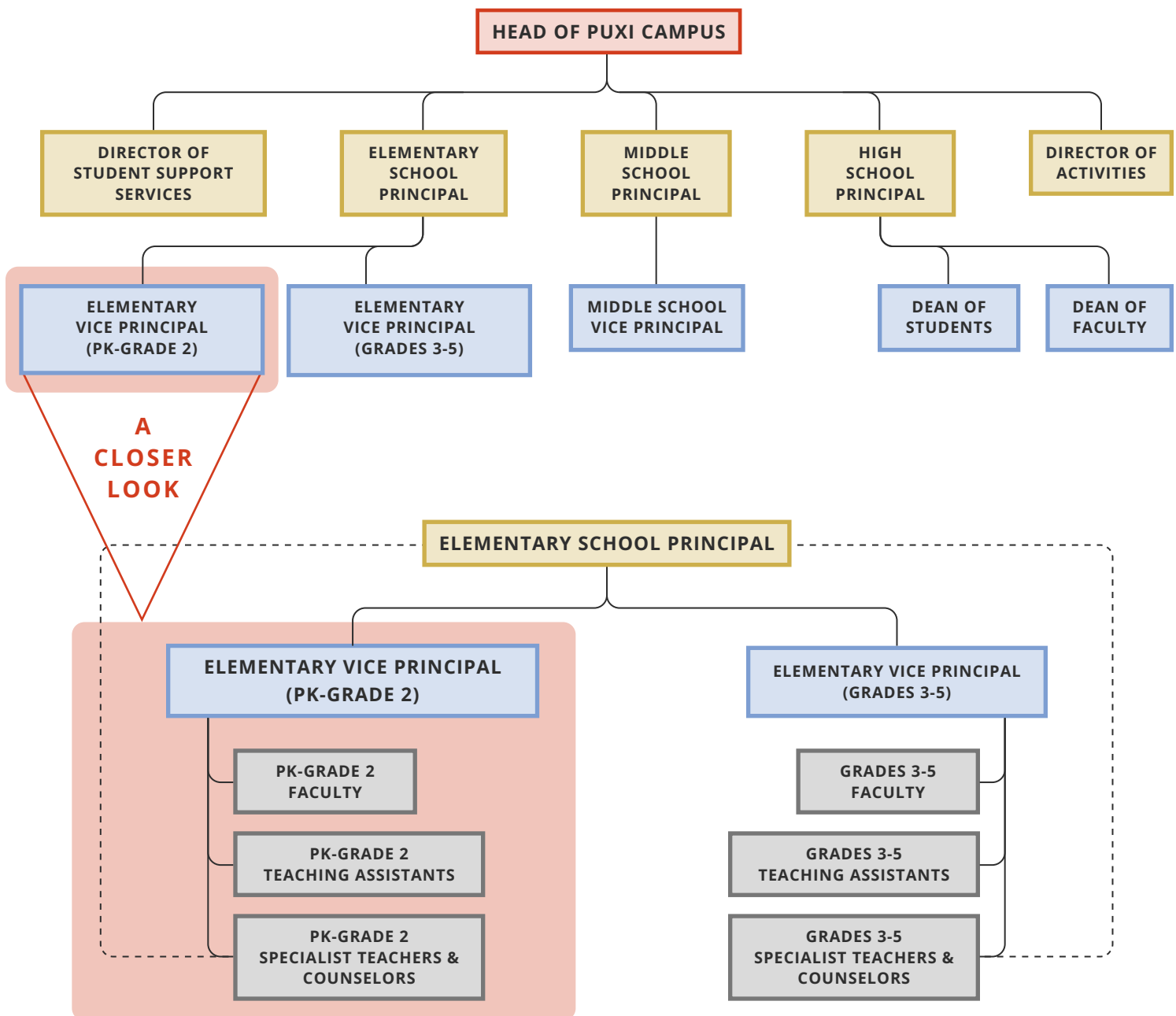
JONATHAN MCMULLEN
Elementary Vice Principal (Grades 3-5)

We invite you to [watch our interview](#) with Julie Hunt, Puxi Campus Elementary School Principal, who supervises the two Elementary School VPs, and Jonathan McMullen, Elementary Vice Principal (Grades 3-5), who is a key partner to the Elementary Vice Principal (PK-Grade 2). Julie and Jonathan share their insights into the Puxi Campus's culture and community. In this conversation, Julie and Jonathan reflect on their experiences, what makes the Puxi Campus Elementary School a unique and welcoming place for students and families, and the strong sense of connection among faculty and staff. They discuss what they love about working at SAS and offer a glimpse into the collaborative and inclusive environment that defines the Elementary School experience.



PUXI CAMPUS ACADEMIC LEADERSHIP STRUCTURE

The Puxi Campus academic leadership structure is designed to provide comprehensive and collaborative oversight across all divisions, ensuring a cohesive and student-centered educational experience. At the top, the Head of Puxi Campus oversees the entire campus, supported by division-specific leaders, including the elementary school principal, middle school principal, and high school principal. The elementary school operates as a unified division with a leadership team that includes two vice principals: one focusing on PK-2 and the other on grades 3-5. Middle school leadership includes a vice principal, while the high school benefits from both a dean of students and a dean of faculty. Supporting the overall campus are the director of activities and the director of student support services, who work across divisions to enhance co-curricular programs and student well-being. This layered leadership structure promotes alignment and collaboration while addressing the unique needs of each age group and academic level.



