



NISHA KAPOOR

Subject Teacher

subject knowledge, lesson design, assessment

Pune, India | nisha.kapoor@example.com | ROLE 21-02

FICTIONAL SAMPLE - all employers, qualifications and outcomes are illustrative and unverified.

EXECUTIVE SUMMARY

Subject Teacher with an illustrative 12-year career in school teaching, learning support and academic coordination. Combines subject knowledge, lesson design, assessment 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 concept-based mathematics unit, assessment feedback cycle and inclusive lesson resource bank. These examples explain the original problem, individual contribution, deliverables, review approach and remaining limitations rather than relying on unsupported headline claims.

Prepared for experienced subject teacher opportunities requiring dependable delivery, thoughtful professional judgement and collaboration. The qualification narrative includes M.Sc in Mathematics Education. Every named organisation and outcome in this record is fictional; professional eligibility is not independently established.

AT A GLANCE

12 years ILLUSTRATIVE CAREER	4 CAREER APPOINTMENTS	3 WORK EXAMPLES	2 EDUCATION RECORDS
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CORE COMPETENCIES

subject knowledge / lesson design
assessment / differentiation
classroom management / feedback
learning resources / progress review

PROFESSIONAL MISSION

Turn a clear brief into dependable school teaching, learning support and academic coordination work: understand the context, apply subject knowledge and lesson design, record the evidence and explain the limitations before handover.

Career family: School Education | Snapshot: 2026-09-22

PROFESSIONAL EXPERIENCE / RECENT

Subject Teacher

Meridian School Education (fictional)

Jul 2023 - Present | Pune, India

Independent ownership of scoped subject teacher work, coordinating contributors and making review requirements explicit. Includes the first two selected work examples.

- Designed linked tasks and formative checks.
- Introduced correction reflections and targeted practice.
- Led brief clarification and prioritised work using subject knowledge, lesson design and assessment. 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 differentiation and maintained a concise learning record after important assignments.

Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Senior Subject Teacher

Northline School Education (fictional)

Jul 2019 - Jun 2023 | Pune, India

Owned defined assignments and supported cross-functional coordination. Developed deeper practice in assessment and differentiation.

- Created multiple explanations and accessible task options.
- Translated incoming requirements into a sequenced plan and aligned responsibilities with the project or service owner.
- Applied classroom management and feedback 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.

PROFESSIONAL WORKING PRINCIPLES

- Connect curriculum goals to observable learning activities and age-appropriate assessment.
- Use inclusive classroom routines and reflect on varied learner needs.
- Protect student information and separate learning observations from diagnoses or causal claims.

PROFESSIONAL EXPERIENCE / EARLIER

Subject Teacher

Cedarbridge School Education (fictional)

Jul 2016 - Jun 2019 | Pune, India

Progressed from supported tasks to independently managed assignments, with review available for unfamiliar or higher-risk decisions.

- Handled recurring work involving subject knowledge and lesson design using a documented preparation and review process.
- Supported assessment feedback cycle 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 learning resources and documented handover expectations.

Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Assistant Subject Teacher

Cedarbridge School Education (fictional)

Jul 2014 - Jun 2016 | Pune, India

Built practical foundations through supervised assignments, routine documentation and feedback from experienced colleagues.

- Assisted with subject knowledge and assessment 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.

SELECTED CONTRIBUTIONS

Concept-based mathematics unit. Designed linked tasks and formative checks. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

Assessment feedback cycle. Introduced correction reflections and targeted practice. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

Inclusive lesson resource bank. Created multiple explanations and accessible task options. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

SELECTED WORK / 01

Concept-based mathematics unit

P1 | Jan 2024 - Jun 2024 | FICTIONAL WORK EXAMPLE

Context. Fictional internal work programme in school teaching, learning support and academic coordination; not a real client case study.

Problem. Students applied procedures without explaining reasoning.

Objective. Create a workable response to this issue through subject knowledge, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up.

Contribution and ownership. Subject Teacher; owned the stated workstream, not the full organisation or every collaborator contribution.

- Designed linked tasks and formative checks.
- Prepared the scope with the commissioning team, identified unresolved inputs and used subject knowledge to turn the brief into a sequenced work package.
- Applied lesson design and assessment 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. subject knowledge / lesson design / assessment / differentiation

Deliverables. Concept-based mathematics unit - scoped brief; Concept-based mathematics unit - reviewed working package; Concept-based mathematics unit - 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 concept-based mathematics unit, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied.

Suggested evidence (not supplied): unit plan and assessment rubric; anonymised learning observation; teaching reflection and review.

