



UWC South East Asia
HEAD OF DOVER CAMPUS

August 2021

UWC South East Asia

Head of Dover Campus

Candidate Pack – August 2021

Executive Summary

UWC South East Asia (UWCSEA) is one of the most highly regarded international schools in the world. A member of the United World Colleges (UWC) movement, the College is known for its holistic, mission-driven and values-based education programme. Across two campuses in Singapore - Dover and East – the College educates 5,609 students, making it one of the largest international schools globally. Both campuses are overseen by the College President, under a single Board of Governors.

The College now seeks a visionary individual to succeed Elizabeth Bray as the Head of Dover Campus when she departs next July. This is a significant and highly visible role. The Dover campus has 3,020 students from 83 countries, speaking 67 different languages, including 160 boarders and 54 student scholars.

Reporting to the College President and working closely with the Head of East Campus and other key stakeholders, the successful candidate will inspire and motivate an exceptional team, cultivating a learning environment which promotes the five elements of UWCSEA's holistic learning programme. They will work collaboratively to implement the College strategy (2018-2023) while planning for the future, including developing inclusive education pathways.

The ideal candidate for this position will be an accomplished and inspirational leader with significant experience gained in international settings. An authentic leader, they must possess the intercultural sensitivity and adaptability to connect with UWCSEA's wide range of stakeholders, both internally and externally, while being a champion for the College's commitment to diversity, equity and inclusion.

If this sounds like you, we would be delighted to hear from you.

Applications should consist of a CV accompanied by a covering letter addressing the criteria in the Person Specification. To apply, please upload your documents via Society's website [here](#).

The deadline for receipt of applications is midday on **Monday, 20 September 2021**.

An appointment will be made subject to receipt of satisfactory references. The appointed candidate will be offered a salary that is commensurate with their experience and the seniority of their new role.



UWC South East Asia

Widely recognised as a global leader in international education, United World College of South East Asia (UWCSEA) has been providing a holistic, values-based education to international students for 50 years.

Our College is characterised by:

- Our determined commitment to the mission and values of the UWC movement. These are embedded in our learning programme, clearly differentiating the College from other international schools, and in our actions.
- Our commitment to being a learning institution that continually improves; rapid growth over the last ten years has proven both the demand for the College's offering and our ability to respond to opportunities.
- A reputation and location in Singapore that attracts the highest quality teachers in international education, and a teaching and learning environment which retains them. Teacher turnover is at just 8% per year.
- A highly professional and committed administrative and support staff, who provide operational expertise and who are fully committed to the mission and values of the College.
- A talented, committed and diverse student body. We value student success and achievement in all five elements of the learning programme.
- A dynamic and involved parent community that supports and challenges.
- High demand, with applications exceeding the number of available places for students.
- Investment in scholarships for students each year. These scholars come from a variety of cultural and socio-economic backgrounds.
- A focus on developing ethical students with a readiness to put the values embedded in the College into action throughout their lives.

Most importantly, our campuses are connected by a shared Learning Programme, which consists of five elements: Academics, Activities, Outdoor Education, Personal and Social Education and Service. Each of the five elements of the programme is developed to ensure that our students are gaining experience and knowledge that will help them to develop as independent learners and global citizens.

