Confidential Position Specification

Founding Head of School

November 2013
UWC

Background

UWC MOVEMENT

Introduction
The UWC concept was conceived in the 1950s at the height of the Cold War. It was a bold plan, the realisation of German educationalist Kurt Hahn. Hahn believed that much could be done to overcome religious, cultural and racial misunderstanding and avoid conflict if young people from all over the world could be brought together. It was felt that students aged 16 to 18 would be grounded in their own cultures but still impressionable enough to learn from each other.

The first UWC – Atlantic College – opened in 1962 and today there are 14 UWC schools and colleges across five continents. Almost 40,000 students from over 180 countries have studied at UWC schools and colleges and there are over 130 national committees. In the turbulent world of the 21st century, UWC’s objectives are as relevant as they were in 1962 – perhaps even more so.

Mission and values
UWC makes education a force to unite people, nations and cultures for peace and a sustainable future. UWC schools, colleges and programmes deliver a challenging and transformative educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future. UWC believes that to achieve peace and a sustainable future, the values it promotes are crucial:

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

Organisational structure
With UWC schools and colleges in 13 countries and national committees and selection contacts in over 130, the international scope of the UWC movement is truly global.

National committees
UWC depends on the dedication and expertise of a network of volunteers to find and select many of its future students. These volunteer groups are called national committees and they operate in over 130 countries worldwide. UWC national committees promote UWC to prospective students in their country, encourage and support applications and select students based on merit and potential to represent their country at UWC colleges and schools. Some national committees also run short programmes and other outreach activities and many also fundraise for scholarships.
International office
This is the secretariat for the UWC Movement and is based in London, UK. It is the executive arm of the UWC International Board of Directors and is a registered charity and a company limited by guarantee. A small staff cover a secretariat function, including policy and strategic development, communications, fundraising, national committee development and administrative and support functions.

Scholarships
Students are selected on the basis of personal merit and potential. Race, gender, religion, politics and ability to pay are not considered during the selection process. Many students attend UWC with full or partial scholarships and UWC national committees allocate scholarships as part of the selection process. UWC’s goal is that it will meet 100% of student need and it actively fundraises to achieve this aim.

UWC CHANGSHU CHINA
Introduction
UWC has provided its unique brand of values-based, socially-conscious education to over 50,000 young people from all corners of the globe and all walks of life during the last 50 years. Now, the UWC movement is about to establish a school in mainland China, and we are seeking to employ an outstanding individual who shares our vision and values and can make the most of this unique opportunity.

The successful candidate will be charged with guiding the school to achieve its mission, playing a leading role in the development of the long-term strategic and annual action plans for the school. S/he will have overall responsibility for educational and day-to-day management of the school, including the academic, co-curricular and residential programmes, student welfare, operations, facilities, finance and accounting. S/he will also support the Director General in promoting UWC and the school to various communities.

The school is at an exciting stage of development and has great aspirations.

The school and students
The school is anticipated to open in September of 2015. It will occupy a unique position in the Chinese educational landscape, since it will have a truly global mix of students from 70 different countries, different regions and provinces in China, and of diverse ethnic, religious, socio-economic backgrounds.

It is anticipated that Chinese students will make up approximately a third of the student body. The bulk of these students will be recruited from across China by the UWC National Committee of China.
Foreign students will make up approximately two-thirds of the student body, and again a majority of these students will be recruited and sent by UWC National Committees around the world. The rest of the foreign students will be recruited directly by the school's Admissions Office from the expatriate community in China and neighboring countries.

Admission to the school will be competitive and based on UWC selection criteria. The school will be offering needs-based scholarships to all students nominated by UWC national committees. Candidates from disadvantaged backgrounds will be encouraged to apply.

All students will board at the school.

**Educational programme**

UWC Changshu’s curriculum will comprise a one-year pre-IB course followed by the two-year IB Diploma Programme, taking place within the framework of the UWC Changshu Diploma. The UWC movement was instrumental in the conception of the IB Diploma model and continues to be part of its development.

In the pre-IB course in Grade 10, students will focus on language (English and/or Chinese) and independent learning skills in preparation for the rigor and requirements of the UWC Changshu Diploma. This will also serve as a foundation course for the IB Diploma Programme.

