

## **NORTH LONDON COLLEGIATE SCHOOL JEJU**

*Seeks a*

**Special Educational Needs Teacher**

*Effective August 2020*

**NLCS Jeju is looking Special Educational Needs Teacher join the Senior School from August 2020. This is an exciting opportunity to be 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.

<b>Position/Job Title</b>	S.E.N. Teacher
<b>Classification</b>	Academic
<b>Reporting to</b>	Head of Individual Needs Department
<b>Duties and Responsibilities</b>	<p><b>Overview:</b> To oversee and provide the provision of Learning Support across both Junior and Senior Schools. This will entail working with Senior School students and Junior and Senior School staff.</p> <p><b>Main areas of responsibility:</b></p> <ol style="list-style-type: none"> <li>1. To provide all aspects of administrative support for the Learning Support.</li> <li>2. To take a lead role in developing and renewing the Learning Support Policy at NLCS Jeju with support from the Head of Individual Needs.</li> <li>3. Ensure effective systems of communication with staff, including feedback about pupil's learning to inform future planning.</li> <li>4. To assist the Head of Individual Needs in monitoring the quality of Learning Support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.</li> <li>5. Liaise with and coordinate the contribution of external agencies where possible and applicable.</li> <li>6. To maintain up-to-date knowledge of UK/South Korean national and local initiatives which may impact upon policy and practice. This should not be limited to these countries as attaining best practice is the ultimate goal.</li> </ol> <p><b>Progress and Achievement of Students:</b></p>

	<p>7. To monitor the achievements, welfare and discipline of all students accessing Learning Support and to follow up the progress reviews, liaising with the counselling, curriculum departments and parents when appropriate.</p> <p>8. To initiate and co-ordinate internal and external diagnostic testing for students in need on the INP register.</p> <p>9. To liaise with subject departments, past schools when regarding transition, and external agencies such as Exam Boards, EWO, EP, Alternative Education providers etc.</p> <p>10. To co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer.</p> <p><b>Teaching and Learning</b></p> <p>11. To influence the whole Teaching and Learning policy to promote aspects of inclusive teaching.</p> <p>12. To teach an agreed curriculum as part of Learning Support. This maybe be in class or withdrawal.</p> <p>13. To provide one to one Learning Support where appropriate.</p> <p>14. Lead CPD sessions for staff regularly and where appropriate; this may include chairing or be a part of other working parties.</p> <p>15. Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.</p> <p>16. Collect and interpret specialist assessment data gathered on pupils and use to inform practice.</p> <p>17. Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement are set for pupils who access Learning Support.</p> <p>18. Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.</p> <p>19. Overseeing and monitoring the quality of INPs and AAPs such as pastoral support plans and maintaining detailed information for subsequent meetings with teachers and parents.</p> <p>20. Develop systems for colleagues to monitor and record progress made by pupils with Learning Support towards the achievement of targets set in INPs and AAPs.</p> <p>21. Review INPs and AAPs regularly with parents, students, teachers and agree and communicate new targets.</p> <p>22. Supporting the Head of Individual Needs in meeting all responsibilities for Learning Support.</p> <p>23. Liaise with the Head of Individual Needs to ensure Educational Psychology reports are up to date and provision for learning support for all examinations is identified and met.</p> <p><b>Efficient and effective deployment of staff and resources:</b></p> <p>24. Feed into the drawing up of the annual department budget and annual Departmental Development Plan to meet the needs of Learning Support at NLCS Jeju.</p>
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	<p>25. Provide advice to Head of Individual Needs relating to resource requirements, the deployment of staff and timetabling in relation Learning Support of students in Need.</p> <p>26. Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.</p> <p>27. Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.</p> <p>28. To liaise with Boarding Masters/Mistresses to ensure that Learning Support is not limited to the classroom.</p> <p><b>Safeguarding:</b></p> <p>29. Abide by and implement the school safeguarding policy and keep abreast of any changes</p>
<b>Last JD Review</b>	October 2019