



Phillips Academy Summer Session Teacher Job Description June 26- August 6, 2024

About the Program

One of the nation's premier boarding schools, Phillips Academy offers a number of summer programs for rising 7th through 12th grade students 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. [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. Regardless of program, Andover Summer 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 faculty members to teach, coach, and house counsel in these summer programs, which are slated to run from June 26-August 6, 2024. (With students on campus from July 2 – August 4, 2024). Andover Summer teacher's experience is rigorous, intensive, and challenging, structured to provide support to students academically, socially, and emotionally throughout their 5-week experience.

About the Role

Andover Summer 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 the summer 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. Each on-campus course meets for roughly 1½ hours each day, six days a week, so Andover Summer teachers must be prepared for an intensive weekly schedule and should be prepared to document students' mastery of course content and skills in an End-of-Summer narrative report.

Typically, teachers in our residential programs are hired to teach two courses, as well as to house counsel and to coach an afternoon activity. This job description covers only the classroom teaching component of the role, and more details on the expectations for those assigned to serve as house counselors or coaches can be found in separate documentation. Collectively, our faculty has developed a *Profile of a Teacher* to define the skills and competencies we hope our faculty will strive to embody; we encourage all candidates to review this [here](#).

Teachers are also expected to contribute to the life of the residential community by chaperoning, attending all-school meetings and events, and generally being an active part of our vibrant campus life.

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.
- Participate in faculty orientation.
- Prepare physical classroom for the summer by creating and organizing resources, materials, and the space to best support student learning.
- Review the results of any pre-summer assessments for students placing into your classes, if available.
- Review the student information and files available in our database for the students in your classes.

During Summer

- **1st Week:**
 - Build classroom community and work to learn students' names, backgrounds, and interests, as well as their goals for the summer. Expect to work flexibly based on the specifics of our special Orientation schedule.
 - Administer placement tests (if applicable) and adjust rosters as needed, working in collaboration with the Assistant Director.
 - Identify and communicate any problems with class rosters or student placement to the Assistant Director.
 - 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:**
 - Plan and teach classes according to summer schedule, using all scheduled class time.
 - 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.
 - 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 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.
- **Mid-Summer**
 - 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.

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.
- Provide feedback to Director via survey and reflection session.

**Please note that duties and responsibilities may shift depending on public health guidance, updated program offerings, or Andover Summer policies.*

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
- Demonstrated commitment to anti-racism, diversity, equity, and inclusion.

Compensation

On-campus residential teachers with a full workload of teaching, house counseling, and coaching responsibilities earn a starting salary of \$6275, with a salary scale that increases based on years of teaching experience. Those opting to teach without taking on other roles on campus earn a starting salary of \$3800.

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&ccId=9200508496526_2&lang=en_US

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.