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## HOCHALPINES INSTITUT FTAN

SWISS INTERNATIONAL SCHOOL AND SPORTS ACADEMY

### School Overview

*'Where Exploration meets Education'*

Founded in 1793 and recently acquired by Education in Motion (EiM), the Hochalpine Institut Ftan (HIF) is an international boarding school in the stunning Lower Engadine. Locally anchored and globally networked, at HIF, we see education as a journey where global horizons meet local traditions. Fostering a truly student-centred culture of learning and discovery and taking full advantage of its unique and life enriching alpine location to offer a range of Swiss sports and outdoor programmes, students at HIF lead an inspiring, healthy, and active educational and outdoor life.

As a Cantonal and federally recognised grammar school with boarding HochAlpines Institut Ftan runs a bilingual grammar school and an international diploma programme combining A Levels and a unique range of accredited micro-credentials essential to learning and life skill development and recognised as a differentiator by universities.

At HIF all students both local and global, are challenged to become internationally minded citizens with a sense of responsibility for themselves, their peers, and our shared planet. With understanding that our values of Open-Mindedness, Respect and Responsibility help to make the world a better place, and together with our high performing Sports Academy, HIF is an ideal place for young people to live, learn, grow, and thrive.

We are a growing school, and this is an exciting opportunity for a candidate who will inspire, set the highest of standards and build systems to ensure that we set the scene for future excellence in all that we do.



## Position | A-Level Psychology

**Job Title:** A-Level Psychology Teacher

**Location:** Hochalpinen Institut Ftan, Switzerland

The school wishes to appoint a dedicated, well qualified Teacher of A-Level Psychology to develop and deliver an outstanding learning experience for our students. They will have a focus on student-centred learning such as contextual experiences and the practical applications for their subject. Candidates should have strong subject knowledge and a pedagogical approach that will engage, inspire, and extend students.

This position will also play an active role in the residential life of the school including pastoral and co-curricular aspects of our programme. The expectation is that staff will be positive and contribute enthusiastically to the life and work of a busy boarding school.

Teachers at HIF are dedicated. They enjoy nurturing students' academic and personal growth by fostering

intellectual curiosity, resilience and a commitment to wellbeing. They embrace the local region and culture and look for ways to draw on this in and outside of the classroom.

The successful candidate can expect a generous salary and benefits package, including medical insurance, half price train pass, a seasonal lift/gondola pass and the benefits of a ski-in school.

We support staff with excellent professional learning opportunities and exciting prospects for career development.

HochAlpinen Institut Ftan 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 that are aligned with the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.

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## Third-Country Nationals' Applications (non EU/ EFTA) :

Third country nationals should be aware that obtaining a work permit is a lengthy process with stricter regulations for third-country nationals (such as those from the UK) compared to EU/EFTA nationals. While we may consider appointing third-country nationals, preference will be given to candidates who hold a Swiss residence permit or an EU/EFTA passport.

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## How to Apply

Candidates should supply a Full Curriculum Vitae including employment history for the last 10 years; letter of application (no more than 2 pages) including your educational philosophy and your suitability for the post, and how you think you can impact our school and the learners in it. Please include the contact details of two professional referees (including a current Head or Principal).

Please send your CV and Letter of application to [jobs@hif.ch](mailto:jobs@hif.ch) addressed to the Head of Campus.

**Early applications** are encouraged, and the school reserves the right to appoint before the deadline for applications. Initial interviews will be conducted online. Any offer of appointment will be subject to child-protection screening including reference checks with previous employers, and clearance from the Disclosure and Barring Service (previously known as CRB) or equivalent.

