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**Phillips Academy Summer Session Teaching Assistant Job Description**

**About the Program**

One of the nation’s premier boarding schools, Phillips Academy’s offers a number of summer programs that are held on its picturesque campus just 21 miles north of Boston. Collectively they are referred to as "Andover Summer".  Our flagship program, Summer Session, challenges students in an innovative five-week, residential program. 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. eSummer, our online alternative to the on-campus experience offered by Summer Session, focuses on personalized, mastery-based experiences for students working at their own pace and following their own interests. Courses are designed to run primarily asynchronously, with weekly 1:1 meetings between the teacher and the student to discuss their Personalized Learning Plan, as well as weekly full-group synchronous sessions.   Every summer Phillips Academy hires a number of visiting teachers to teach, coach, and house counsel in its summer program.  Mathematics & Science for Minority Students – better known as (MS)2 – is a residential, STEM scholarship program for underrepresented students of color that runs concurrently with Summer Session.  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. Regardless of program, An Andover Summer is short, intense, and strongly academic.

**About the Role**

TAs are paired with experienced Mentor Teachers for the duration of the summer, collaborating closely to execute on the syllabus designed by the Mentor. Together, TAs and their Mentor 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 TAs should be prepared to support their mentors in leading students through an intensive and highly engaging exploration of their chosen content. With the support of their mentors, TAs work towards planning and leading at least one complete lesson over the course of the summer.

Typically, TAs are hired to support in two courses, to house counsel and to coach an afternoon activity; assignments may vary slightly depending on the program. TAs should expect to have roughly 35-40 hours per week of assigned duties, including ~ 3 hours of class (Monday-Saturday), ~1 hour of coaching or club facilitation (Monday-Friday), and ~2.5 hours of evening study hours supervision (Sunday-Friday). Absences from assigned duties are not permitted. Few exceptions are made to this policy, although unusual circumstances may determine that an applicant’s situation should be handled on an individual basis. TAs are also expected to chaperone at least two on-campus social events and at least two off-campus trips during the summer. TAs live in Academy-provided housing, either in student dorms (if serving as house counselors) or in faculty-only dorms, and have full access to all Phillips Academy facilities for the duration of the summer.

In addition to working collaboratively with the Mentor Teacher to complete all instructional duties described above, TAs are responsible for ensuring that their own developmental needs are met and that they engage with the opportunities provided for skill-building and support.

**TAs’ 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.
* Communicate with the Mentor Teacher about personal/professional goals, expectations, and desired level of engagement during the summer.
* Become familiar with the preliminary course syllabus created by the Mentor Teacher.
* Attend faculty orientation.
* In collaboration with the Mentor Teacher, 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:**
  + Administer placement tests (if applicable) and adjust rosters as needed, working in collaboration with the Assistant Director and Dean of Academics.
  + Identify and communicate any problems with class rosters or student placement to the Assistant Director and Dean of Academics.
  + 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**:
  + In collaboration with the Mentor Teacher, 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.
  + In collaboration with the Mentor Teacher, provide feedback on assignments regularly, and ensure students know how they are doing in the course.
  + 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
  + Take daily attendance and submit green sheets (noting absences, tardies, behavior issues, or student concerns) to interns/deans.
  + Build relationships with students through regular check-ins, being available for extra support, communicating in person and through email, etc.
  + In collaboration with the Mentor Teacher, solve student issues and address concerns as they arise, and escalate to deans when necessary.
  + 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.
  + Participate in faculty meetings.
  + 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**
  + In collaboration with the Mentor Teacher, write mid-summer Instructor reports and submit estimated grades.
  + 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**

* In collaboration with the Mentor Teacher, administer a final exam or culminating project.
* In collaboration with the Mentor Teacher, write Instructor Reports for each student according to direction provided.
* 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.

**Additional TA-specific duties include:**

* Prior to arriving on campus, complete a series of readings that will be sent before the end of May.
* Attending a daylong TA Orientation, as well as New Faculty orientation.
* Providing support for student registration and departure days by acting as bus chaperones.
* Working towards independently leading portions of class or full classes, following all planning and preparation expectations of a full teacher.
* Prepare for, and participate in, each of the twice-per-week Elwin Sykes Seminar meetings under the direction of the TA coordinator.
* Hold a regularly scheduled meeting with the mentor teacher before or after each class meeting in order to prepare the lesson and/or debrief.
* Work towards independently leading portions of classes in the early weeks of the term and leading full classes, and then a series of full classes, by the end of the term. The content and pedagogy of these classes should be consistent with the broad framework designed by the mentor teacher.

**Ideal Candidate Profile**

* At least three years of undergraduate education completed by the time of employment; all TAs must be 21 years of age by the start of Summer Session
* Strong interest in teaching or youth development
* Experience working with middle- or high-school-aged students
* Demonstrated experience and success in collaborative 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

***\*Please note that duties and responsibilities may shift depending on public health guidance, updated program offerings, or Andover Summer policies. The description above reflects the role as it stood in 2019.***

**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>. Salary commensurate with experience.

*Phillips Academy is an equal opportunity employer.  Any offers of employment will be contingent upon successful CORI/SORI and fingerprinting background checks, as well as authorization to work in the United States. All summer faculty members are at will employees.*