

Position Description

Boarding House Mentor, UWC Thailand

Mission

UWC Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

UWC Thailand Educational Goal

We seek to realise our highest human potential, cultivate genuine happiness and take mindful and compassionate action.

Context

United World College Thailand (UWCT) is a co-educational, IB Continuum Programme for students in Nursery through to Grade 12. Founded as Phuket International Academy in 2008, UWCT has grown to now serve a mix of nearly 500 day and boarding students. Our first Grade 12 cohort graduated in May 2016 and we anticipate enrolment will continue to grow to over 800 students, including 150 boarders, by 2025.

A 'mission-driven school', UWCT is focussed on providing a holistic education through its education programme that consists of five components: Academics; Social and Emotional Learning and Mindfulness; Service; Activities and Outdoor Education. UWCT offers the continuum of three International Baccalaureate programmes - Primary Years, Middle Years and Diploma - and has developed a justifiable reputation as being a leader in the field of Social and Emotional Learning and Mindfulness; an area in which we have considerable expertise. The School is a dynamic and high-energy environment and we seek individuals that will thrive in a fast-paced, high-standards culture that keeps students and the mission at the core of what we do.

UWCT became the 16th United World College in August 2016. While maintaining what was unique about the School, there came an increased emphasis on experiential learning, service learning and outdoor education. The School is committed to deliberate diversity in all facets and students come from more than 60 different nationalities. Amongst this diverse group are our National Committee selected students who have been specially chosen because of their alignment with the UWC mission and values through a rigorous process in more than 155 countries. Our NC students currently come from more than 50 different countries and make a significant impact upon the community from the time they arrive in Grade 11; we are committed to increasing the number of NC-selected students in the years to come.

Reports To

Senior Boarding House Mentor

Main Working Relationships

Boarding Students, Boarding House Mentors, Senior Boarding House Mentor, Director of Residential Life, Thanypura Service Providers, School Counsellor, Secondary Principal, Head of School, Secondary Teaching Staff.

Responsibilities

1. Modelling positive and consistent attitudes and values in line with the UWC and IB expectations.
2. Helping develop a community spirit that reflects the School's ethos and engenders a sense of belonging amongst the students. Promoting to students a positive approach to the tasks and activities required of all persons in a communal living situation. Communicating openly and effectively with students about the expectations and routines required for the effective operation of the Boarding House.
3. Providing consistent and culturally inclusive approaches to the management of students' behaviour.
4. Ensuring the students receive the highest level of pastoral care and the students' health and safety is at the forefront of decision-making.
5. Providing advice, support and information to students in their study and recreational activities.
6. Taking responsibility for the Boarding House when on duty including the welfare of all boarders and monitoring security arrangements.
7. Working actively to gain knowledge and understanding of the school's educational programme, philosophy, systems and procedures.
8. Assisting in the implementation of School policies and procedures as they relate to the Boarding experience.
9. Supporting the Senior Mentor/Boarding Houseparent in anyway they may reasonably request.
10. Creating and maintaining good relationships with families and others who provide support so that the students can gain the maximum benefit from their time in boarding.
11. Contributing to the service, activities and outdoor education components of the School educational programme.

Person Specification

12. Required Qualifications:
 - a) Degree or equivalent qualification
 - b) Driving licence essential: First Aid and CPR qualifications desirable
13. Experience: Demonstrated success in:
 - a) Experience of working with young students in a residential environment.
 - b) Ability to develop a sense of community and generate trust with all constituent groups.
14. Personal Attributes and Characteristics:
 - a) Commitment to and alignment with the School's mission, vision, values and educational philosophy.
 - b) Outstanding interpersonal skills: a good listener who thrives in a collaborative environment.
 - c) International mindedness and intercultural understanding.
 - d) Approachable and open-minded.
 - e) Honesty, integrity, compassion and a good sense of humour.
 - f) Strong organisational and problem-solving skills.
 - g) Stamina and resilience.
 - h) Cultural sensitivity.
 - i) Energetic, enthusiastic, approachable and open minded.

Social and Emotional Learning, Mindfulness and Pastoral Care

Be Mindful:

Commit to the growth of our mindful community by developing a personal mindfulness practice with the support of the Mindfulness Mentor and colleagues.

Teach Mindfully:

Develop classroom practices related to the experience of creating positive student relationships by modelling mindful ways of being.

Teach Mindfulness:

Participate in ongoing training to explore and integrate the teaching of mindfulness to and with students with curiosity and kindness.

In addition, all staff are asked to:

- Take responsibility for the shared welfare of students under our care from admission to graduation.
- Develop harmonious relationships with families to ensure that the students are supported in achieving their aspirations, but at the same time work towards developing autonomous individuals who will become responsible citizens.
- Work to build a sense of community within the School characterised by trust, integrity, self-discipline, care and consideration for others, where students feel valued and supported.

Child Safeguarding Commitment

Safeguarding the welfare of children and young people is a priority and we expect all staff to share that commitment. Applicants for any position at UWCT undergo child protection screening including checks with past employers, law enforcement authorities and other governmental agencies as required.

Anti-Discrimination Statement

Committed to deliberate diversity, UWCT guarantees that all employment candidates will have their application considered in a manner that is respectful of individual values and beliefs, free from discrimination based on race, ethnicity, colour, nationality, religion, gender, age, familial status and/or disability as we hire on the merits of skill, qualifications, experience and fit for the program. We are committed to a safe, healthy and rewarding work environment and will not tolerate discriminatory harassment or personal harassment in any form.