

## Job Specification

### Senior School - Head of Department

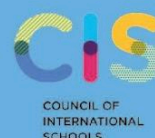
NLCS Jeju believes that each employee makes a significant contribution to our success and that contributions should not be limited by the assigned responsibilities.

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.

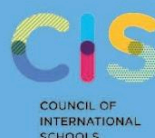
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| <b>Position/Job Title</b>          | Head of Department  |
| <b>Classification</b>              | Academic  |
| <b>Reporting to</b>                | Assistant Vice Principal (Academic)   |
| <b>Duties and Responsibilities</b> | <p>To promote outstanding 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 their subject and to be accountable for student progress and achievement within the subject area.</p> <p><b>Main areas of responsibility:</b></p> <ul style="list-style-type: none"> <li>● Undertake day-to day management, operation and control of delegated area of provision within the subject (including delegated responsibilities).</li> <li>● Conduct examinations analysis and subject reviews on a regular basis to inform planning, delivery, professional development opportunities across the department to ensure continual progress.</li> <li>● 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.</li> <li>● Ensure a comprehensive subject handbook is in place; that it is reviewed and revised annually, that it is made available to all team members.</li> </ul> |

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- 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.) such as the use of markbooks, pupil tracking data, SOC documents.
- Ensure the school's policy documentation is adhered to by yourself and your team, in particular with regards to the 'expectations of an NLCS Jeju lesson', the 'marking and feedback' policy, and other curriculum related policies.
- Ensure effective management and deployment of financial, physical and human resources within the department (including the appropriate deployment of technicians and support staff, as required as well as oversight of the curriculum space to optimise learning).
- 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.
- Ensure systems are in place for effective, timely and positive communication and consultation with staff, students and parents.
- Represent the subject team at appropriate meetings e.g. Curriculum Committee, Heads of Department.
- Attend regular line management meetings with the linked SSLT/ALT member.
- Ensure appropriate arrangements are in place to cover for absent staff, including setting appropriate cover work if necessary.
- Participate in the recruitment process for staff to join the subject team if appropriate.
- Contribute and lead regular department meetings with teaching and learning and students of concern as standard agenda items.
- Provide agendas and minutes of these meetings to all members of the subject team, and to the Assistant Vice Principal linked to their department and division.
- Create a departmental development plan that mirrors the whole school development plan and priorities.
- Ensure appropriate impact cycle (academic monitoring) activities are undertaken through regular lesson observations (at least one per teacher per term), and through scrutiny of students' work, including homework, and teachers' planning, marking and assessment and in line with whole school monitoring policies.
- Through monitoring of assessment data, ensure appropriate targets for progress and attainment are set; that attainment is appropriate for specific groups of students, particularly Academic English Development (AED); identify areas of actual or potential underachievement and implement appropriate strategies to address these.
- Undertake formal appraisal reviews of members of the subject team in accordance with the published schedule.
- Establish effective and efficient working practices to support the development of increasingly effective teaching and learning within the team.

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|------------------------------|--|
|                              | <ul style="list-style-type: none"> <li>● Promote teamwork within the subject team and motivate staff to ensure effective working relationships.</li> <li>● Ensure quality assurance processes and practices meet the requirements of self-evaluation and development planning.</li> <li>● Ensure behaviour management policies and procedures are implemented to enable effective learning to take place and to promote a positive and inclusive environment.</li> <li>● Ensure appropriate and effective induction of teaching staff new to the subject team.</li> <li>● Ensure that the department provides appropriate support for students applying for relevant university courses, especially those applying to elite universities, in collaboration with the UGC team.</li> <li>● Ensure that the department provides appropriate extra curricular stretch and challenge and promotes scholarship, through effective links to academic societies, Enrichment programme and other subject related activities and events.</li> <li>● Ensure appropriate measures are in place to coach, mentor, support and guide new teachers and graduates to the department.</li> <li>● Ensure issues identified through the quality assurance and performance management processes are effectively addressed for all team members, including participation in formal procedures where appropriate.</li> <li>● Monitor and support the overall progress and development of students within the subject area, ensuring appropriate mentoring is undertaken as necessary.</li> <li>● Lead curriculum development for the subject area, with regular reviews of curriculum effectiveness.</li> <li>● Ensure the departmental review and the subject improvement plan are completed annually and reviewed continuously.</li> <li>● Keep up-to-date with current developments affecting teaching and learning across the subject.</li> <li>● Contribute to the whole school professional development and lecture programme as appropriate.</li> <li>● Support and lead upon whole school evidenced based T&amp;L approach within your subject area and role model excellent practice across departments and divisions.</li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>● Abide by and implement the school safeguarding policy and keep abreast of any changes.</li> <li>● Have regard for, and promote the need to safeguard all students' well-being and be aware of cultural differences and related matters of dealing with mainly Korean students in their own country and those from other diverse backgrounds.</li> </ul> |
| <p><b>Last JD Review</b></p> | <p>September 2024</p>  |

