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We encourage candidates to explore the digital resources linked throughout this document, indicated by this symbol ➤.
An introduction to UWCSEA

Widely recognised as a global leader in international education, United World College of South East Asia (UWCSEA) has been providing a holistic, values-based education to international students for more than 40 years. A member of the UWC movement, and a K–12 school educating 5,609 students and 321 boarders from over 90 different nationalities across two campuses in Singapore, UWCSEA is among the largest international schools in the world.

The College is characterised by:

- A determined commitment to service and the values and mission of the UWC movement. These are embedded in the learning programme, clearly differentiating the College from other international schools.
- A commitment to being a learning institution that continually improves; rapid growth over the last ten years has proven both the demand for the College’s offering and its ability to respond to opportunities.
- A reputation and location in Singapore that attracts the highest quality teachers in international education, and a teaching and learning environment which retains them. Teacher turnover is at just 8% per year.
- A highly professional and committed administrative and support staff, who provide operational expertise and are fully committed to the mission and values of the College.
- A talented, committed and diverse student body. Academic results are outstanding and student success is valued in all five elements of the learning programme.
- A dynamic and involved parent community that supports and challenges.
- High demand, with applications exceeding the number of available places for students.
- Investment of a percentage of income in scholarships for students each year. These scholars come from a variety of cultural and socio-economic backgrounds.
- A focus on developing ethical students with a readiness for action.

UWCSEA’s two campuses are united by a common mission and educational goal, and by the values, learning principles and UWCSEA profile that govern our daily interactions. The learning principles in particular, as an agreed and common view of how students learn best, and therefore how best to teach them, help to ensure that our teachers take a common approach to student learning and development.

Most importantly, our campuses are connected by a shared Learning Programme, which is made up of five elements: Academics, Activities, Outdoor Education, Personal and Social Education and Service. Each of the five elements of the programme is developed to ensure that the students are gaining experience and knowledge that will help them to develop as independent learners and global citizens.

Both campuses are overseen by the College President, under a single Board of Governors.
UWC mission
UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

UWCSEA educational goal
UWCSEA educates individuals to embrace challenge and take responsibility for shaping a better world.

UWCSEA values
The UWCSEA community expects its members to:
• be honest and act with integrity
• avoid prejudice by developing views based on evidence, reasoning and understanding
• be compassionate and morally responsible
• embrace challenges in order to maximise their potential
• help other people
• take an interest in and enjoy friendships with people of all cultures and backgrounds
• minimise their harmful impact on the environment

UWCSEA community member profile
The UWCSEA community is committed to being aware, able and active. As global citizens and independent learners, community members lead by influence and develop the following qualities and skills:

Qualities
• commitment to care
• principled
• resilient
• self-aware

Skills
• critical thinker
• creative
• collaborative
• communicator
• self-manager
Learning programme

The learning programme at UWCSEA consists of five interlinking elements: academics, activities, outdoor education, personal and social education and service. Each of the five elements of the programme is developed to ensure that the students are gaining experience and knowledge that will help them to develop as independent learners and global citizens.

Academics
The academic programme culminates in the IB Diploma Programme in Grades 11 and 12, with students following a UWCSEA-designed programme in Primary and Middle School (K1 to Grade 8). Students in Grades 9 and 10 complete the (I)GCSE programme, with students who enter in Grade 10 taking a Foundation IB course.

The IB Diploma results are outstanding with the Class of 2019 (561 students) receiving an average of 36.6 points. 28.7% received more than 40 points and 20.0% graduated with a bilingual diploma. Every year, our graduates are accepted into their universities of choice and attend best-in-field institutions in the Australia, UK, US and a number of other countries around the world. A number of students complete their National Service in Singapore before taking up their studies again, and others elect to complete a gap year before commencing university studies.

Activities
The College offers an extensive Activities programme to students. Founded on the notion of breadth of opportunity as well as mastery, students have the chance to develop new skills, explore new interests, pursue their passions and be successful beyond the classroom. The myriad opportunities encourage connections across age-groups and school sections as our students interact with like-minded peers. Self-discovery and self-management are key outcomes of participation and engagement in the opportunities we offer under seven different categories: Arts and Performance; Mind Matters; Create and Innovate; Wellness for Life; Learn and Lead; Dover Phoenix or East Dragon Sports; and Home Languages.

