



UWC South East Asia
PRINCIPAL OF HIGH SCHOOL (DOVER)

August 2025



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🔗 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 over 50 years. A member of the UWC movement, and a K–12 school educating nearly 6000 students and over 300 boarders from over 100 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 the mission and values 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; sustained strong demand for the College's offering is evidence of its continued success in responding to opportunities.
- An intentional approach to welcoming and celebrating diversity in our community through both our student admission and staff recruitment policies that is underpinned by our deep commitment to the principles of DEI.
- A reputation and location in Singapore that attracts the highest quality teachers in international education, and a teaching and learning environment which retains them.
- 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, wellbeing and learning principles** and **UWCSEA profile** that govern our daily interactions. The wellbeing and 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.

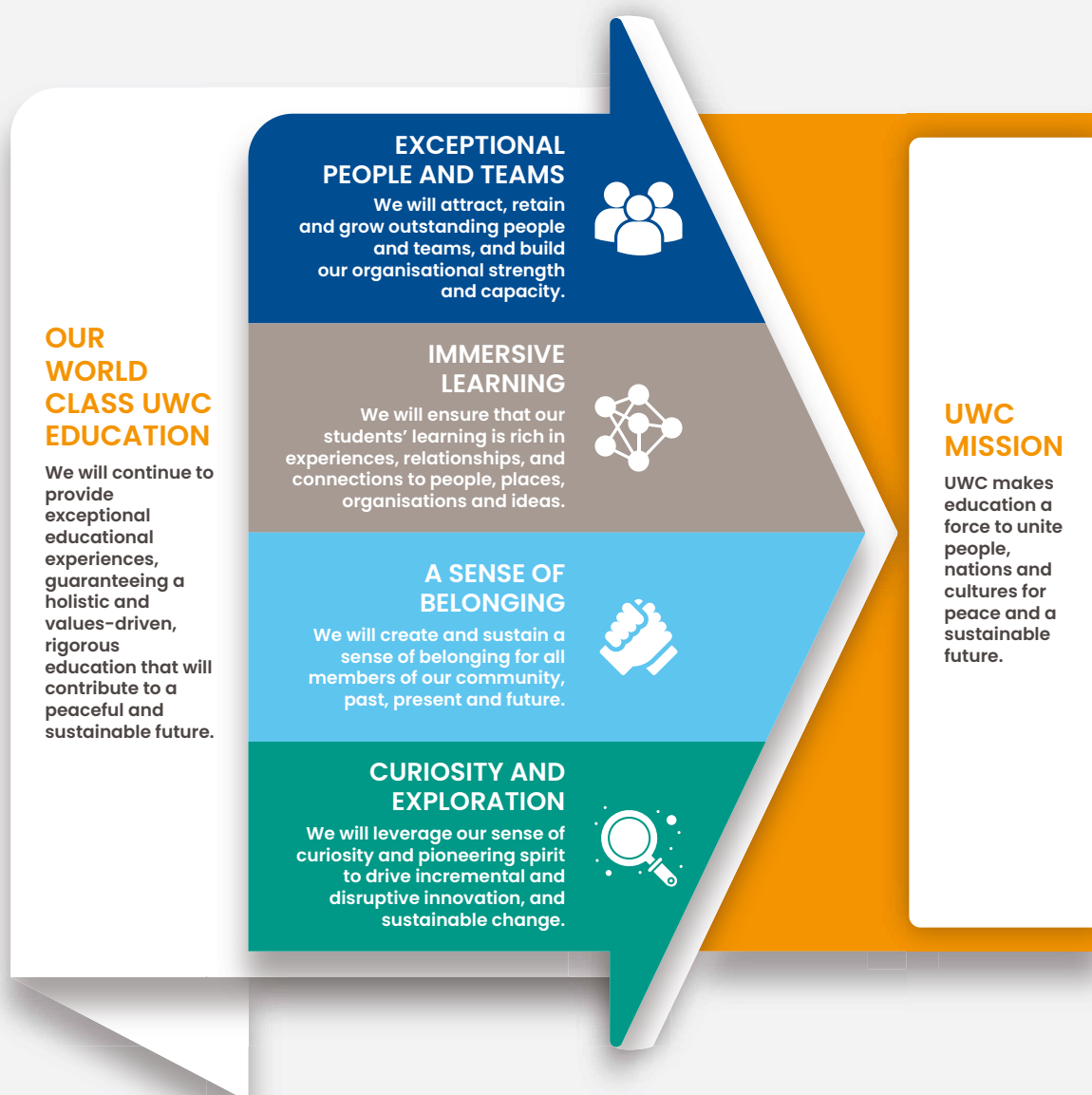
Both campuses are overseen by the Head of College, under a single Board of Governors.

