

NORTH LONDON COLLEGIATE SCHOOL JEJU
Seeks a
Teacher of English/English as an Additional Language
Effective August 2020

NLCS Jeju is seeking an individual to teach English and EAL in our Senior School from August 2020. This is an exciting opportunity to contribute to the continued success and development of this leading international school, grounded in British values yet central to the dynamic growth of world-class education in South Korea.

NLCS (UK)

North London Collegiate School (UK) was founded in 1850 by Frances Mary Buss; her aim was to offer an academically ambitious education to girls, similar to that available to their brothers. The School has pioneered women's education for over 160 years and remains among the highest achieving schools in the UK. Exam results regularly top the UK league tables and the School has repeatedly outperformed other prestigious schools in terms of Oxbridge success rates.

INTERNATIONAL SCHOOLS

In 2011, NLCS opened its first international 'branch' school in South Korea: NLCS Jeju.

In September 2017, NLCS opened its second branch school in the UAE: NLCS Dubai. The School is now in its third year of operation and is a co-educational, day school. This year, the first school cohort will graduate and take the IB Diploma.

NLCS (Singapore) is due to open in August 2020 and will be the third school in the NLCS family. It will be a co-educational day school and follow a similar curriculum to NLCS Dubai.

NLCS JEJU

North London Collegiate School Jeju (NLCS Jeju) is a leading British International school providing an exceptional educational experience for over 1,330 day and boarding students aged 3-18. The first international school to be opened in the vibrant Global Education City on the spectacular South Korean Island of Jeju, NLCS Jeju has rapidly established itself as a centre of educational excellence in South East Asia.

The School, now entering its ninth year of operation, has nearly 1400 on the roll. NLCS Jeju offers the IB Diploma to all in the Sixth Form and has achieved outstanding results since its first cohort of graduating in 2014. The average IB Diploma score in 2019 was 37, with two achieving a perfect 45.

THE ETHOS

The ethos of NLCS Jeju echoes that of NLCS (UK) – every effort is made to recreate the ethos of the UK 'parent' school, whilst taking into account and remaining sensitive to the local culture and context.

The School aims to provide a first-rate ambitious academic education for every child, which inspires a life-long love of learning and gives the knowledge, attitudes and confidence to flourish.

At North London Collegiate schools, academic success is gained, not through an emphasis on results, by creating an atmosphere of rigorous scholarship; students are encouraged to study beyond the examination syllabus in order to develop their intellectual independence and love of their subjects.

The pastoral well-being is of the utmost importance and good relationships are fostered between students and staff, as well as between the students themselves.

The co-curricular life of NLCS schools is vibrant, both in academic and non-academic fields. Students participate in a wide range of subject-focussed clubs and societies, from weekly book groups to Debating, to 'Mad Scientists' and 'Model United Nations'. In the UK School, over forty academic clubs and societies operate weekly meetings and events, in order to give every opportunity for students to develop their intellectual curiosity, independence of thought and genuine love of subject; there are a large number of student-produced academic journals which reflect the particular interests of these societies.

Non-academic activities also thrive as NLCS schools aims to create an environment in which the whole personality can grow. Co-curricular Sport, Music, Art and Drama are all of excellent quality and over seventy activities take place at lunch times and after school each day, with large numbers involved. In sports students participate in a range of competitions both within Korea and internationally through FOBISIA and ACAMIS.

THE CURRICULUM

The curriculum will reflect the academic ambition and aspirations of NLCS (UK), and schemes of work will broadly reflect the curriculum of NLCS (UK). Students take IGCSEs and then follow the IBDP. This will be supported by an extensive co-curricular programme of Sport, Music, Drama and other activities, which closely reflects that at NLCS (UK), are provided to enrich and broaden the education offered, developing the talents and confidence of students.

LIFE IN JEJU

Jeju Island, 130km off the southern coast of the Korean peninsular, is often described as one of Asia's best kept secrets. Jeju's temperate climate, natural scenery and beaches make it a popular tourist destination for South Koreans as well as visitors from other parts of East Asia.