Outdoor Education
The Outdoor Education programme is a central part of Hahnian educational philosophy and a powerful part of the UWCSEA educational experience. Outdoor Education experiences begin in Kindergarten 1 and, through careful planning and building of skills, understanding and confidence, culminate in Grade 11 students undertaking their own personal expedition. In all cases, students are asked to stretch themselves to experience new things and to improve their team-building and leadership skills, resulting in greater resilience, empathy and self-awareness.

Personal and Social Education (PSE)
The PSE programme influences the ethos and atmosphere of the whole College. It is of crucial importance in making students feel secure, valued and encouraged in their learning, growth and social development. Self-confidence and self-esteem are built through all aspects of the learning programme, but making PSE a unique strand ensures that time is dedicated to this important part of the student experience. From younger students identifying and celebrating mastery of new skills to Grade 12 students using their self-knowledge to select their path after graduation, the PSE programme is a dedicated time for students to explore their identity and place in the world.

Service
UWCSEA has service at the heart of its mission, and service is a vital aspect of the learning programme. Long before the concept of service became common in schools and a compulsory element of the International Baccalaureate, all Grade 11 students at UWCSEA were involved in local service. In 1980, recognising that involvement in service was beneficial to students of all ages, the College extended service requirements to all students. Today, the Service programme at UWCSEA is a model of how meaningful action by individuals and groups can help students to grow and develop as compassionate people and active agents of change. The breadth and complexity of the Service programme at UWCSEA requires leadership, staff and students to make an enormous commitment to putting ideas into action.
UWCSEA community

Students
Students at UWCSEA are selected through a process that takes a holistic view. Previous school reports and references, as well as the student’s potential to contribute, support and participate fully in the life of the College are all taken into account. The process results in a remarkable student community which is characterised by their energetic commitment to the mission and values of the school and their drive to have a positive impact on the world. There are 90 nationalities and 65 first languages among the student body at the College.

Boarders and scholars
There are 321 young people aged between 13 and 18 years boarding at the College (168 on Dover and 153 on East). The diversity of the boarding community includes students of very different cultural, educational, linguistic and socio-economic backgrounds, who add a wonderful dynamic to the wider community on campus. The boarding community includes a number of scholars (students attending on scholarship). The Scholarship Programme supports approximately 102 scholars from around the globe. Most come to the College to complete the IB Diploma in Grades 11 and 12.

Student numbers 2019/2020

<table>
<thead>
<tr>
<th>School</th>
<th>Dover Campus</th>
<th>East Campus</th>
<th>Whole College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant School (K1–G1)</td>
<td>288</td>
<td>329</td>
<td>617</td>
</tr>
<tr>
<td>Junior School (G2–G5)</td>
<td>665</td>
<td>675</td>
<td>1,340</td>
</tr>
<tr>
<td>Middle School (G6–G8)</td>
<td>778</td>
<td>609</td>
<td>1,387</td>
</tr>
<tr>
<td>High School (G9–G12)</td>
<td>1,289</td>
<td>976</td>
<td>2,265</td>
</tr>
<tr>
<td>Boarders (G8–G12)</td>
<td>168</td>
<td>153</td>
<td>321</td>
</tr>
</tbody>
</table>

While scholarship students must have the academic ability to meet the demands of the UWCSEA learning programme, they are also selected on the basis of their potential to have a positive impact on the local and global community. Many scholars are selected by one of the 156 UWC National Committees, a network of volunteers around the world who find students who will benefit from, and contribute to, the UWC mission. Others are selected through UWCSEA’s own projects within the Asia-Pacific region. Funding for scholarships is generated through school fees, the UWCSEA Nominee Programme (UNP), corporations, National Committees, parent and alumni donations.