SPECIFIC DUTIES



SCHOOL LEADERSHIP

- Advance SAS's vision and strategic priorities.
- Foster an inclusive culture of learning that values collaboration, reflection, and growth.
- Cultivate a learning environment that promotes transdisciplinary connections and global-mindedness.
- Build meaningful partnerships with families, students, faculty, staff, and administrators from diverse backgrounds.
- Collaborate closely with the principal, elementary vice principal (grades 3-5), and other leaders to ensure cohesive, strategic decision-making.
- Participate in strategic planning sessions and operational meetings to address divisional priorities and goals.

DIVISIONAL OVERSIGHT AND STUDENT SUCCESS

- Oversee daily operations for pre-kindergarten through grade 2, ensuring alignment with adopted curriculum and school-wide goals.
- Be a visible presence at the Puxi Elementary School, and be regularly available to students, faculty, staff and parents.
- Guide and support progressive pedagogical practices that meet the diverse needs of all learners.
- Monitor and guide the developmental growth and learning of all lower elementary students, and ensure their well-being and success.

FACULTY AND STAFF LEADERSHIP

- In collaboration with the principal, observe, supervise, hire and evaluate the pre-kindergarten to grade 2 faculty and teaching assistants.
- Lead the lower elementary faculty in the articulation of the school's mission, goals, and assessment and curriculum practices.
- Report to the elementary school principal and perform other duties as assigned.



QUALIFICATIONS & QUALITIES



QUALIFICATIONS

- Bachelor's degree from an accredited college or university; graduate degree highly preferred.
- Knowledge of and experience with best practices in lower elementary curriculum, instruction, and assessment
- Understanding of the physical, social and emotional developmental stages of elementary school students
- Understanding and experience in nurturing intercultural competency, equity, inclusion, and diversity to create a sense of belonging for the entire community
- Demonstrated success in directing and supporting professional growth and performance management and evaluation of elementary school faculty and staff
- Knowledge of, and experience with, developmentally appropriate, data-informed and research-based best practices in education
- A successful track record developing and leading engaging professional learning opportunities for faculty
- Experience in adaptive and successful change management

QUALITIES

- Adaptive and nimble approach to working within a fast-paced, forward thinking organizational culture
- A commitment to leading innovative and contemporary approaches to teaching, learning, scheduling and school programming
- Excellent interpersonal, communication, listening, and organization skills
- Ability to project calm self-assurance and positive energy
- Commitment to reflective practice; open to feedback and exhibiting a growth mindset
- A strategic and visionary mindset
- Emotional intelligence and interpersonal skills to work effectively with students, parents, teachers, and other colleagues
- Desire to learn about and immerse oneself in the context of Shanghai and China



WORKING AT SAS

SAS BELIEVES

- That each employee makes a significant contribution to our success,
- That contribution should not be limited to the assigned responsibilities.

Therefore, this position description is designed to outline primary duties, qualifications and job scope, but not limit the employee or SAS to only the work identified. It is the expectation of the School that each employee will offer his / her services wherever and whenever necessary to ensure the success of our organization.

HOW WE SEE THE WORLD IS HOW WE EXPERIENCE THE WORLD

We believe that diversity, equity, and inclusion enrich our community and create a sense of belonging that compels each of us to grow. Therefore, we commit to a journey of community growth that is grounded in best and sustainable practices rooted in our mission and core values. We seek individuals who are ready to contribute to such an environment.

CHILD SAFEGUARDING AT SAS

Shanghai American School, in keeping with our core values and vision statements, has a Child Safeguarding Policy that guides our faculty, staff, and families in matters related to the health, safety and care of children in attendance at our school. By accepting employment at SAS, all faculty and staff agree to work in partnership with the School and abide by the policies adopted by the SAS Board.

With this in mind,

- Applications will be thoroughly and rigorously screened in line with our strong commitment to all aspects of child protection and safeguarding.
- Shanghai American School reserves the right to withdraw an applicant's candidacy at any time should information be forthcoming that may suggest the candidate is not suitable to progress in the process.
- Shanghai American School reserves the right to withdraw an applicant's candidacy if current and former supervisor references are not provided.
- Hiring is contingent upon successful criminal background checks.





HOW TO APPLY

12M & Ed Tech Recruiting is acting on behalf of Shanghai American School to identify exceptional academic leaders to fill this extraordinary opportunity. Please direct any inquiries to:

ILARIA CORTESI, SEARCH CONSULTANT
jobs@12MRecruiting.com

APPLICATIONS SUBMITTED BY **JANUARY 12, 2025 WILL RECEIVE PRIORITY REVIEW.**

All applications must be submitted online:

www.12MRecruiting.com/jobs/SAS/VP

An application requires submitting four PDFs:

1. Cover letter introducing yourself to the SAS search committee, and an indication of whether you prefer a two-year interim contract, a standard three-year contract, or are neutral about either arrangement
2. CV or résumé
3. A list of four references (include each person's name, organization, title, phone number, email, and connection to you — though we will not contact any references without obtaining your written permission first)
4. A response to the following prompt:

At SAS, we value fostering both academic excellence and student well-being in our diverse international community. Can you share an example of how you've created a welcoming and supportive learning environment for students from various cultural backgrounds? What lessons from that experience would you bring to leading our elementary program?

CONNECT WITH SAS

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