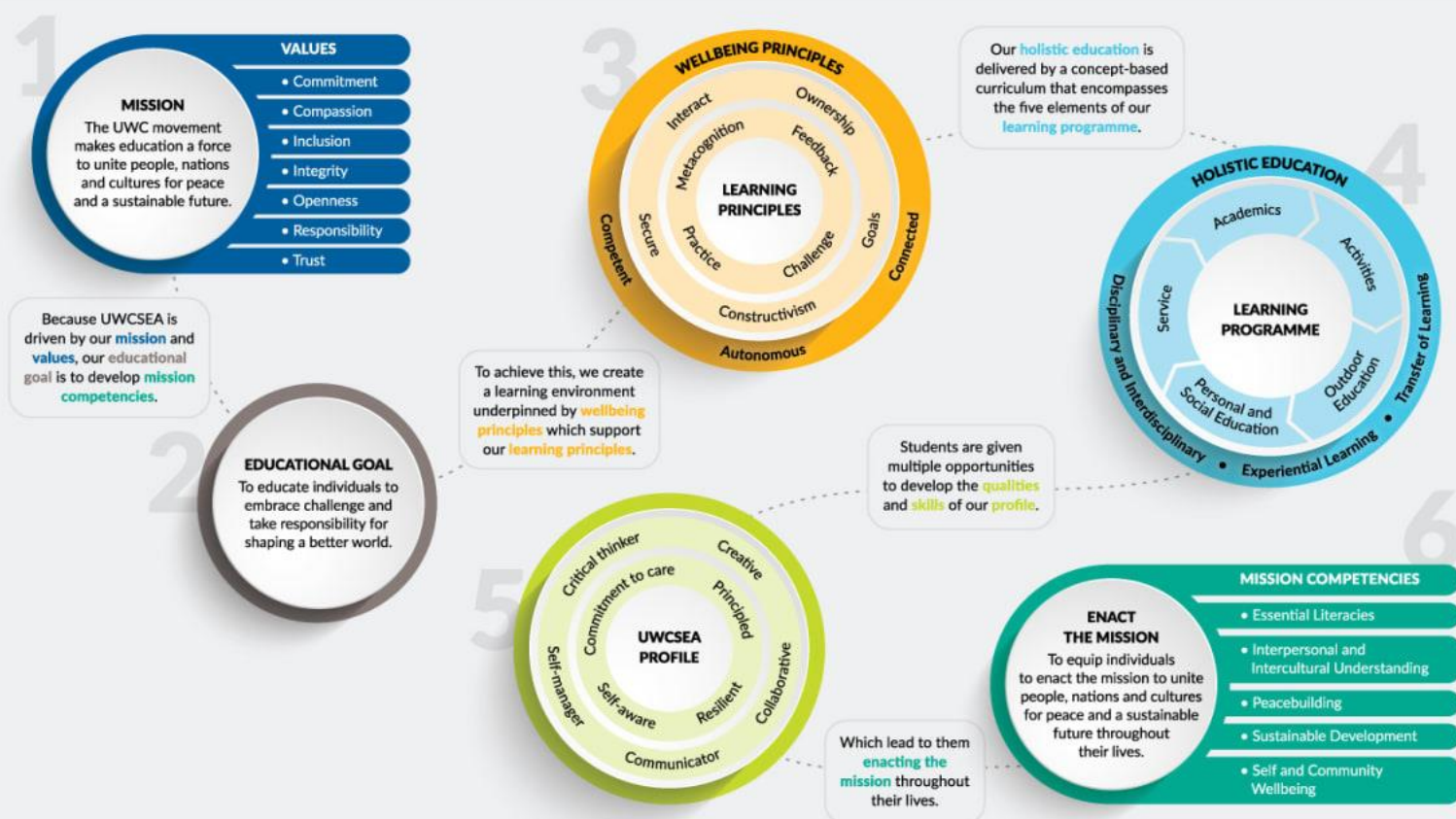


Guiding Statements

Our Guiding Statements provide a reference point for all decision-making at the College. The statements carefully connect UWCSEA's mission and educational goal to the learning programme and the wellbeing and learning principles that underpin it. Most importantly, they outline how the UWCSEA educational experience is designed so that our students learn to live the UWC mission.

The diagram below, and the statement above it, outlines how these guiding statements join together in service of UWCSEA's students and the mission.

Because UWCSEA is driven by its mission, values and educational goal, we create an environment that is underpinned by wellbeing and learning principles, and provide a holistic learning programme through a K-12 concept-based curriculum which thoughtfully and deliberately develops the skills, qualities and mission competencies that enable students to live the mission throughout their lives.



Commitment to Diversity, Equity, and Inclusion

The UWC mission is to make education a force to unite people, nations and cultures for peace and a sustainable future. Valuing diversity, building inclusion and promoting trust and understanding are core to our vision for education, and this requires commitment from the entire community.

The UWCSEA Strategy 2018-2023 renewed the College's commitment to building a community which is intentionally inclusive and equitable, and makes clear the College's priority of intercultural understanding and inclusion through its Areas of Focus - Education as a Force; Peace and a Sustainable Future; A United Community; Our Strength and Capacity. In turn, the strategy includes a commitment to promote diversity and build the College's capacity to make long-lasting and impactful change through meaningful action for equity.



Almost 60 years ago, the UWC movement grew out of a desire to create future peace, an aspiration to bring those from different cultures together to build the intercultural understanding necessary to avoid future conflicts.