**Closing Date:** April 6<sup>th</sup> 2025



## Job Description:

<b>Location</b>	Hochalpinen Institute Ftan, Switzerland
<b>Position/ Job Title</b>	A-Level Psychology Teacher
<b>Reporting to</b>	Head of International Programmes
<b>Date reviewed</b>	01/08/2027
<p><b>Safeguarding</b></p> <p>HochAlpines Institut Ftan 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 that are aligned with the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.</p>	
<b>Responsibilities</b>	<p>All teachers are subject to the conditions of employment set out in their Teaching Contract. This details the professional and particular duties required of teachers, together with benefits provided by the School.</p> <p>The responsibilities of an A Level Psychology Teacher at Hochalpinen Institute Ftan are as follows:</p> <p><b>Professional Requirements:</b></p> <ul style="list-style-type: none"> <li>• Uphold the School Guiding Principles by teaching engaging lessons in a safe environment and treating all community members with respect and fairness.</li> <li>• Be supportive of and open to the dynamic nature of HIF and recognise the need to adapt be flexible and demonstrate initiative.</li> <li>• Prepare on campus before term starts and fulfill pastoral duties, including Form Tutor responsibilities and student supervision, while ensuring effective duty of care.</li> <li>• Participate in co-curricular activities, completing at least one CCA weekly, and/ or participate in the outdoor learning programme.</li> <li>• Supervise study time in the boarding house weekly.</li> <li>• Participate in duties, including regular weekday lunchtime and evening duties, as well as weekend duties on a rotation (approximately 8 per year), excluding start-of-term and graduation day obligation where attendance in mandatory.</li> <li>• Take responsibility for health and safety practices, complete risk assessments, and ensure accurate record-keeping.</li> <li>• Engage in personal and professional development, meet annual performance review requirements, and contribute to departmental improvement plans aligned with college goals.</li> <li>• Follow the Schools' policies and procedures regarding Safeguarding and behaviour utilising core programmes to monitor and communicate each child's progress</li> </ul>



	<p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Understand the HIF context and plan for learning to take place in a range of spaces, both indoors and outdoors.</li> <li>• Create structured lessons with clear learning intentions that maintain pace and challenge, incorporating a variety of activities linked to real-world contexts.</li> <li>• Demonstrate flexibility in teaching, adopting a responsive approach to seize innovation opportunities and reinforce learning based on assessment and feedback.</li> <li>• Work collaboratively, ensuring effective assessment and feedback, while integrating adaptive teaching strategies to meet diverse learner needs.</li> <li>• Recognize the influence of physical, intellectual, emotional, social development, and cultural background on students' learning, committing to knowing each child and nurturing positive relationships.</li> <li>• Prepare students for external examinations, including marking and moderating coursework.</li> <li>• Implement curriculum change as appropriate.</li> <li>• Work with sports academy coaches, boarding staff and families to ensure students learning does not suffer due to planned and authorised absenteeism.</li> </ul> <p><b>Assessment, Monitoring, Recording and Reporting:</b></p> <ul style="list-style-type: none"> <li>• Use the baseline and teacher assessment to inform teaching and learning, setting individual student targets throughout the academic year to ensure that all students make progress.</li> <li>• Use a variety of methods to assess learning both formative and summative to build a picture of student progress.</li> <li>• Provide regular, timely, written and verbal feedback to students and parents on learning, so that students can clearly identify and articulate how to improve their performance, taking ownership for learning and developing greater independence.</li> <li>• Uphold and promote policy and practices related to academic integrity and scrutinising externally assessed learning.</li> <li>• Ensure that student examination assessed work, receives timely and appropriate feedback.</li> <li>• Follow school policy on assigning levels and grades and communicating performance to students and parents.</li> <li>• Accurately report on student progress throughout the academic year, providing personalised feedback on learning and concise actionable steps for improvement.</li> <li>• Attend in person and online parent student teacher conferences.</li> </ul>
<p>Education</p>	<ul style="list-style-type: none"> <li>• A degree and recognised teaching qualification, postgraduate Diploma/Higher degree in education is preferred.</li> <li>• Hold QTS or Equivalent</li> <li>• Evidence of relevant continual professional development</li> </ul>
<p>Skills and Experience</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• 3 Years A Level Psychology Teaching experience</li> <li>• Driving Licence</li> <li>• Proficiency in English</li> </ul>



**Desirable**

- Second Teaching Subject
- Key Stage 3 – 4 teaching experience
- Willingness to teach Wellbeing
- Proficiency in German