UWCSEA 2023–2030 Strategy

Our Strategy to 2030 and Beyond provides a framework for our future-focus over the next ten years. A successful Strategy will ensure our students continue to experience a world-class education, supported by outstanding teachers and teams and a diverse, caring College community where everyone belongs. Our commitment to our mission will lead us to explore possibilities that will result in a peaceful and more sustainable future.

Our Strategy is underpinned by our **Guiding Statements** and informed by current thinking on the future of learning, schools, work and technology.

Our Strategy builds on our world-class education and contains four Strategic Commitments. These Commitments will inform our strategic priorities each year and ensure a whole College approach to our development. This development will take place in a context where our first commitment and starting point will continue to be providing a world-class education for our students and the fulfilment of our inspirational mission to make education a force to unite people, nations and cultures for peace and a sustainable future.



Our strategic vision 2023–2030

Our strategy to 2030 and beyond provides a framework and is “more like a river than a rock” in that it can bend and remain responsive to what lies ahead. A successful Strategy will ensure our students continue to experience a world-class education, supported by outstanding teachers and teams and a diverse, caring College community where everyone belongs. Our commitment to our mission will lead us to explore possibilities that will result in a peaceful and more sustainable future.

Our four Strategic Commitments are:

1. Exceptional People and Teams

We will attract, retain and grow outstanding people and teams, and build our organisational strength and capacity.

We will do this through:

- Providing a joyful, enriching professional environment that promotes connection, autonomy and competence for each individual
- Implementing systems and processes that make our work together effective and efficient and build in compliance and accountability

2. Immersive Learning

We will ensure that our students’ learning is rich in experiences, relationships, and connections to people, places, organisations and ideas.

We will do this through:

- Expanding experiential learning by developing students’ hands-on experiences for constant growth and discovery
- Extending external connections to link students and our Community to opportunities and ideas beyond UWCSEA

3. A Sense of Belonging

We will create and sustain a sense of belonging for all members of our community, past, present and future.

We will do this through:

- Extending access so that more students have the opportunity to experience a UWC education, regardless of circumstance or background
- Strengthening inclusion so that everyone within the Community feels accepted, respected, and valued for who they are

