Phillips Academy Summer Session Teacher Job Description

About the Program

One of the nation’s premier boarding schools, Phillips Academy’s Summer Session challenges students in an innovative five-week program, conducted on its picturesque campus just 21 miles north of Boston. More than 60 courses are offered, ranging from computer science to marine biology, from ethics and philosophy to economics. Summer Session students bring the world into the classroom by virtue of their enormous diversity of geographic origin, religion, ethnicity, and socioeconomic background. With strong academic records and a serious desire to spend the summer in a residential community, our students enjoy challenging themselves and one another through disciplined study. Every summer Phillips Academy hires a number of visiting teachers to teach, coach, and house counsel in its summer program. A Summer Session faculty member’s experience is rigorous and thoroughly challenging, for Phillips Academy requires superior classroom performance of its teachers, TAs, House Counselors, and students alike. The Summer Session is short, intense, and strongly academic.

About the Role

Teachers are charged with ensuring that students in their classes have a challenging and academically rigorous summer experience, while also making learning incredibly fun. We see teaching in Summer Session as an opportunity for teachers to innovate and experiment; there is no strict curriculum to which teachers must adhere (outside of following the general guidance provided by the course description). Project-based, hands-on, authentic learning experiences are encouraged, and teachers should be prepared to lead students through an intensive and highly engaging exploration of their chosen content.

Typically, teachers are hired to teach two courses, to house counsel and to coach an afternoon activity. Each course will meet for roughly 1½ hours each day, six days a week. Few exceptions are made to this policy, although unusual circumstances may determine that an applicant’s situation should be handled on an individual basis. Teachers are also expected to chaperone at least one on-campus social event and at least one off-campus trip during the summer.

Teachers’ Responsibilities and Duties

Pre-Summer

- Become familiar with all materials sent in advance for your review.
- Complete required pre-employment activities including HR paperwork, background checks/fingerprinting, and completion of online trainings.
- Prepare a preliminary course syllabus reflective of the course description in the catalogue. 
  
  *Note: leave room to innovate and respond to student needs and interests; those who are mentor teachers should also leave room for TAs to plan and deliver lessons.*
• Place any requests for supplies or texts, as well as academic field trips.
• Attend faculty orientation.
• Prepare classroom for summer. Ensure appropriate number of desks, chairs, and books based on class rosters.
• Review the results of any pre-summer assessments for students placing into your classes, if available.
• Review the student information and files available in Cooley House for the students in your classes.

During Summer
• 1st Week:
  o Administer placement tests (if applicable) and adjust rosters as needed, working in collaboration with the Assistant Director and Dean of Academics.
  o Identify and communicate any problems with class rosters or student placement to the Assistant Director and Dean of Academics.
  o Address academic integrity and expectations around avoiding academic dishonesty. Refer to the Blue Book as necessary, and ensure expectations are also outlined on the syllabus.

• Ongoing:
  o Plan and teach classes daily according to summer schedule (typical assignment: 2 90-minute courses per day).
    ▪ Utilize formative assessments to gauge student understanding and mastery.
    ▪ Promote student voice, engagement, and ownership through pedagogical techniques emphasizing application, projects, and problem-solving.
  o Provide feedback on assignments regularly, and ensure students know how they are doing in the course.
  o Have direct conversations with students who are not meeting expectations about their current standing, your concerns, and how they can improve. Ensure steps are actionable and specific.
    ▪ Refer to centers for extra help if necessary
  o Take daily attendance and submit green sheets (noting absences, tardies, behavior issues, or student concerns) to interns/deans.
  o Build relationships with students through regular check-ins, being available for extra support, communicating in person and through email, etc.
  o Solve student issues and address concerns as they arise, and escalate to deans when necessary.
  o Maintain a file of course materials (handouts, assessments, etc.) and samples of student work to be submitted to the Assistant Director at the end of the summer, documenting the coursework in detail.
  o Participate in faculty meetings.
  o Collaborate with other members of the faculty on within-department alignment and sharing of curricular materials and instructional ideas, or cross-department projects and connections, during time provided.

• Mid-Summer
  o Write mid-summer Instructor reports and submit estimated grades.
  o Schedule and hold mid-summer check-in meetings with each student about whom you have concerns, if you have not already done so

End-of-Summer
• Administer a final exam or culminating project.
• Write Instructor Reports for each student according to direction provided
• Submit a revised syllabus and all accompanying course materials/student work samples to the Assistant Director.
• Collect any student textbooks; complete an inventory of any that can be re-used and identify those that need to be recycled. Collect fees for any missing books.
• Prepare classrooms for departure: return to original layout, ensure boards and wall spaces are left as they were originally found, shut off any portable AC units.
• Return classroom keys to Cooley House
• Provide feedback to Director via survey and reflection session.

**Ideal Candidate Profile**

• Undergraduate degree required, master’s degree or Teaching Certificate preferred.
• Experience teaching grades 7-8 or 9-12 (more than 3 years of teaching experience preferred)
• Demonstrated experience and success in collaborative teaching environment
• Flexibility and adaptability in a fast-paced, dynamic environment requiring both the ability to take direction and the readiness to problem-solve
• Appreciation of the mission and culture of independent, residential, college-preparatory schools.
• Exceptional communication skills (speaking and writing)
• Exceptional interpersonal skills

**How to Apply**

In order to apply for this position, please visit our website at: [https://andover.csod.com/ats/careersite/search.aspx?site=1&c=andover](https://andover.csod.com/ats/careersite/search.aspx?site=1&c=andover). Salary commensurate with experience.

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