Hahn's vision for a more peaceful future has never been more relevant than now. There is both an opportunity and responsibility to ensure social justice is uppermost in our thinking, planning and learning across all aspects of the College. We recognise that, as a College, we too have an imperfect history and are on a journey to meet the aspirations captured in our founding mission, and [restated more recently](#). This is, and will continue to be, a collective effort across the College.

Learning Programme

The learning programme at UWCSEA consists of five interlinking elements: academics, activities, outdoor education, personal and social education, and service. While students do not spend an equal amount of time on each of the elements (for much of the year, the academic element takes up most of their day), the College places equal value on them.

Academics

The academic programme culminates in the IB Diploma Programme in Grades 11 and 12, with students following a UWCSEA-designed programme in Primary and Middle School (K1 to Grade 8). Students in Grades 9 and 10 complete the (I)GCSE programme (which is under active review), with students who enter in Grade 10 taking a Foundation IB course.



The IB Diploma results are outstanding with the Class of 2021 (574 students) receiving an average of 39.2 points. 55.6% received 40+ points and 16.2% graduated with a bilingual diploma. Every year, our graduates are accepted into their universities of choice and attend best-in-field institutions in Australia, the UK, the US and a number of other countries around the world. A number of our students complete their National Service in Singapore before taking up their studies again.

Activities

The College offers an extensive Activities programme to students. Founded on the notion of breadth of opportunity as well as mastery, students have the chance to develop new skills, explore new interests, pursue their passions and be successful beyond the classroom. The myriad opportunities encourage connections across age-groups and school sections as students interact with like-minded peers.

Outdoor Education

The Outdoor Education programme is a central part of Hahnian educational philosophy and a powerful part of the UWCSEA educational experience. Outdoor Education experiences begin in Kindergarten 1 and, through careful planning and building of skills, understanding and confidence, culminate in Grade 11 students undertaking their own personal expedition. In all cases, students are asked to stretch themselves to experience new things and to improve their team building and leadership skills, resulting in greater resilience, empathy and self-awareness.



Personal and Social Education

The PSE programme influences the ethos and atmosphere of the whole College. It is of crucial importance in making our students feel secure, valued and encouraged in their learning, growth and

social development. Self-confidence and self-esteem are built through all aspects of the learning programme, but making PSE a unique strand ensures that time is dedicated to this important part of the student experience. From younger students identifying and celebrating mastery of new skills to Grade 11 and 12 students using their self-knowledge to select their path after graduation, the PSE programme is a dedicated time for students to explore their identity and place in the world.

Service

UWCSEA has service at the heart of its mission, and service is a vital aspect of the learning programme. Long before the concept of service became common in schools and a compulsory element of the International Baccalaureate, all our Grade 11 students were involved in local service. In 1980, recognising that involvement in service was beneficial to students of all ages, we extended service requirements to all students.



Today, our service programme is a model of how meaningful action by individuals and groups can help students to grow and develop as compassionate people and active agents of change. The breadth and complexity of the service programme requires leadership, staff and students to make a significant commitment to putting ideas into action.

K-12 Concept Based Curriculum

Our concept-based curriculum is designed to develop the knowledge, skills and understandings that will challenge students to take responsibility for shaping a better world. The holistic programme provides age-appropriate challenges which encourage students to:

- learn to think independently, laterally and critically about the world;
- form an understanding of sustainable development;
- develop cultural awareness;
- recognise complexity and the interconnectedness of many global issues;
- lead and act with integrity in a globalised, rapidly changing world.

Learning is organised around the development of transferable ideas (concepts), which may be disciplinary or interdisciplinary. Knowledge and skill acquisition is vital, but not the end goal in a concept-based learning environment. Instead, by using their knowledge and skill learning, students construct and express conceptual understandings, which transfer to new contexts. This allows students to apply critical thought in any situation, now or in the future.

UWCSEA Community

Students

We select our students through a holistic process. Previous school reports and references, as well as the student's potential to contribute, support and participate fully in the life of the College are all taken into account. The process results in a remarkable student community which is characterised by energetic commitment to the mission and values of the school and a drive to have a positive impact on the world.