Grades 11 and 12 students will study the IB Diploma Programme in English, with qualified students opting for bilingual Diplomas. However, the curriculum at UWC Changshu will extend well beyond IB requirements and be given overall shape and coherence by the UWC Changshu Diploma. The framework for the UWC Changshu.

**IB Diploma**

- All students in Grade 11 will be required to take common introductory courses in (a) Chinese language and culture, (b) youth leadership, and (c) global issues.
- Students in Grade 12 will be expected to focus on one of the three following options and complete a project related to it -- Chinese Studies, youth leadership, or environmental issues.

The education of students over and beyond their academic lessons is a defining characteristic of a UWC education. Supporting this philosophy are the number and breadth of opportunities provided for UWC students for learning outside the classroom.

The location of the school will lend itself to many activities outside the classroom. UWC Changshu’s CAS programme will go significantly beyond that required by the IB. There will be a range of creative, action and service-oriented activities available, beyond which staff and students will also be encouraged to initiate their own activities.

Water sports and lifesaving skills will play prominent roles in both Service and Action programmes. The school plans to develop a sailing and canoeing centre where more proficient students could offer sailing lessons to the local community.
There will be a particular focus on activities that promote understanding of China and Chinese culture. The Creative programme will be grounded in local culture and offer courses in Chinese art, theatre and music.

Service has been an integral part of the philosophy of the UWC movement since its origins. A threeteried service programme will enable students to undertake service on campus, within China and within the wider region. UWC Changshu will also build strong partnerships with local service organizations like the Red Cross and the Disabled People’s Federation.

The residential programme will be an integral part of the UWC experience. Students from different continents will live together in 4-person dormitories in various houses on campus under the care and guidance of Heads of Houses and other staff. All teachers are expected to live on campus and be part of the residential community.

**Campus and facilities**

Changshu is a county-level city in greater Suzhou in eastern China. It is located near the mouth of the Yangtze River, 100 km from Shanghai. The campus will be located on 6 hectares of land on the shores of Kuncheng Lake.

Our aim is not just to build a school, but to create a sustainable village dedicated to peace and understanding. The campus design has been driven by the UWC mission and values; specified to establish a world class educational institution; and designed to provide a 520-student boarding school with flexibility for expansion in the future.

The campus will have specialist facilities including:

- A multi-function performing arts centre;
- State-of-the-art facilities for indoor sports, swimming, yoga and dance;
- A leading-edge Science, Technology, Engineering and Mathematics (STEM) centre;
- A multi-function conference centre (teacher training academy); and
- A Hahn/Peace Centre and boat house.

Faculty and student residences will offer both private and communal living spaces. Extra space will be given to faculty residences for meetings and sharing meals with students, reinforcing the unique teacher-student relationship that distinguishes a UWC experience.

UWC Changshu will also be a model of authentic sustainability and a learning tool for students, featuring passive design; solar, geo-thermal and recycling initiatives; and local and renewable construction materials.

**Faculty and administration**

At full capacity, UWC Changshu plans to have an academic staff strength of 50 teachers. Staff at UWC schools and colleges commonly come from many different countries and are expected to be actively engaged in the co-curricular and residential programmes of the school in addition to teaching classes.
The Head of School will be responsible for recruiting and managing all academic and operational staff. The Head of School will live close to the students and academic staff and expected to be an integral part of the campus community.

UWC Changshu values its staff’s professional development and will allocate appropriate resources to ensure that academic and operational staff are able to further develop themselves. In addition, it plans to collaborate closely with IB Asia-Pacific to hold regional IB professional development workshops for administrators and teachers. The campus will house a Teachers Centre, a teacher training academy open to teachers across China and from the region.

**Governance**

UWC Changshu is a not-for-profit, non-governmental, independent school. The Board is the ultimate decision-making authority of the school, but it does not get involved in the day-to-day management of the school.

UWC Changshu is fortunate to have experienced and dedicated UWC alumni on its interim Board. The first Board will be made up of both nominees from UWC organisations and from the local government, who is very supportive of the UWC mission. The Board meets at least three times a year. Between Board meetings, the Board’s Executive Committee will make decisions on behalf of the Board.