Faculty and staff
The College employs 575 teaching staff and 508 administrative and support staff. The majority of teachers are from Australia, Canada, New Zealand, North America and the UK, while the majority of administrative and support staff are Singaporean. Over 45 nationalities are represented across the staff. All teachers and many support staff participate in the Activities and Service programmes; many are involved in the trips and expeditions organised each year. The College places a premium on professional development, and with a large staff, the scope for professional learning is extensive. The Professional Learning Programme brings high quality professional development programmes and conferences to campus and supports opportunities through external providers as well as collaboration with colleagues.
Campuses and facilities

Dover Campus occupies 11 hectares in the central area of Singapore. Modern and well-equipped, the campus offers specialist facilities which allow a wide range of educational activities. The College recently completed a five-year US$60 million programme to enhance the Dover facilities and has been awarded Green Mark Platinum by the Singapore Building and Construction Authority.

East Campus occupies five hectares in the East part of the island. Purpose-built to high standards of construction and, in keeping with our sustainability goal, with close attention to environmental and energy impact, the campus was awarded Green Mark Platinum by the Singapore Building and Construction Authority. The campus is conservatively estimated to be 40% more energy efficient than a typical building of its size. 30% of its air conditioning needs are provided by solar power.

Both campuses offer specialist facilities which allow for a wide range of educational activities. All classrooms are equipped with data projectors and Wi-Fi as the norm. The College has a 1:1 laptop computer scheme in Grades 6 and above, using Apple technology.
The UWC movement was founded in 1962 by the German educationalist Kurt Hahn. Hahn was a leading figure in the creation of the concept of experiential learning. He believed that education was about the development of the whole person and should prepare students for life, not just for university.

Hahn founded the UWC movement based upon the ideals of a holistic, experiential, values-based education. His philosophy can be encapsulated in the phrase *Plus est en vous*—there is more in you (than you think). Today, there are 18 UWC schools and colleges around the world, with UWCSEA in Singapore being the largest of these. As well as providing an international education for young people living in Singapore, each year the UWC movement and UWCSEA provide scholarships for more than 100 students from all over the world to attend UWCSEA.

The new Head of UWCSEA East will be an expected leader in the UWC movement. In taking a leading role, s/he will gain valuable experience of a wide-range of schools and exposure to leading educators around the world.

“I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and above all, compassion.”

Kurt Hahn
The position

Job title
Head of UWCSEA East

Location
UWC South East Asia, Singapore

Reports to
College President

Organisational structure
The two campuses are legally and financially separate and overseen by a single Board of Governors.

Key stakeholders
• Board of Governors
• College President
• College Leadership Team (CLT)
• East Campus Leadership Team
• Academic and Administrative support staff, Students, Parent community, Fellow UWC International Heads.

Purpose of the role
• Provide visionary leadership, to create, maintain and develop the conditions which enable students and teachers to succeed.
• Inspire and motivate others—within and beyond the College—to believe in the fundamental importance and the value of a UWCSEA education.
• Work closely with the Head of Campus Dover and other key stakeholders including the College Leadership Team to inspire and motivate others within an exceptional learning environment.
• Work closely with key stakeholders in implementing the College strategy (2018–2023) and in planning for the College’s role in shaping future teaching and learning.
• Promote the five elements of the UWCSEA learning programme, working towards developing even greater alignment and integration towards the delivery of a truly holistic curriculum across the Primary, Middle and High Schools.
• Promote UWCSEA’s thought leadership in international education under the aegis of the mission, vision and values of the UWC movement.
• Encourage innovation and positive disruption amongst the staff and students.
• Create an environment where all are encouraged to participate, assume leadership roles, and contribute to maintaining the highest standards throughout the campus.
• Further the development of mission-aligned teaching and learning, including remote learning, to the benefit of the wider movement.
**Key relationships**

- Promote the College’s mission, core values and culture through good working relationships and strong communication with all members of the school community.
- Engage with the Chair of the East Parents’ Association to ensure that the voice of parents is present and heard.
- Work closely to foster a culture of cooperation between the two UWCSEA campuses to promote a One College ethos between all staff and students.
- Work closely with members of the operations teams to ensure the campus operates in an efficient manner.