4. Curiosity and Exploration

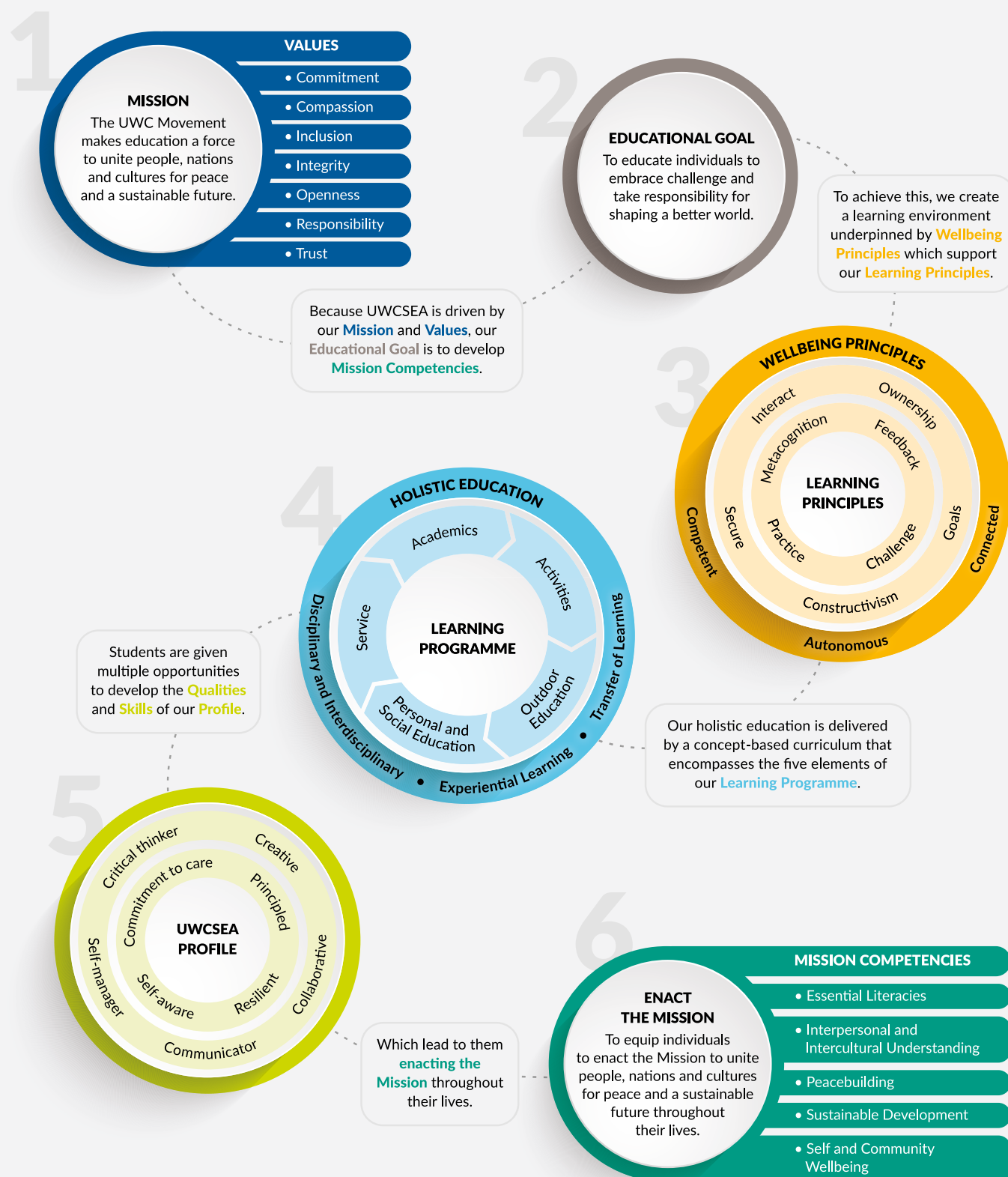
We will leverage our sense of curiosity and pioneering spirit to drive incremental and disruptive innovation, and sustainable change.

We will do this through:

- Exploring bold ideas to maintain UWCSEA’s position as a global leader in education
- Continuing incremental innovation to create a community that is future-ready, flexible, and forward thinking

UWCSEA Guiding Statements

Because UWCSEA is driven by its **Mission**, **Values** and **Educational Goal**, we create an environment that is underpinned by **Wellbeing** and **Learning Principles**, and provide a holistic **Learning Programme** that develops the **Qualities**, **Skills** and **Mission Competencies** that enable students to live the **Mission** throughout their lives.



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 UWCSEA High School and IB Diploma Programme in Grades 11 and 12, with students following a UWCSEA-designed programme in Primary, Middle and High School (K1 to Grade 10). Students in Grades 9 and 10 can choose from a range of UWCSEA courses before undertaking the UWCSEA High School Diploma and the IB Diploma in Grades 11 and 12.

The **IB Diploma results** are outstanding with the Class of 2025 (605 students) receiving an average of 36.3 points, our most high-achieving 50 students scored an average of 44.0 points, and 24.7% 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.

Outdoor Education

The Outdoor Education programme is a central part of the College 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 students at UWCSEA were involved in local service. 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 around 100 nationalities and over 80 home (first) languages among the student body at the College.

Boarders and Scholars

There are over 300 young people aged 13 to 18 years in the residential boarding houses on the Dover and East campuses. 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 103 scholars from around the globe. Most come to the College to complete the IB Diploma in Grades 11 and 12.

Student numbers 2024/2025

School	Dover Campus	East Campus	Whole College
Infant School (K1–G1)	296	342	638
Junior School (G2–G5)	720	720	1,440
Middle School (G6–G8)	777	660	1,437
High School (G9–G12)	1,342	1,131	2,473
Boarders (G8–G12)	182	155	337

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 150+ 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 518 full-time teaching staff and 605 administrative and support staff. The majority of teachers are from: Australia, Canada, New Zealand, Singapore, UK and the US, while the majority of administrative and support staff are Singaporean. Over 44 nationalities are represented across the staff. All teachers and many support staff participate in the Activities and Service programmes, and are involved in trips and expeditions 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.