Boarders and Scholars

We have 321 young people aged between 13 and 18 years boarding at the College (168 on Dover and 153 on East). The diversity of the boarding community includes students of different cultural, educational, linguistic and socioeconomic backgrounds, who add a wonderful dynamic to the wider community on campus. The boarding community includes a number of scholars (students attending on scholarship). The Scholarship Programme supports approximately 100 scholars from around the globe. Most come to us to complete the IB Diploma in Grades 11 and 12.

While scholarship students must have the academic ability to meet the demands of our learning programme, they are also selected on the basis of their potential to have a positive, lasting impact on the local and global community. Many of our scholars are selected by one of 156 UWC National Committees, a network of volunteers around the world who find students who will benefit from, and contribute to, the UWC mission. Others are selected through our own projects within the Asia-Pacific region. Funding for scholarships is generated through school fees, the UWCSEA Nominee Programme (UNP), corporations, National Committees, parent and alumni donations.



Faculty and Staff

We employ 575 teaching staff and 512 administrative and support staff: over 45 nationalities are represented across the staff. All teachers and many support staff participate in the Activities and Service programmes; many are involved in the trips and expeditions traditionally organised each year. We place a premium on professional development; our Professional Learning Programme brings high quality programmes and conferences to campus, and supports opportunities through external providers as well as collaboration with colleagues.

UWCSEA and the UWC Movement

Kurt Hahn founded the UWC movement based upon the ideals of a holistic, experiential, values-based education. His philosophy can be encapsulated in the phrase *Plus est en vous* —there is more in you (than you think). Today, there are 18 UWC schools and colleges around the world, with UWCSEA in Singapore being the largest of these.

The new Head of Dover Campus will be expected to also engage in the UWC movement, thereby gaining valuable experience of a wide-range of schools and exposure to leading educators around the world.



