



ROHAN KAPOOR

Academic Coordinator

curriculum coordination, teacher support, timetabling

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

EXECUTIVE SUMMARY

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.

AT A GLANCE

12 years

ILLUSTRATIVE CAREER

4

CAREER APPOINTMENTS

3

WORK EXAMPLES

2

EDUCATION RECORDS

CORE COMPETENCIES

curriculum coordination / teacher support

timetabling / assessment moderation

academic reporting / resource planning

family communication / programme review

PROFESSIONAL MISSION

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.

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

PROFESSIONAL EXPERIENCE / RECENT

Academic Coordinator

Meridian School Education (fictional)

Jul 2023 - Present | Hyderabad, India

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)

Jul 2019 - Jun 2023 | Hyderabad, India

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 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.

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

Senior Teacher

Cedarbridge School Education (fictional)

Jul 2016 - Jun 2019 | Hyderabad, India

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)

Jul 2014 - Jun 2016 | Hyderabad, India

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.

SELECTED CONTRIBUTIONS

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.

SELECTED WORK / 01

Curriculum progression map

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. 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.

Contribution and ownership. 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.

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 curriculum coordination, teacher support, timetabling. 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 curriculum coordination and assessment moderation for colleagues. Separated personal preferences from agreed team procedures and recorded useful questions.

Review and handover discipline. Facilitated practical reviews of assessment moderation process, 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 moderation process

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

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.

Ownership. 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 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

Delivered. Assessment moderation process - scoped brief; Assessment moderation process - reviewed working package; Assessment moderation process - handover and learning summary

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.

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

Teacher collaboration programme

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

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.

Ownership. 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

Delivered. Teacher collaboration programme - scoped brief; Teacher collaboration programme - reviewed working package; Teacher collaboration programme - handover and learning summary

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.

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

EDUCATION AND SPECIALIST LEARNING

Master's in Educational Leadership

Asterbridge Institute of Professional Studies (fictional institution)
Jul 2012 - May 2014 | completed - fictional record
Focus: 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)
Jul 2008 - May 2012 | completed - fictional record
Focus: timetabling, academic reporting, resource planning. Applied coursework in curriculum coordination, documentation and reviewed practical assignments.

CONTINUING PROFESSIONAL DEVELOPMENT

Inclusive classroom practice workshop (2023). 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 (2024). 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 (2025). Timetabling and resource planning in the context of academic coordinator work. Used reflective exercises and a bounded practice example related to teacher collaboration programme.

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: rohan.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.