Dover Campus



East Campus

📍 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. A multi-year US\$60 million programme to enhance and rebuild many of the Dover facilities included the retro-fitting of the campus operations to align with the Singapore Building and Construction Authority's Green Mark Platinum Super Low Energy award. From August 2032, UWCSEA Dover will have a new bespoke campus in Tengah, Singapore's first smart and sustainable town.

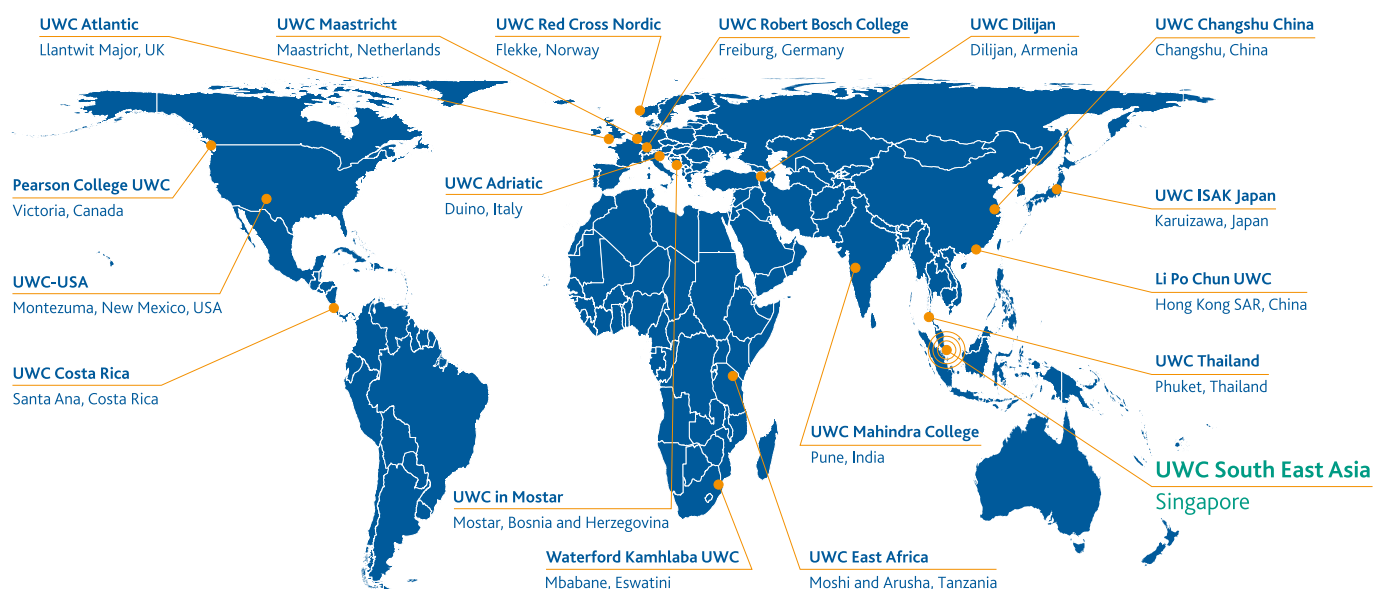
📍 **East Campus** occupies five hectares in the fast-growing hub of Tampines, situated in the north east part of the island. Purpose-built in keeping with our sustainability goal, with close attention to environmental and energy impact, the campus has consistently maintained operating standards set by the Singapore Building and Construction Authority, most recently being recognised as a Greenmark Platinum Super Low Energy site. The thoughtful campus design provides a wide array of specialist facilities which support students as they engage in all five elements of the UWCSEA Learning Programme.

The facilities on both campuses play an integral role in delivery of UWCSEA's learning programme for all students, as they engage in hands-on, experiential learning in their physical environment. The College has a 1:1 laptop/tablet scheme for all students K-12 using Apple technology. A team led by the Head of Digital Learning Technologies on each campus ensures that technology is integrated into classrooms in educationally appropriate ways.

UWCSEA and the UWC Movement

"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, Founder, UWC movement



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.

"Education might be the vehicle but we exist to make the world a better place. UWC exists to educate a generation of people who believe that they can take responsibility for the world."

Faith Abiodun, Executive Director, UWC International



The position

Job title

Principal of High School Dover Campus

Reports to

Head of Campus, Dover

Location

Dover Campus at UWC South East Asia in Singapore

Position summary

The High School Principal serves as the pedagogical and organisational leader of the High School, responsible to the Head of UWCSEA Dover for the design, delivery, and quality of its learning programme. Working closely with the High School Leadership Team, the Principal oversees the quality of educational provision, the wellbeing of students, and the professional practice of staff within the High School.