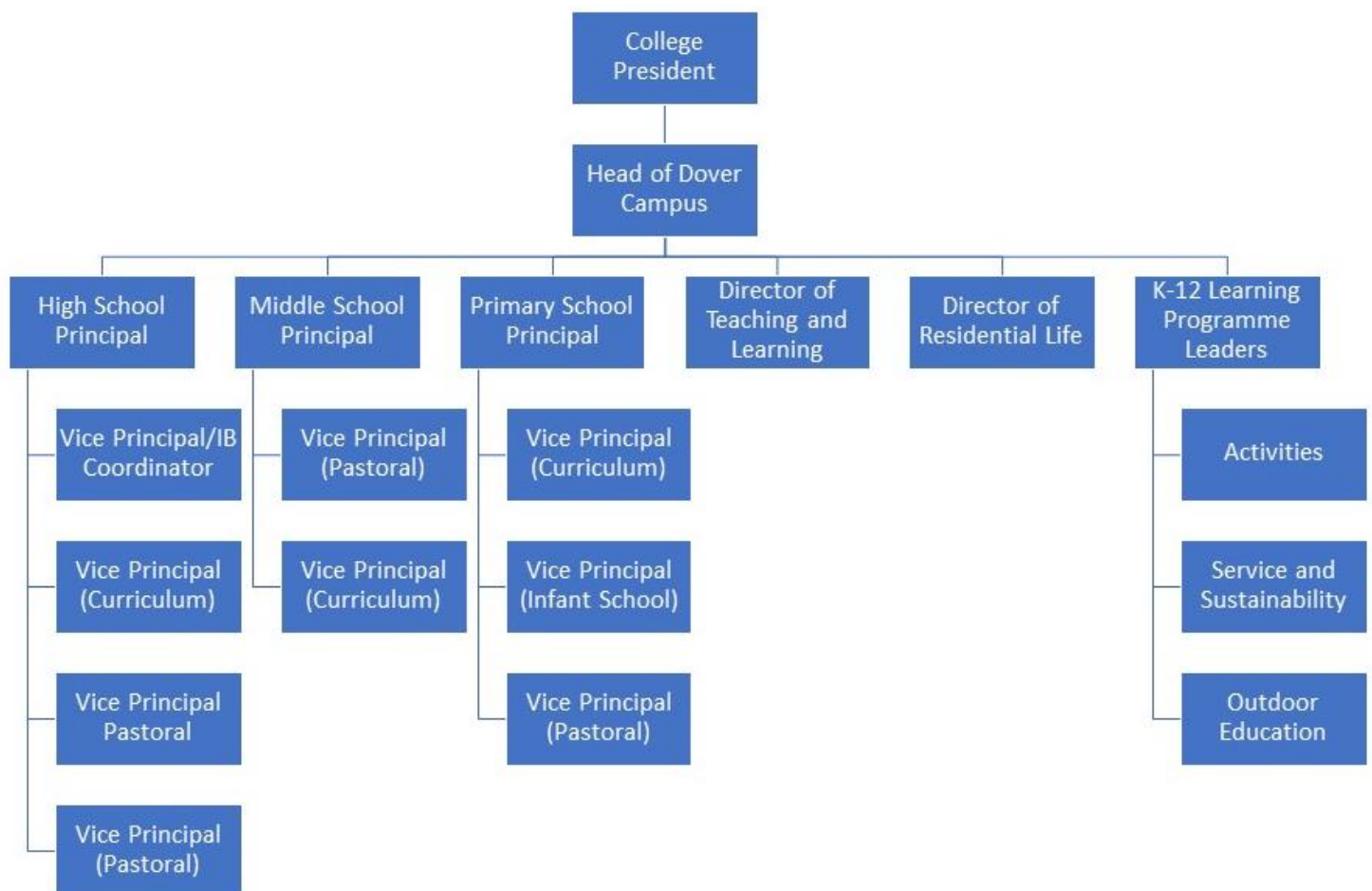
Campuses and Facilities

Our Dover Campus occupies 11 hectares in the central area of Singapore. Modern and well-equipped, the campus offers specialist facilities which allow a wide range of educational activities. We recently completed a five-year \$60 million USD programme to enhance our Dover facilities which were awarded Green Mark Platinum by the Singapore Building and Construction Authority.



Dover Leadership Team

The Dover Leadership Team (DLT) is the leadership body for the Dover Campus. Made up of the Head of Campus, Principals, Vice Principals, the Director of Residential Life, and the Director of Teaching and Learning, the DLT provides guidance and direction to the Dover Campus. The DLT is responsible for implementing the College and Campus strategic plans.



Role Description

Reporting to the College President, the Head of Dover Campus is responsible for the strategic and operational leadership of the Dover Campus.

Key Stakeholders

- Board of Governors;
- College President;
- College Leadership Team (CLT);
- Dover Campus Leadership Team;
- Academic and Admin support staff, Students, Parent community, Fellow UWC International heads.

Purpose of the role

- Provide visionary leadership, to create, maintain and develop the conditions which enable students and teachers to flourish and succeed;
- Inspire and motivate others – within and beyond the College – to believe in the fundamental importance and the value of a UWCSEA education;
- Work closely with the Head of East Campus and other key stakeholders to cultivate a learning environment which promotes the five elements of our holistic learning programme;
- Collaborate with key stakeholders in implementing the College strategy (2018-2023) and in planning for the future, including developing inclusive education pathways;
- Promote UWCSEA's thought leadership in international education under the aegis of the mission, vision and values of the UWC movement and our guiding principles;
- Encourage innovation and positive disruption amongst the staff and students;
- Create an environment where all are encouraged to participate, assume leadership roles, and contribute to maintaining the highest standards throughout the College;
- Drive and enable continuity and progression across the five elements of the Learning Programme in the Dover Primary, Middle, and High Schools;
- Oversee the development of mission-aligned teaching and learning, including remote learning, including where this benefits the wider movement.

Working Relationships

- Promote the College's mission, vision and values to build and sustain the culture and the strong working relationships among all members of the school community;
- Work with the Board of Governors to drive a shared focus on a mission-driven, impact-led future focus for the College;
- Maintain effective relationships and excellent communications with the various constituent groups of the College community – students, staff, parents, and the local community;
- Work closely with the Chair of the Dover Parents' Association to ensure that parents are heard and engaged;
- Working closely with the Head of East Campus, maintain a culture of co-operation between the two UWCSEA campuses to ensure a collaborative and generative relationship between staff and students;

- Work closely with members of the operations teams to ensure business continuity, and smooth and efficient operations;
- Inspire and influence others – within and beyond the College – to believe in the fundamental importance and the value of a UWCSEA education.

Key responsibilities of the role will include:

Strategic Direction

- Build a campus coalition around the College strategy of One College, Two Campuses, and work with the College President and College Leadership Team to implement the strategic plan;
- Work with key stakeholders to form an increasingly outward-facing College which works with others– in a climate of collaboration and mutual challenge – to champion best practices in teaching and learning, drawing on and conducting relevant research and robust data analysis;
- Working with the CLT, advise on the formulation of policies and their implementation, and advise and guide the board and its committees as requested;
- Advance and champion the College’s commitment to DEI.

