



Phillips Academy Andover Advantage Teacher Job Description July 31 – August 11, 2023

About the Program

One of the nation's premier boarding schools, Phillips Academy 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 newest program, Andover Advantage, offers local students in grades 7-12 the opportunity to get a jump on the school year through 2-week refresher courses in math and English. An open enrollment program, there are no academic prerequisites except for an interest in hitting the ground running when the regular school year begins. Every summer Phillips Academy hires a number of visiting teachers to teach in this program, along with our other 5-week on-campus and virtual program offerings. Though brief, an Andover Advantage faculty member's experience is rigorous and thoroughly challenging, for Phillips Academy requires superior classroom performance of its teachers and students alike. Regardless of program, an Andover Summer 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 Andover Advantage as an opportunity for teachers to innovate and experiment, with the goal of instilling in students the sort of confidence they need to hit the ground running in the fall, along with filling any skill gaps created by "summer slide". 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 1-2 classes in the Andover Advantage program. Each course will meet for 90 minutes each day, Monday-Friday, for two weeks. 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' 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 based upon baseline assessment data.
- Place any requests for supplies or texts.
- Attend faculty orientation.

- Prepare classroom for summer. Ensure appropriate number of desks, chairs, and books based on class rosters.
- Review the results of pre-summer assessments for students in your classes.
- Review the student information and files available in PCR for the students in your classes.

During Summer

- **1st few days:**
 - 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 Andover Advantage Blue Book as necessary, and ensure expectations are also outlined on the syllabus.
- **Ongoing:**
 - 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.
 - 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.
 - Take daily attendance and submit any concerns via email to the director.
 - Build relationships with students through regular check-ins, being available for extra support, communicating in person and through email, etc.
 - Solve student issues and address concerns as they arise, and escalate to director 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.
- **End-of-Summer**
 - 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.
 - 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:

Interested candidate may visit our employment site at the web address below to submit an application:

https://workforcenow.adp.com/mascsr/default/mdf/recruitment/recruitment.html?cid=7ddc8884-11ea-4d1a-a8a0-2e8834b6caf3&cclId=9200508496526_2&lang=en_US

Compensation

Starting salary is \$1200 for each course; most teachers are hired to teach two courses.

Phillips Academy is an equal opportunity employer. Phillips Academy is an intentionally diverse and inclusive residential community “committed to creating an equitable and inclusive school in which students from diverse backgrounds, cultures, and experiences—including race, ethnicity, nationality, gender, socioeconomic class, sexual orientation, gender identity, religion, and ability—learn and grow together.” The ideal candidate supports the inclusive and diverse nature of the community. Any offers of employment will be contingent upon successful CORI/SORI and fingerprinting background checks as well as unrestricted authorization to work in the United States.

As the COVID-19 pandemic persists, our top priority is safety. Accordingly, the Academy will require, subject to disability and religious accommodation exceptions under federal and state law, that all employees be fully vaccinated against COVID-19. This includes the Covid-19 Booster.