In addition to leading the High School, the Principal contributes as a member of the Dover Campus Leadership Team and the wider College Learning Leadership Team, ensuring alignment of purpose and practice across the campus and the College as a whole.

Main working relationships

Main working relationships: Head of UWCSEA Dover, Principal of Primary School and Principal of Middle School, High School Vice Principals, Director of Teaching and Learning, IB DP Coordinator, Director of Residential Life, Head of High School Service, Head of High School Activities, Head of Outdoor Education, Heads of Department, Heads of Grade, Senior Safeguarding Lead.

Expectations and standards

- Follow the [UWCSEA Professional Code of Conduct](#) and [Safeguarding Code of Conduct](#)
- Lead in line with the [UWCSEA Leadership Standards](#)
- Teach in line with the [UWCSEA Teacher Standards](#)



Key roles and responsibilities

Main responsibilities

- Strategic leadership of the High School
- The education and welfare of students in the High School
- Maintaining the professional standards and practices of the High School faculty
- Ensuring the High School's ethos reflects and aligns with the College's values, guiding statements, and the philosophy of the UWC movement
- Implementation of the College Strategic Plan in alignment with the other school sections
- Proactively maintaining a highly positive relationship between parents and the school
- Leading the Learning Programme across the High School
- Effectively running the operational aspects of the High School
- Ensuring relevant budgets are planned and managed in accordance with the ethos and fiscal parameters of the College
- Recruiting high quality teachers and administrators to the High School
- Leading on professional development for the High School

Leadership

- Acting as a role model for students and teachers
- Developing an environment in which students are challenged and a sense of purpose and enthusiasm for learning and student leadership underpins all that students do
- Supporting the Head of Campus in articulating and sustaining UWCSEA's educational aims, ensuring that the High School is providing an exceptional experience for the students and that the balance between the elements of the UWCSEA Learning Programme is supported and maintained
- Maintaining the High School's reputation for excellence, and cherishing its special culture while, at the same time, ensuring that it continues to grow and evolve as a dynamic learning environment
- Encouraging innovation amongst the teachers and students in the High School and fostering a spirit of cooperation between the two campuses
- Inspiring teachers to continue to develop their own skills through inspiring professional development, in order to share responsibility for maintaining high standards throughout the High School
- Developing a responsive, effective and culturally intelligent High School leadership team
- Liaising closely with the High School Leadership Team on East campus and aligning practices within the principles of the 'one College, two campuses' approach



The UWCSEA Learning Programme

Academic

- Maintaining standards of excellence and academic rigour within the High School
- Contributing towards innovation and the ongoing development of the UWCSEA curriculum
- Overseeing the review, revision, development and evaluation of the academic curriculum
- Monitoring the performance of students and ensuring that assessment and reporting procedures are best practice
- Employing data to lead improvements in learning and to support student attainment

Activities

- Working with the Head of High School Activities and senior colleagues to ensure that the Activities programme is maintained and continually developed
- Overseeing that all students have opportunities to develop a range of interests and talents
- Encouraging teachers to become involved in Activities by promoting the programme as a key element of our programme

Service

- Overseeing the work of the High School Head of Service and others so as to ensure that maximum opportunities are offered to students in Service and in Leadership
- Encouraging teachers to become involved in service by promoting the programme as a key element of our programme

Pastoral

- Being responsible for the overall welfare of all High School Students from admission to graduation
- Developing harmonious relationships with families to ensure that the students are supported in achieving their aspirations while at the same time recognising that we wish to develop autonomous individuals who will become responsible citizens
- Building a strong sense of community in the High School, characterised by trust, integrity, self-discipline and care and consideration for others
- Dealing with serious disciplinary cases as required
- Working closely with the Senior Safeguarding lead to oversee the provision of safeguarding in the High School
- Working with the Vice-Principals and Director of Residential Life to ensure that our National Committee scholarship students thrive and flourish in the High School
- Working with the Admissions department on student admission and leaving processes

Outdoor Education

- Supporting the work of the Outdoor Education department in ensuring that all students in the High School take part in meaningful Outdoor Education experiences
- Overseeing the G11 Project Week experience
- Encouraging teachers to become involved in Outdoor Education by promoting the programme as a key element of our programme