**Key responsibilities**

**Strategic direction and development of the College**

- Build a coalition around the strategy for successfully developing and improving an already thriving campus as part of One College.
- Work with CLT to execute initiatives under the strategic plan.
- Work with key stakeholders to shape an increasingly outward-facing College which works with others—in a climate of mutual challenge—to champion best practice in teaching and learning anchored on relevant research and robust data analysis.
- Advise the Board of Governors (via CLT) on the formulation of policies and their implementation, and attend meetings of the Board and its committees as requested.

**Teaching and learning**

- Oversee the curriculum, pastoral care and the administration of the campus to ensure that these are delivered to meet the needs of all students.
- Hold ambitious standards for all, advancing equality and equity, instilling a strong sense of accountability in staff for the impact of their work on student outcomes and experience.
- Secure rich learning opportunities, monitor the curriculum for quality and impact while ensuring positive student well-being and experiences.

**Professional development**

- Display a strong commitment and proven experience in promoting continuous professional development for teaching colleagues, including personal commitment.
- Develop effective relationships with fellow professionals and in government and business to support the College strategy and future focus.

**Governance, performance and good practices**

- Work closely with the Governors and sub-committees and secure a positive working relationship with all Governors.
- Provide information, objective advice and support to enable the Board to meet its responsibilities, in particular its functions to set strategy and hold the Head to account for pupil, staff and financial performance with knowledge that the Board is accountable for the success of the school.
- Be the designated Safeguarding Lead on East Campus and accountable for all elements of this role.
- Distribute leadership throughout the Campus, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Hold all staff to account for their professional conduct and practice, addressing any under-performance, supporting staff to improve and valuing excellent practice.
The person

Pivotal experience and expertise

- A professional teaching qualification from a recognised institution. At minimum, a good undergraduate degree, ideally a postgraduate degree, from an established university.
- A track record of highly successful school leadership experience in an international context.
- A track record of accomplishments leading large, complex education institutions and handling a large campus of a minimum of 1,000 students.
- Diverse experience within, and strong understanding of current educational research and thinking.
- Proven experience of leading, developing and motivating high calibre teams with a clear commitment to the continuing professional development of all colleagues.
- Effective and experienced in working with a Board of Governors, able to engender trust via authentic leadership.

Leadership qualities

- A highly visible senior leader with the character, energy and ambition to inspire and motivate colleagues and students alike, and to gain their respect.
- An educational leader with a high degree of personal and professional integrity.
- An individual capable of sustaining their own motivation and that of their staff, and who recognises duty of care regarding staff welfare.
- A leader that is genuine, leads by example and is able to balance the short-term priorities with longer-range strategic goals.
- A leader who is able to inspire self and others to look for continuous improvement.

Management skills

- With the College Leadership Team (CLT), advise the Board of Governors on the formulation of the annual budget in order that the College secures its objectives.
- Inspire confidence via regular monitoring of the budget and the oversight of the use of resources.
- Play an active role in the development of both College policies and Campus practices and ensure that agreed policies, practices and procedures are implemented in accordance with College strategy and Board expectations.
- Within established frameworks, manage risks and accountabilities. Ensure that the College’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Strategic insight and advocacy for the Campus within the framework of the College’s Strategic Plan.
- Ensure effective succession planning across teams: Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Lead the teaching staff and oversee the implementation and further development of the Professional Learning Programme. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Deploy staff efficiently and effectively to ensure the maximum benefit and impact for the students, including as part of the Business Continuity Plan.
- Delegate responsibilities and set appropriate expectations of all staff.

Personal characteristics

- A leader who displays deep commitment to the UWCSEA ethos and values, and clearly demonstrates the skills and qualities expected of a UWCSEA community member.
- An internationalist, with high levels of cultural sensitivity, an awareness of the complexities of operating in a multilingual environment and a demonstrable passion for international education.
- A leader of people, leading with empathy and kindness.
- A high degree of personal resilience.
- Able to champion safeguarding as a non-negotiable
UWCSEA is partnering with Heidrick and Struggles in this critical executive search. Please contact the Engagement Team below for discussion of the role.

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How to apply and Engagement Team