

Rohan Kapoor

Academic Coordinator · FICTIONAL SAMPLE
Hyderabad, India

□□ Summary

Fictional demonstration candidate. All employers, education, projects, achievements and outcomes are illustrative and unverified. Not a real application or licence record. Academic Coordinator with an illustrative 12-year career in school teaching, learning support and academic coordination. Combines curriculum coordination, teacher support, timetabling with disciplined documentation, practical coordination and clear communication. The sample career progresses from focused execution to independent workstream ownership, with responsibilities and boundaries described for each appointment. Selected work includes curriculum progression map, assessment moderation process and teacher collaboration programme. These examples explain the original problem, individual contribution, deliverables, review approach and remaining limitations rather than relying on unsupported headline claims. Prepared for experienced academic coordinator opportunities requiring dependable delivery, thoughtful professional judgement and collaboration. The qualification narrative includes Master's in Educational Leadership. Every named organisation and outcome in this record is fictional; professional eligibility is not independently established. Turn a clear brief into dependable school teaching, learning support and academic coordination work: understand the context, apply curriculum coordination and teacher support, record the evidence and explain the limitations before handover.

□□ Experience

Academic Coordinator - Meridian School Education (fictional)

2023-07 - Present

Independent ownership of scoped academic coordinator work, coordinating contributors and making review requirements explicit. Includes the first two selected work examples. Aligned learning goals and review checkpoints. Facilitated sample review and agreed rubric examples. Led brief clarification and prioritised work using curriculum coordination, teacher support and timetabling. Raised unresolved constraints before committing to the next stage. Coordinated peer reviews and handover preparation; used a unit plan and assessment rubric to distinguish completed work, assumptions and follow-up needs. Supported colleagues with practical examples of assessment moderation and maintained a concise learning record after important assignments. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Year-group Coordinator - Northline School Education (fictional)

2019-07 - 2023-06

Owned defined assignments and supported cross-functional coordination. Developed deeper practice in timetabling and assessment moderation. Introduced structured sharing and follow-up. Translated incoming requirements into a sequenced

□□ Education

Master's in Educational Leadership - Asterbridge Institute of Professional Studies (fictional institution)

2012-07 - 2014-05

completed - fictional record curriculum coordination teacher support assessment moderation Specialist study on curriculum progression map; an illustrative learning project, not a published result.

Integrated B.A. B.Ed. - Cedarhaven College of Applied Studies (fictional institution)

2008-07 - 2012-05

completed - fictional record timetabling academic reporting resource planning Applied coursework in curriculum coordination, documentation and reviewed practical assignments.

□□ Skills

curriculum coordination

Applied to curriculum progression map through documented preparation, execution and review.

teacher support

Applied to assessment moderation process through documented preparation, execution and review.

timetabling

Applied to teacher collaboration programme

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plan and aligned responsibilities with the project or service owner. Applied academic reporting and resource planning to resolve delivery questions while maintaining source and decision notes. Introduced reusable working documents and reviewed exceptions with the responsible specialist rather than silently changing scope. Prepared a teaching reflection and review so the next team could understand the work and remaining questions. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Senior Teacher - Cedarbridge School Education (fictional)

2016-07 - 2019-06

Progressed from supported tasks to independently managed assignments, with review available for unfamiliar or higher-risk decisions. Handled recurring work involving curriculum coordination and teacher support using a documented preparation and review process. Supported assessment moderation process by organising inputs, maintaining issue notes and incorporating reviewer feedback. Coordinated colleagues and internal stakeholders using concise status updates, clear questions and agreed next steps. Improved record consistency through family communication and documented handover expectations. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Subject Teacher - Cedarbridge School Education (fictional)

2014-07 - 2016-06

Built practical foundations through supervised assignments, routine documentation and feedback from experienced colleagues. Assisted with curriculum coordination and timetabling within an agreed scope and escalated unfamiliar work. Prepared inputs and checked completeness before passing work to the responsible reviewer. Maintained task records and learned to communicate assumptions, constraints and observed problems clearly. Applied review feedback to subsequent assignments and developed a dependable working routine. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

through documented preparation, execution and review.

assessment moderation

Applied to curriculum progression map through documented preparation, execution and review.

academic reporting

Applied to assessment moderation process through documented preparation, execution and review.

resource planning

Applied to teacher collaboration programme through documented preparation, execution and review.

family communication

Applied to curriculum progression map through documented preparation, execution and review.

programme review

Applied to assessment moderation process through documented preparation, execution and review.

