

HEAD OF LEARNING AREA

At UWC Changshu we provide a collaborative and supportive environment where students can learn how to inspire change through courageous action, selfless leadership, and careful listening. Students take part in experiences and community activities to prepare them to build with confidence and lead with compassion.

The Head of Learning Area:

- Develops strategies for realizing the fullest possible potential of learning in alignment with the mission, values, and strategic goals of the college.
- Supporting a team teaching within a learning area.
- Responsibly managing the resources and other everyday tasks necessary for the effective functioning of the learning area.

The Head of Learning Area is an inclusive team leader whose responsibility is to inspire and to facilitate the best possible teaching and learning. To that end, this role collaborates closely with the Heads of Academics (FP and DP), the Head of Educational Research and Professional Learning, members of the Learning Leadership Team, and other key stakeholders in the school community. The Head of Learning Area reports to the Vice Principal (Academics) and is ultimately responsible to the Principal.

To recognize the commitment required to succeed in this role, this position would be granted a 20%-40% reduction in teaching load.

ROLES AND RESPONSIBILITIES

The roles and responsibilities for this role are inclusive of, but not limited to, the following:

LEADERSHIP FOR LEARNING

- Assume overall responsibility for the learning area's teaching and learning programs, ensuring they are aligned to the college's strategic goals.
- Promote high-quality learning, in other words:
 - *Learner-Centered and Inquiry-Driven* immersive explorations that support problem solving, research, and development of self-management skills.
 - *Deeper Thinking* grounded in conceptual understanding, ethical reflection, and critical reasoning.
 - *Impact-Oriented* engagement with authentic problems embedded in local, national, and global contexts.
 - *Intentionally Inclusive* learning strategies that differentiate to support every learner, uplift diverse backgrounds and identities, promote social-emotional wellbeing, and embrace joy.
 - *Collaborative* teamwork that develops social and communication skills.
 - *Growth-Oriented Assessment* practices that promote assessment for learning, including regular feedback cycles and student self-reflection.
- In meeting these goals, collaborate with key stakeholders in areas including but not limited to:
 - Learning Center
 - Wellbeing Center
 - Library
 - Experiential Learning
 - Educational Technology
 - Professional Learning
 - Residential Life

- Collect and review evidence of learning by:
 - Monitoring and guiding the assessment of student learning by collecting a range of data that can inform curricular development and pedagogical practice. This information might be conducted through class observations (Head of Learning Area and peer to peer), grade reports, Diploma Programme exam results, anonymized student surveys, student interviews, and other methods.
 - Coordinating periodic self-studies and external reviews of the learning area.
 - Participating in reflections and review linked to external accreditation (e.g., NEASC and IB).

LEADERSHIP FOR TEAMBUILDING

- Develop and maintain an engaging and positive teaching and learning environment through effective communication, positive relationships, and teamwork among faculty. Key tasks related to these goals include: convening meetings for the learning area, facilitating professional learning relevant to the learning area, and leading exercises in reflective practice, celebrating accomplishments and contributions (privately and publicly).
- Partner with the Academic Office to plan Foundation and Diploma Programme course offerings and match staffing to meet needs.
- Support collaboration across academic disciplines and the college, including the core focus on integrating Peace & Sustainability and Theory of Knowledge.
- Support recruitment and onboarding of faculty and staff within the learning area, including by:
 - Contributing the hiring process with Human Resources, the Vice Principal (Academics), the Principal, as well as colleagues in the learning area.
 - Contribute to the onboarding and ongoing support for new faculty teaching within the learning area, taking primary responsibility to ensure familiarity with the externally-mandated standards and practices of the Diploma Programme.
- Serve as the representative for school-sponsored events, for example, for admission, orientation, and course selection.

ORGANIZATIONAL LEADERSHIP

Perform tasks essential to the smooth operation of the academic program, including:

- Act as a responsible fiscal steward by proposing an annual budget and reviewing and/or preparing purchase requests on behalf of the learning area. This involves proposing a budget as well as preparing and/or reviewing purchase requests that make responsible use of school resources.
- Identify students enrolled in courses within the learning area who have specific language and learning needs. Ensure these needs are met to the best of our capacity by partnering with teachers, the Language and Learning Access Coordinator, and all relevant members of the Student Life team.
- Coordinate any necessary course placement processes and review individual student questions about changes in course placement or level.
- Manage academic deadlines in line with the college's Internal Assessment calendar.
- Support teachers in investigating and responding to cases where students are unprepared, are missing classes, or have not met submission deadlines for major assignments.
- Serve as the initial point of contact for student and family concerns that cannot be resolved at the classroom level. Investigate, respond to, mediate, and—as necessary—escalate any requests as the circumstances require.

SAFEGUARDING STATEMENT

UWC CSC is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.

The school is an equal opportunity employer and values diversity. We actively encourage all qualified applicants to apply regardless of race, religion, gender, national origin, age or disability.