

JOB DESCRIPTION FOR THE POSITION OF TEACHER (FULL-TIME)

All teachers at the School share responsibility for the quality of learning and teaching in the School.

Teachers at the School are expected to be highly qualified and experienced professionals in the discipline (s) they teach. Their role as educators at the School extends, however, far beyond the expert delivery of subject material. UWCs provide a unique holistic learning environment in which faculty members are expected to build positive relationships with students and colleagues in pursuit of the movement's philosophy and mission (www.uwc.org). Teaching Staff are further expected to demonstrate their commitment to the specific UWC China 'experience' for students.

Teachers will report to, and work with, the relevant Head of Department on all matters concerning the teaching and development of the subject and academic resources. They also report the three Deans for academic, for student life and for curriculum on matters pertaining to the broader curriculum and student-related matters, and to the Principal on School policy issues, contracts and employment.

THE ROLE OF A TEACHER AT THE SCHOOL INCLUDES THE FOLLOWING:

- Making an active contribution to enhancing the overall aims of the School.
- Helping to build a positive sense of community among staff and students.
- Being comfortable working with cultural dissonance and having the capacity to guide students towards genuine international-mindedness.
- The ability to engage with students with a variety of learning styles and to engender enthusiasm for learning in a multi-cultural environment.
- Being flexible in teaching methodology and demonstrating a willingness to work collaboratively.
- Establishing classroom environments that are demanding, stimulating, hardworking, focused and pleasant to be in, and which reflect the UWC's declared values.
- Effectively teaching a variety of classes, including undertaking appropriate lesson preparation and setting/marking examination and test papers where necessary.
- Setting and marking students' work accurately and promptly, giving additional guidance and/or work according to their needs.
- Providing feedback appropriately and regularly to students.
- Assessing and responding to student abilities and progress and adapting approaches where appropriate to different individual learning styles.
- Writing reports and testimonials as required within the deadlines set.
- Diligently following the scheme of work for each class approved by the Head of Department.
- Attending and contributing positively to departmental meetings as scheduled by the Head of Department, and staff and college meetings as appropriate.
- Actively contributing to all educational programmes.
- Maintaining an in-depth familiarity with the appropriate curricula and current teaching trends and developments.

- Participating enthusiastically in Professional Development, both that which is mandated by the School and that which is identified by the teacher.
- Ensuring he/she is fully aware of all of the School's policies relating to students and act accordingly to protect and enhance the physical and emotional welfare of the students.
- Adhering to all other policies and procedures of the School as approved by the Board and/or the Head.
- Fulfilling any other reasonable requests made by the Principal.

More specifically the teacher will be expected to carry out the following duties:

- A full teaching load or equivalent;
- The duties of an advisor;
- Involvement in co-curricular activities including, but not limited to, special events and programmes;
- Attendance at School meetings, Staff meetings, House meetings, Departmental meetings, and meetings of ad hoc committees formed to enable progress in some aspect of school life;
- fulfilling administrative procedures prescribed by the School.

RESIDENTIAL PROGRAMMES

As advisor, the teacher will be responsible for a group of students, and will be expected to monitor and support their progress in all aspect of School life throughout their time at the School. Advisors meet with their students regularly, both individually and as group, forming part of the student support system. The role requires a high level of commitment. It is recognised that teachers have varying degrees of counselling experience and training, and if complex issues arise, they should be referred to a more senior or more experienced member of staff. Special cases may be referred to a professional counsellor in consultation with the Director of Residences and/or Principal.

The advisor has a number of reporting duties, and in particular must provide reports on the students' academic progress, involvement in extra-curricular activities and social and personal qualities. The advisor also prepares draft testimonials for university applications.

The advisor contributes to House organization by doing regular check-ins and participating in House activities. The role however extends beyond this to trying to create a sense of group identity with the students through shared activities.

CO-CURRICULAR PROGRAMMES

All staff contribute to the co-curricular programmes and are expected to lead or share leadership in these areas. All students do regular service so staff involvement is essential to maintain a quality programme.

Staff may contribute to an existing activity or offer a new one arising from their own interests and expertise. In many areas, staff act as a liaison or advisor, with students themselves acting as leaders. The equivalent of two afternoons a week involvement on average is the minimum expectation.

SPECIAL EVENTS

There are a number of special events and activities during the year in which staff participate. It is hoped that once established in the School, each staff member will take on a major role in some or all of the following major events that serve the purpose and ethos of the College:

Orientation Programme – with the active involvement of returning second year students, the FP students are given a structured orientation about academic options, residential rules, outdoor activity opportunities, service obligations, and engage in a number of bonding activities within the advisory group. All staff will be involved with their advisees during the week, and others will have major roles to play with the camp, reception of students, and so on.

Change of Pace Days – several times a year, a normal teaching day is substituted by one devoted to a theme or to the 'Wellness Programme' e.g. faith and philosophy or conflict resolution. In addition to those responsible for the day, staff act as facilitators or workshop leaders on a volunteer basis.

FP-DP1 Project Week – all first years have the opportunity to travel in mainland China on a staff-led project.

DP2 Project Week – all students participate in a project with the aim of personal challenge in an area that is in harmony with the ethos of the School. Projects range from environmental work to expeditions, service activities, UWC initiatives and drama workshops. Staff are encouraged to act as leaders and help with planning, particularly for service projects working with an external agency.

Staff is expected to participate in one of the Project Weeks each year, or perform residential duties on campus in lieu as required.

GENERAL

Special features of the School – the Theory of Knowledge programme, International and Cultural Affairs, International Evenings, Open Days, University guidance and spontaneous student-run activities, all benefit from voluntary staff input. It is assumed that staff will give willingly of their time and expertise when they can.

Teaching staff are therefore required to offer a full, all-round commitment to the academic, co-curricular, residential, advisory and informal/social aspects of school life. Staff must expect to work intensively during the time that School is in session.