□□ Certifications

Inclusive classroom practice workshop

Meridian Professional Learning Studio (fictional) 2023 continuing learning - not a licence or certification

Curriculum coordination and assessment moderation in the context of academic coordinator work. Used reflective exercises and a bounded practice example related to curriculum progression map.

Assessment design studio

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□□ Projects

Curriculum progression map

Fictional internal work programme in school teaching, learning support and academic coordination; not a real client case study. Problem: Year groups planned topics without shared progression. Objective: Create a workable response to this issue through curriculum coordination, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Academic Coordinator; owned the stated workstream, not the full organisation or every collaborator contribution. Aligned learning goals and review checkpoints. Prepared the scope with the commissioning team, identified unresolved inputs and used curriculum coordination to turn the brief into a sequenced work package. Applied teacher support and timetabling while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed. Methods: curriculum coordination; teacher support; timetabling; assessment moderation Deliverables: Curriculum progression map - scoped brief; Curriculum progression map - reviewed working package; Curriculum progression map - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a unit plan and assessment rubric and a named human reviewer. Illustrative outcome: the team adopted a repeatable approach for curriculum progression map, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. All learners and institutions are fictional; registration, safeguarding clearance and school appointment requirements are not verified. No underlying client documents, independently verified measurements or signed approval records are attached.

Assessment moderation process

Fictional internal work programme in school teaching, learning support and academic coordination; not a real client case study. Problem: Teachers interpreted marking criteria differently. Objective: Create a workable response to this issue through teacher support, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Academic Coordinator; owned the stated workstream, not the full organisation or every collaborator contribution. Facilitated sample review and agreed rubric examples. Prepared the scope with the commissioning team, identified unresolved inputs and used timetabling to turn the brief into a sequenced work package. Applied assessment moderation and academic reporting while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the

Meridian Professional Learning Studio (fictional) 2024 continuing learning - not a licence or certification Teacher support and academic reporting in the context of academic coordinator work. Used reflective exercises and a bounded practice example related to assessment moderation process.

Safeguarding awareness session

Meridian Professional Learning Studio (fictional) 2025 continuing learning - not a licence or certification Timetabling and resource planning in the context of academic coordinator work. Used reflective exercises and a bounded practice example related to teacher collaboration programme.

□□ Languages

English

professional working - fictional sample

Hindi

professional working - fictional sample



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handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed. Methods: teacher support; timetabling; assessment moderation; academic reporting Deliverables: Assessment moderation process - scoped brief; Assessment moderation process - reviewed working package; Assessment moderation process - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a anonymised learning observation and a named human reviewer. Illustrative outcome: the team adopted a repeatable approach for assessment moderation process, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. All learners and institutions are fictional; registration, safeguarding clearance and school appointment requirements are not verified. No underlying client documents, independently verified measurements or signed approval records are attached.

Teacher collaboration programme

Fictional internal work programme in school teaching, learning support and academic coordination; not a real client case study. Problem: Planning knowledge remained within individual classrooms. Objective: Create a workable response to this issue through timetabling, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Academic Coordinator; owned the stated workstream, not the full organisation or every collaborator contribution. Introduced structured sharing and follow-up. Prepared the scope with the commissioning team, identified unresolved inputs and used academic reporting to turn the brief into a sequenced work package. Applied resource planning and family communication while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed. Methods: timetabling; assessment moderation; academic reporting; resource planning Deliverables: Teacher collaboration programme - scoped brief; Teacher collaboration programme - reviewed working package; Teacher collaboration programme - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a teaching reflection and review and a named human reviewer. Illustrative outcome: the team adopted a repeatable approach for teacher collaboration programme, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. All learners and institutions are fictional; registration, safeguarding clearance and school appointment requirements are not verified. No underlying



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client documents, independently verified measurements or signed approval records are attached.

Achievements

Curriculum progression map

Aligned learning goals and review checkpoints. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

Assessment moderation process

Facilitated sample review and agreed rubric examples. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

Teacher collaboration programme

Introduced structured sharing and follow-up. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

