

NORTH LONDON COLLEGIATE SCHOOL JEJU

Seeks a

HEAD OF HISTORY (SENIOR SCHOOL)

Effective August 2020

NLCS Jeju is looking for an enthusiastic, highly qualified and committed Head of History with an outstanding track record of examination success, to lead teaching and learning within the History Department at the School from August 2020. The role of Head of History at NLCS Jeju is a unique and incredibly rewarding leadership challenge. 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

The appointee will lead and manage the teaching and learning within the History Department, delivering lessons throughout the Senior School. The appointee will have a demonstrable passion for their subject and a commitment to the development of History more broadly. The appointee will have responsibility for designing and implementing effectively a comprehensive History programme that advances the academic education of the pupils at the school and is engaging and relevant to every student at every level.

Position/Job Title	Head of Department
Classification	Academic
Reporting to	Senior School Vice Principal and Assistant Vice Principals
Duties and Responsibilities	<p>To promote and secure outstanding teaching in the department that promotes a high level of subject knowledge that inspires and will enthuse students.</p> <p>To hold management and leadership responsibilities for teaching staff working within the subject team; creating a positive culture in the whole department; to be an enthusiastic role-model with a passion for your subject and to be accountable for student progress and achievement within the subject area.</p> <p>Professional Duties and Responsibilities as a Head of Department</p> <ol style="list-style-type: none"> 1. Undertake day-to day management, operation and control of delegated area of provision within the subject. 2. Ensure appropriate schemes of work are in place in the subject area of the curriculum: that they are reviewed and revised annually and that they are made available to all team members. 3. Ensure a comprehensive subject handbook is in place; that it is reviewed and revised annually, that it is made available to all team members. 4. Ensure structures and systems are in place to enable effective monitoring of student progress on an individual or group basis (e.g. by teaching group, gender, etc.). 5. Ensure that appropriate risk assessments are completed and embedded in department practice. 6. Ensure that the subject teaching environment is of high quality and in line with the NLCS Jeju ethos. 7. Ensure school's assessment, reporting and recording framework is adhered to by the subject team. 8. Through monitoring of assessment, recording and reporting data, ensure appropriate targets for progress and attainment are set; that attainment is appropriate for specific groups of students, particularly EAL; identify areas of actual or potential underachievement and implement appropriate strategies to address these.

	<p>9. Ensure effective management and deployment of financial, physical and human resources.</p> <p>10. Ensure the subject team's teaching and support commitments are effectively timetabled and roomed, in liaison with the person responsible for constructing the whole school timetable.</p> <p>11. Ensure systems are in place for effective communication and consultation with staff, students and parents.</p> <p>12. Represent the subject team at appropriate meetings and forums and work collaboratively with peers to secure improvement.</p> <p>13. Attend regular line management meetings with the designated SSLT Line Manager Ensure appropriate arrangements are in place to cover for absent staff, including setting appropriate cover work if necessary.</p> <p>14. Participate in the recruitment process for staff to join the subject team if appropriate.</p> <p>15. Organise and lead regular department meetings with teaching and learning at the heart of these meetings.</p> <p>16. Provide agendas and minutes of these meetings to all members of the subject team, and to the designated SSLT Line Manager.</p> <p>17. Create, implement and evaluate a departmental development plan that mirrors the whole school development plan.</p> <p>18. Ensure appropriate academic monitoring activities are undertaken, in line with school policy, including regular lesson observations, scrutiny of students' work, including homework, teachers' planning, marking and assessment.</p> <p>19. Identify and employ strategies to improve standards across the department, where necessary, following academic monitoring activities.</p> <p>20. Undertake formal reviews of members of the subject team in accordance with school policy.</p> <p>21. Establish effective and efficient working practices to support the development of increasingly effective teaching and learning within the team in line with the NLCS Jeju ethos.</p> <p>22. Promote teamwork within the subject team and motivate staff to ensure effective working relationships.</p> <p>23. Ensure behaviour management policies and procedures are implemented to enable effective learning to take place.</p> <p>24. Ensure appropriate and effective induction of teaching staff new to the subject team.</p> <p>25. Ensure appropriate measures are in place to coach, mentor, support and guide new teachers to the department.</p> <p>26. Monitor and support the overall progress and development of students within the subject area, ensuring appropriate mentoring is undertaken as necessary.</p>
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	<p>27. Lead curriculum development for the subject area, with regular reviews of curriculum effectiveness.</p> <p>28. Keep up-to-date with current developments affecting teaching and learning across the subject.</p> <p>General Leadership Responsibilities</p> <p>29. Have a teaching commitment proportionate to the role of Head of Department.</p> <p>30. Have a commitment to Bryant and CCA activity proportionate to the role of Head of Department.</p> <p>31. Have pastoral responsibility proportionate to the role of Head of Department.</p> <p>32. Contribute towards the school's marketing and admissions activities as and when required.</p> <p>33. Complete all supervisory duties, as required by academic staff, and directed through published rotas.</p> <p>34. Offer full support to the boarding aspect of our school, showing a commitment that serves as an example for others.</p> <p>35. Contribute to whole school professional development programs in line with areas of expertise where appropriate.</p> <p>36. Attend relevant school events and activities.</p> <p>37. Play a full part in the life of the school, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.</p> <p>38. Update the Principal, other senior managers and the Governing Body on the effectiveness of the provision in your subject area, when appropriate.</p> <p>39. Support the development and maintenance of school policies and practices to ensure consistent application of whole school policy and procedure.</p> <p>40. Maintain clear expectations and high standards of professionalism.</p> <p>Safeguarding</p> <p>41. Abide by and implement the school's safeguarding policy and keep abreast of any changes</p>
Last Review	October 2019

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	Educated at least to Bachelor degree level plus 3 years of experience; or Master degree or higher.	Qualified Teacher status. Evidence of continuous professional development. Additional professional qualifications relevant to the role.
Communication Skills	You enjoy working and communicating with young people. Strong verbal and written communication skills. Interpersonal skills to develop good relationships with colleagues, parents and the school community.	Excellent listening skills, and a high degree of emotional intelligence. Experience of writing academic reports to Senior Team.

<p>Experience, and Knowledge</p>	<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>Experience of teaching of second language learners and their role in facilitating English Language development.</p> <p>The ability to assess student achievements and provide 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>Ability to lead, motivate, support and inspire trust in others; manage any underperformance; and developing staff.</p>	<p>A proven track record of successful delivery of academically ambitious teaching and learning.</p> <p>Experience of successfully leading an academic team.</p> <p>Ability to innovate and manage change.</p> <p>Knowledge of the IB Diploma within your subject area, ideally through teaching experience.</p> <p>Excellent IT skills.</p> <p>Well-developed organisation skills including time management, prioritisation, delegation and administration.</p> <p>Experience of financial management including planning, monitoring and control of budgets.</p> <p>An understanding of current educational initiatives and their impact on the school.</p>
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<p>Attitude and Approach</p>	<p>The ability to be an imaginative and innovative teacher.</p> <p>A commitment to further training and a willingness to participate in, and lead relevant CPD.</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-organised and have good planning skills.</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>Willingness to be engaged in partnership and community activities.</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>Last review</p>	<p>October 2019</p>	