In 2007, UNESCO's World Heritage Committee listed Jeju Volcanic Island and Lava Tubes as a World Natural Heritage site. The island also possesses outstanding geological features and special properties as a habitat for a variety of rare and endangered species.

Jeju provides NLCS staff and their families with a safe, peaceful and breath-taking environment in which to live. The employment pages on the NLCS Jeju website contain further practical information about life in Jeju.

TERMS AND CONDITIONS

A competitive package will be offered to the successful candidate, which will include the following:

- Competitive salary
- Accommodation
- Relocation costs
- Annual return flights to home country
- Health insurance
- Tuition fees for eligible children

JOB DESCRIPTION

NLCS Jeju believes that each employee makes a significant contribution to our success and that contributions should not be limited by the assigned responsibilities.

Therefore, this position description is designed to outline primary duties, qualifications, and job scope, but not limit the employee, nor NLCS Jeju, to only the work identified. It is the expectation of the school, that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organisation.

Our School is committed to safeguarding and promoting the welfare of children and young people. The School expects all teaching staff, non-teaching staff and volunteers to share and uphold this commitment.

Position/Job Title	Teacher of English/EAL
Classification	Academic
Reporting to	Assistant Head (Academic)
Duties and Responsibilities	<p>Overview:</p> <p>Subject teachers, responsible to their Head of Department, are accountable for the outcomes and achievements of the students they teach. All subject teachers are expected to be a professional and active member of the NLCS Jeju community, working as part of the team to raise standards, improve outcomes and opportunities for all students and encourage students to embrace the NLCS ethos.</p> <p>Main areas of responsibility:</p> <ul style="list-style-type: none"> • Liaise with the Director of Admissions regarding logistics, staffing and procedures for standardised English testing for new students. • Support the Assistant Head with responsibility for English strategy with the development and implementation of relevant school policies. • Liaise with the Head of English, Head of EAL, Head of Junior School and ALT to determine appropriate English pathways for new students and those transitioning between year groups. <p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> • Set high expectations that inspire, motivate and challenge students. • Ensure all lessons are prepared and taught in a way that inspires and enthuses students so that they are encouraged to develop a love of learning and a pursuit of scholarship. • Create and maintain an engaging, exciting and an orderly classroom. • To build in stretch and challenge to their teaching at every possible opportunity.

	<ul style="list-style-type: none"> • Ensure that students make the expected levels of progress for a student at NLCS Jeju.. • Maintain high standards of behaviour and expectations of how students work cooperatively with each other within the classroom and in co-curricular activities to facilitate high standards of teaching, scholarship and success. • Encourage and maintain high standards of attendance, punctuality and work by students. • Adopt a positive and developmental approach to monitoring activities such as lesson observation feedback, work scrutiny, learning walks and student voice. • Make use of formative and summative assessment to secure students' progress. • Assess record and report on the attendance, progress, development and attainment of students and retain these records within the departments and school database. • Report, evaluate and analyse student's progress and areas for development at set times in line with the schools assessment policy. • Identify individual and groups of underperforming students through the existing school systems outlined in the schools assessment policy. • Provide feedback to students in both written and verbal form that will support students better understanding of their achievement to date and what is needed to progress further. • Work with the Head of Department and House staff to implement strategies to address the underperformance of individual and groups of students. • Assist in the development of appropriate schemes of work and resources for the subject area. • Maintain accurate records of student progress and assessments and attendance registers. • Fulfil a teaching commitment in line with the school policy and allocation. • Deliver co-curricular activities in line with school policy. • Contribute to the admissions testing programme through being a trained WIDA assessor with the following commitments: <ul style="list-style-type: none"> ○ WIDA assessors are expected to carry out WIDA testing and marking, as part of the admissions process, for up to six weekends each year, if a full time teacher. ○ In return full time teachers of EAL are exempt from taking part in Bryant, activities, on those Saturdays when they are not involved in testing. ○ Where EAL teachers are residential staff, or have another significant responsibility, thier commitment to the WIDA admissions testing program should be in line with the demands of that particular role. ○ <p>Other Responsibilities of a Subject Teacher</p> <ul style="list-style-type: none"> • To work professionally and effectively as part of a subject and house team • To be a positive professional role model for all students.
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	<ul style="list-style-type: none"> • Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position. • To be a form tutor to an assigned group of students and carry out that role in line with policy. • Carry out boarding duties in line with the school policy. • To carry out supervision duties as directed in the duty rota. • Fulfill a minimum of one duty per week in line with school policy. • Continue own professional development in relevant areas including subject knowledge teaching methodology and to attend relevant inset to develop career and personal development goals. • Engage actively in the appraisal process. • Communicate effectively with parents using translators where appropriate. • Be familiar with, and follow, all school policies. • Contribute to the preparation of subject and house development plans, policy and practice as part of the subject and house team. • Support the student led academic societies through either contributing to the subject specific lecture programme or attendance at society events. • Play a full part in the life of NLCS Jeju to support its distinctive aims and ethos and be prepared to actively participate and contribute to the community activities that exist within the school. • Attend school events and activities as directed by the Principal and voluntarily support events such as house day trips, Arts week events, sports fixtures home and away and musical performances by students after school and at weekends. <p>Safeguarding</p> <ul style="list-style-type: none"> • Abide by and implement the school safeguarding policy and keep abreast of any changes. • Have regard for, and promote the need to safeguard students’ well-being and be aware of cultural differences and related matters of dealing with mainly Korean students in their own country.
<p>Last JD Review</p>	<p>November 2019</p>