# PERSON SPECIFICATION

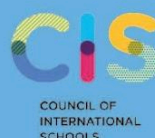
A Person Specification defines the required professional qualifications, knowledge, skills and qualities of the teachers sought by the NLCS Jeju in the recruitment and selection process. All members of staff employed by NLCS Jeju support and promote the school's aims

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>  |
|--|--|---|
| <b>Leadership</b>                              | <p>Some leadership experience within a school role and have a proven ability to translate strategy into results.</p> <p>The potential to develop into an exceptional leader with proven ability to motivate, enthuse and drive individuals and teams to achieve at the highest levels.</p> <p>Able to provide professional development and to be able to effectively challenged and manage any underperformance, while empowering and supporting others to develop and grow.</p> | <p>A proven successful track record of leading and delivering transformational and cultural change.</p> <p>Successful experience of leadership of educational change, or strategic issues.</p> <p>Experience of working within a team to bring about change, monitor its impact .</p> |
| <b>Communication Skills</b>                    | <p>Outstanding interpersonal skills to develop good relationships with colleagues, and the school community.</p> <p>You enjoy, and are skilled in communicating with young people.</p> <p>You are sensitive to cultural differences and understand the needs of parents in all communication.</p>  | <p>Excellent listening skills, and a high degree of emotional intelligence.</p> <p>Experience of writing academic reports to a Head of School/ Senior Leadership Team.</p>  |
| <b>Experience, Qualification and Knowledge</b> | <p>Educated at least to Bachelor degree level plus 3 years of experience; or Masters degree or higher.</p> <p>Educational Qualification such as a PGCE (UK) and teacher registration from your home country.</p>   | <p>Experience of financial management including planning, monitoring and control of budgets.</p> <p>Experience implementing successful achievement strategies to secure school improvement.</p>   |

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|                           | <p>An excellent classroom practitioner.</p> <p>Committed to an education that offers academic ambition and rigour, and excellence in teaching across the School.</p> <p>Up to date knowledge and understanding of current education agendas in the British and /or the international arena</p> <p>Experience of policy development and implementation</p> <p>Knowledge and experience of effective pastoral care that supports students in their academic achievements</p> <p>Knowledge and experience in delivering British examination courses including the IB Programme at the Diploma Level preferred</p> | <p>Experience in an international environment or knowledge of the Far East</p>   |
| <b>Attitude/ Approach</b> | <p>The ability to generate and deliver collective vision and shared purpose. The ability to motivate, support, and inspire trust in others.</p> <p>The ability to think and plan strategically.</p> <p>A willingness to contribute to the wider life of the school.</p> <p>Resourceful, flexible, energetic and determined. Resilient and calm under pressure. Good humoured, enthusiastic, positive, warm and caring.</p> <p>Well-developed organisational skills including planning, time management, prioritisation, delegation and administration.</p>   | <p>Willingness to lead professional learning sessions.</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 the extended school day during term time.</p> |
| <b>Last Review</b>        | November 2023  |  |

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