The Principal will contribute to the smooth and efficient operation of the Campus by:

Management of Human and Other Resources

- Participating in the development of the High School budgets and overseeing the efficient and cost-effective use of resources
- Leading in the recruitment and appointment of High School teachers
- Delegating effectively the day-to-day operations of High School to line managers and establishing an effective mechanism to oversee operations
- Overseeing and supporting the Professional Learning Programme within the High School to ensure the quality of teaching and learning
- Participating in the review and recognition of teachers during the contract renewal process and where appropriate deal with issues of teacher performance
- Ensuring that all High School faculty have opportunities for professional development

Communication

- Taking a leading role in communicating with parents through Principal's Forums, weekly newsletters and other channels, both formal and informal
- Liaising effectively with representative groups within the College: for example, the Parents' Association; the Student Council and other student groups
- Overseeing the quality of publications in the High School

Facilities

- Overseeing the facilities specifically utilized by the High School and working with the Facilities and Operations Department to ensure that they are maintained to a high standard
- Being a member of the Campus Facilities committee (or delegating this role)

Teaching Commitment for High School Principal

- 1-3 hours per week at the discretion of the Head of Campus

The person

Qualifications and experience

- A degree and professional teaching qualification is essential: a higher degree desirable
- Significant experience of senior leadership, ideally in an international environment
- Knowledge of international curricula, their delivery and assessment
- Awareness of current issues and trends in education
- Commitment to the principles of diversity, equity and inclusion and an active commitment to advocate on these issues and to take action
- An understanding of the budgetary process and financial management within a school
- Understanding of the principles of organisational culture and behaviour
- Knowledge of the role of technology within the school environment
- Knowledge of instructional supervision and evaluation
- Knowledge of the role of team dynamics within the school environment

Personal attributes and characteristics

- A passion for international education
- Outstanding interpersonal skills: a good listener with empathy and a collaborative management style
- Honesty, integrity, compassion and a good sense of humour
- Ability to develop a sense of community and generate trust with all constituent groups
- Strong organisational and proven problem-solving skills
- Proven ability to develop and lead talented staff and high achieving students
- Ability to think strategically
- Cultural sensitivity
- Energy and resilience
- Fluency in English and excellent communication skills: written, spoken and in presentations

Leadership capabilities

Vision and Strategy – Supporting Mission & Values of UWCSEA, Planning and Goal Setting

- Displays strong organisational and operational leadership
- Coordinates the establishment of strategic priorities for the High School
- Sets priorities for needs of the High School within the framework of the College's Strategic Plan

Supporting the Learning Community – Resourcing, Motivating, Monitoring

- Drives and displays innovative approaches to curriculum planning where required
- Demonstrates effective but sympathetic approaches to performance management and professional development.
- Allocates resources fairly and effectively within given financial constraints

Collaboration – Empowering others, Coaching for Success, Leading Others

- Coaches individuals within the team and is alert to needs
- Contributes to effective succession planning
- Engages all members of the community
- Leads by influence rather than authority where possible
- Fosters an environment where creativity flourishes
- Sets clear boundaries and expectations providing freedom for the team to work effectively

Communication – Ensuring Sensitivity and Building Consensus

- Articulates policy, purpose and priorities to the community and externally
- Proactively seeks to address issues
- Sets and implements a tone conducive to effective and culturally sensitive communication

How to apply

The position is a **two year contract**. The start date is **August 2026**. Interested candidates should submit an application through our [applications portal](#) by **Saturday, 20 September 2025, 11:59 pm (Singapore time)**.

Interviews will take place during October and November, with an offer made to the successful candidate by the end of November. All applications will be treated with the **strictest confidence**.



Our Commitment to Safeguarding and Diversity, Equity, Inclusion and Justice

The UWC Mission is to make education a force to unite people, nations and culture for peace and a sustainable future. We are committed to creating a community in which all members feel safe and secure, and know that their authentic selves and individual differences are accepted with respect and care. At UWCSEA, we acknowledge that diversity, equity, inclusion and justice (DEIJ) is an ongoing and evolving process and strive to create and sustain a sense of belonging for all members of our community, past, present and future. All qualified applicants, including those who identify as a part of marginalised group(s) and individuals with (dis)abilities are all encouraged to apply. Our school is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices and all appointments are subject to interview, satisfactory references, identity and criminal record checks.



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