Teaching and Learning

- Lead the College Learning Leadership Team, in collaboration with the Head of East Campus, to oversee, develop and evaluate learning across the College;
- Oversee the curriculum, pastoral care and the administration of the campus to ensure that these are delivered to meet the needs of all our students;
- Instil a strong sense of accountability in staff for the impact of their work on student outcomes;
- Secure rich learning opportunities, monitor the curriculum for quality and impact;
- Place student well-being at the heart of the campus and strategic development.

Professional Development

- Display a strong commitment and background in promoting continuous professional development for colleagues;
- Develop effective relationships with fellow professionals and with Singapore stakeholders to support the College strategy and future focus;
- Ensure effective succession planning across teams by coaching current and aspiring leaders in a climate where excellence is the standard.

Governance, Performance and Good Practices

- Work closely with the Board to secure a positive working relationship which supports the College strategy and future development;
- Provide information, objective advice and support to enable the Board to meet its responsibilities, in particular its’ functions to set strategy;
- Be the designated Safeguarding lead on Dover campus and accountable for elements of this role;
- Distribute leadership throughout the Campus, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making;
- Hold all staff to account for their professional conduct and practice, addressing any under-performance, supporting staff to improve and valuing excellent practice;

- With the College Leadership Team (CLT), and through the COO, advise the governing body on the formulation of the annual budget in order that the College secures its objectives; and ensure the regular monitoring of the budget and strong scrutiny of the use of resources.
- Manage risks and accountabilities, within established frameworks
- With CLT, ensure that the College's systems, organisation and processes are well considered, values-aligned, efficient and fit for purpose.
- Deploy staff efficiently and effectively to ensure the maximum benefit and impact for the students, including as part of the Business Continuity Plan.



Person Specification

The successful candidate will be expected to demonstrate evidence of the following skills, capabilities and experience:

- A professional teaching qualification from a recognised institution. At minimum a good undergraduate degree, ideally a postgraduate degree;
- A track record of highly successful school leadership experience in an international context;
- Demonstrable success in managing productive, generative relationships with a range of different stakeholders in a school environment;
- Proven experience of leading, developing and motivating high calibre teams with a clear commitment to the continuing professional development of all colleagues.

Additionally, candidates should be able to demonstrate the following skills and qualities:

Leadership qualities

- A highly visible senior leader with the character, energy and ambition to inspire and motivate colleagues and students alike, and to gain their respect;
- An educational leader with a high degree of personal and professional integrity, able to form strong and trusting relationships with a wide variety of individuals;
- An individual capable of sustaining their own motivation and that of their staff, and who assumes the appropriate duty of care regarding staff and community welfare.

Management skills

- Chairs meetings effectively and deals with conflict in productive and sensitive ways;
- Prioritises and manages high volumes of issues, and models clarity and transparency of process and communication;
- Moves between strategic overview and high levels of attention to detail where necessary;
- Within established frameworks, manages risks and accountabilities.

Personal attributes

- A leader who displays deep commitment to the UWCSEA ethos and values, and clearly demonstrates the skills and qualities expected of a UWCSEA community member;
- An internationalist, with high levels of cultural sensitivity and cultural intelligence, an awareness of the complexities of operating in a multilingual environment and a demonstrable passion for international education;
- A leader of people, who leads with empathy and kindness;
- A high degree of personal resilience;
- A champion of DEI and safeguarding as a non-negotiable.

Appointment Details and How to Apply

UWCSEA is being assisted in this appointment process by the executive search firm Society.

Applications should consist of:

- 1 a concise covering letter (ideally no longer than two pages), addressing the criteria in the Person Specification;
- 2 an up-to-date curriculum vitae;
- 3 names and contact details of three referees (although referees will only be approached at the final stage of the process, and only with your express permission).

General advice on how to write [a strong CV](#) and [a strong covering letter](#) can be found on our website.

To upload your documents via Society's website, [click here](#).

The deadline for receipt of applications is midday UK time (7pm in Singapore) on Monday, 20 September 2021.

An initial 'longlist' of candidates will be invited to meet with Society for further conversations. A 'shortlist' will then be invited to interview directly with UWCSEA during October and November.