PERSON SPECIFICATION

A Person Specification defines the required professional qualifications, knowledge, skills and qualities of the teachers sought by the NLCS Jeju in the recruitment and selection process. All members of staff employed by NLCS Jeju support and promote the school's aims

The school is committed to safeguarding and promoting the welfare of children and young people. The School expects all staff and volunteers to share and uphold this commitment.

The right person for this position will have the following capabilities in terms of experience and skills:

	<i>Essential</i>	<i>Desirable</i>
Qualifications	<p>Educated to at least degree level with a high level of subject knowledge.</p> <p>Minimum of degree plus QTS, or degree plus 3 years of experience, or Master degree.</p>	<p>Qualified Teacher status.</p> <p>Evidence of continuous professional development.</p>
Communication Skills	<p>You enjoy working and communicating with young people.</p> <p>Strong verbal and written communication skills.</p> <p>Interpersonal skills to develop good relationships with colleagues, parents and the school community.</p>	
Experience, and Knowledge	<p>You are committed to an education that offers academic ambition and rigour, and provides no barriers to learning.</p> <p>A strong knowledge and understanding of the main subject area and its associated processes and skills, with demonstrable subject passion.</p> <p>The ability to assess student achievements and provide</p>	<p>A proven track record of successful delivery of academically ambitious teaching and learning.</p> <p>A knowledge of the IB Diploma within your subject area, ideally through teaching experience.</p> <p>Excellent ICT skills.</p> <p>An understanding of the teaching of second language</p>

	<p>meaningful feedback to students which enables them to maximise their talents and abilities.</p> <p>Ability to manage the learning environment conducive to productive learning for all students.</p>	<p>learners and their role in facilitating English Language development.</p>
Attitude and Approach	<p>The ability to be an imaginative and innovative teacher.</p> <p>The energy and commitment to professional responsibilities and to the development of all students.</p> <p>The ability to motivate students, and to establish effective working relationships with individuals, groups and organisations.</p> <p>A willingness to contribute to the wider life of the school.</p> <p>Good-humoured, enthusiastic, positive, warm and caring.</p> <p>Well-organized and have good planning skills.</p> <p>Resourceful, flexible, energetic and determined.</p> <p>Calm under pressure, resilient.</p> <p>You have a willingness to “try yourself out”.</p>	<p>An imaginative and positive approach to challenges, which seeks solutions to problems.</p> <p>An understanding of the level of personal and professional commitment, to Boarding School community life and the extended school day during term time.</p> <p>A commitment to further training and a willingness to participate in relevant CPD.</p> <p>Willingness to be engaged in partnership and community activities</p>
Last review	October 2019	

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