SPECIALIST PRACTICE

Teaching and safeguarding

The sample focuses on subject knowledge, lesson design, assessment. Approvals, supervision and specialist input are identified in each work package; work outside this scope is referred to the designated responsible person.

Peer learning and practical guidance. Created short examples on subject knowledge and differentiation for colleagues. Separated personal preferences from agreed team procedures and recorded useful questions.

Review and handover discipline. Facilitated practical reviews of assessment feedback cycle, ensuring that unresolved issues retained a named owner rather than disappearing from final presentations.

All learners and institutions are fictional; registration, safeguarding clearance and school appointment requirements are not verified.

SELECTED WORK / 02 AND 03

Assessment feedback cycle

P2 | Jan 2025 - Jun 2025 | Meridian School Education (fictional)

Problem. Learners did not use returned work to improve.

Objective. Create a workable response to this issue through lesson design, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up.

Ownership. Subject Teacher; owned the stated workstream, not the full organisation or every collaborator contribution.

- Introduced correction reflections and targeted practice.
- Prepared the scope with the commissioning team, identified unresolved inputs and used assessment to turn the brief into a sequenced work package.
- Applied differentiation and classroom management 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. lesson design / assessment / differentiation / classroom management

Delivered. Assessment feedback cycle - scoped brief; Assessment feedback cycle - reviewed working package; Assessment feedback cycle - handover and learning summary

Illustrative outcome: the team adopted a repeatable approach for assessment feedback cycle, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied.

Suggested evidence (not supplied): unit plan and assessment rubric; anonymised learning observation; teaching reflection and review.

Inclusive lesson resource bank

P3 | Jan 2020 - Jun 2020 | Northline School Education (fictional)

Problem. One format did not support all learners.

Objective. Create a workable response to this issue through assessment, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up.

Ownership. Subject Teacher; owned the stated workstream, not the full organisation or every collaborator contribution.

- Created multiple explanations and accessible task options.
- Prepared the scope with the commissioning team, identified unresolved inputs and used classroom management to turn the brief into a sequenced work package.
- Applied feedback and learning resources 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. assessment / differentiation / classroom management / feedback

Delivered. Inclusive lesson resource bank - scoped brief; Inclusive lesson resource bank - reviewed working package; Inclusive lesson resource bank - handover and learning summary

Illustrative outcome: the team adopted a repeatable approach for inclusive lesson resource bank, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied.

Suggested evidence (not supplied): unit plan and assessment rubric; anonymised learning observation; teaching reflection and review.

EDUCATION AND SPECIALIST LEARNING

M.Sc in Mathematics Education

Asterbridge Institute of Professional Studies (fictional institution)
Jul 2012 - May 2014 | completed - fictional record
Focus: subject knowledge, lesson design, differentiation. Specialist study on concept-based mathematics unit; an illustrative learning project, not a published result.

Integrated B.Sc. B.Ed.

Cedarhaven College of Applied Studies (fictional institution)
Jul 2008 - May 2012 | completed - fictional record
Focus: assessment, classroom management, feedback. Applied coursework in subject knowledge, documentation and reviewed practical assignments.

CONTINUING PROFESSIONAL DEVELOPMENT

Inclusive classroom practice workshop (2023). Subject knowledge and differentiation in the context of subject teacher work. Used reflective exercises and a bounded practice example related to concept-based mathematics unit.

Assessment design studio (2024). Lesson design and classroom management in the context of subject teacher work. Used reflective exercises and a bounded practice example related to assessment feedback cycle.

Safeguarding awareness session (2025). Assessment and feedback in the context of subject teacher work. Used reflective exercises and a bounded practice example related to inclusive lesson resource bank.

Provider for these illustrative learning records: Meridian Professional Learning Studio (fictional). Not a licence or certification.

LANGUAGES AND WORKING PREFERENCES

English and Hindi - professional working proficiency in this fictional record.

Work arrangement: onsite or hybrid by role requirements. Relocation: open to discussion - sample preference.

Availability: not confirmed; discuss before an interview.

CREDENTIAL AND EVIDENCE STATUS

All learners and institutions are fictional; registration, safeguarding clearance and school appointment requirements are not verified.

Synthetic qualification and institution names illustrate profile fields only; they are not a validated qualification route or recognised accreditation claim.

No real referee, endorsement, award, publication, membership or licence is supplied.

Use for templates, product demonstrations and test data only. Replace fictional claims and remove the demo label only after approval of real candidate information.

Contact placeholder: nisha.kapoor@example.com. No phone, live profile URL or verified reference is supplied.

Complete machine-readable data: profile.json. Interactive companion: portfolio.html. Reference CV used for structure only; this is not Ajay Prajapat's biography.