The Head of School will be a voting member of both the Board and the Executive Committee.

**Mission**

“The United World College Movement makes education a force to unite people, nations and cultures for peace and a sustainable future. We educate individuals to take responsibility for shaping a better world.”

**UWC Changshu**

“By focusing on youth leadership development and the understanding of Chinese language and culture, UWC Changshu aspires to shape active citizens who will contribute to peace in Asia and the world and help make UWC a truly global movement for peace and a sustainable future.”

**Management structure**

While the statutory head of the school is required by law to be Chinese and is the Director General (see chart below), the Head of School enjoys full autonomy in the daily operations of the school, including the academic, co-curricular and residential programmes, facilities and support functions. The Director General will be responsible for development, fundraising, public relations and student recruitment. This is seen very much as a collaborative venture, where both the Head of School and Director General will acknowledge and accept delineation of their areas of responsibility and collaborate closely with each other in the best interests of the school.
The Position

Position Title: Founding Head of School

Location: Changshu, China

Salary and Benefits:
- A competitive salary
- Campus housing
- Tuition waiver or allowance for dependent children
- Annual gratuity
- Health insurance
- Shipping allowance
- Annual air ticket home

Main Focus and Challenges:
- To assume overall responsibility for educational and day-to-day management of the school and to support the Director General for promotion of UWC and the school in its various communities.
- The Head of School will be appointed by the Board of Directors in consultation with the Director General. The initial contract will be for three years. Additional contracts may be negotiated by mutual agreement.

Specific Responsibilities:
- Ensure that UWC Changshu meets its mission of making education a force that unites peoples, nations and cultures for peace and a sustainable future through the provision of an outstanding and transformative international education for students from different countries and a diverse range of backgrounds.
- Articulate and deliver a clear vision that embodies the values of the UWC movement.
- Admit students with diverse national, cultural, social and economic background working in partnership with UWC national and selection committees operating in over 130 countries.
- Develop appropriate management structures and recruit and lead a highly committed and diverse group of teaching and non-teaching staff.
• Manage a complex organization which includes a variety of stakeholders (teachers, non-teaching staff, students, parents, alumni, local community representatives, national committees, governments and private donors, members of the Board) giving it strategic leadership and ensuring sound fiscal management.

• Support the Director General in external relations, communication and advocacy, in alumni relations and in promoting public and private funding in order to support the full scholarship policy of the College.

• Lead the implementation of UWC guidelines and policies within the School community and play a full part in the affairs of the UWC international organisation (including travel to meetings as appropriate). Support the integration of the College into the wider UWC organisation and act as a channel of communication in relation to UWC International developments and initiatives.

The Person

Qualifications & Experience

• A Master’s Degree with specialization in education, administration, or related fields.

• Extensive experience in international education and with the IB Diploma Programme.

• At least three years of senior leadership experience in an international school.

• Demonstrated commitment to UWC values and principles.

• Preferred experiences:
  ➢ Founding head of an international school.
  ➢ Senior leadership position in a UWC.
  ➢ Working in China or other parts of East Asia.

Leadership & Management Competencies

• Intellectual and research leadership – sustaining a strong intellectual environment and, attracting, motivating and retaining an outstanding faculty.

• General management – leading every aspect of a complex institution.

• Strategic transformation and change – translating an ambitious vision into concrete steps and securing alignment and energy around their implementation.

• Education – understanding the needs of students and corporate clients, and creating valuable innovations in an ever more competitive arena.

• Institutional development and fund raising – generating excitement around an institutional vision and using this to attract support from the world’s leaders.

Personal Characteristics

• Fluency in English and excellent communication skills.

• Outstanding interpersonal skills: a good listener with a collaborative management style.

• Honesty, integrity, compassion and a good sense of humour.

• Strong organisational and proven problem-solving skills.

• Ability to establish and maintain effective working relationships with other administrators, staff members, students and parents from diverse backgrounds.

• Energetic, enthusiastic, visible, approachable and open-minded.

• Financial acumen and ability to think strategically and set priorities.

• Cultural sensitivity and ability to cope with ambiguity.

• Knowledge of Mandarin Chinese and Chinese culture is an asset.
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