

## **NORTH LONDON COLLEGIATE SCHOOL JEJU**

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### **HOUSEMASTER/HOUSEMISTRESS**

*Effective August 2020*

NLCS Jeju is looking for an enthusiastic, highly qualified and committed Housemaster/Housemistress to provide an outstanding boarding experience for the boarding students in their House from August 2020. The role of Housemaster/Housemistress 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 Housemaster/Housemistress' (HM's) main duty is to provide an outstanding boarding experience for the boarding students in their House. This includes ensuring boarders are safeguarded and that their welfare and wellbeing is the first priority. HMs are also responsible for promoting and creating a strong House ethos and identity for all members of the House that includes day students, parents and staff.

<b>Position/Job Title</b>	Housemistress/Housemaster
<b>Classification</b>	Academic
<b>Reporting to</b>	Assistant Vice Principal (Houses)
<b>Duties and Responsibilities</b>	<p><b>Overview:</b></p> <p>The Housemaster/Housemistress' (HM's) main duty is to provide an outstanding boarding experience for the boarding students in their House. This includes ensuring boarders are safeguarded and that their welfare and wellbeing is the first priority. HMs are also responsible for promoting and creating a strong House ethos and identity for all members of the House that includes day students, parents and staff.</p> <p>HMs need to remain flexible and adaptable to ensure effective management and leadership of the Boarding House, therefore, the list of responsibilities below is not exhaustive.</p> <p>All HMs are expected to undertake a teaching allocation which takes account of their pastoral responsibility</p> <p><b>Main areas of responsibility:</b></p> <ol style="list-style-type: none"> <li>1. To efficiently and effectively manage and lead the staffing, organisation and resources of their boarding House including the AHM, Boarding Tutors, matron and Gaps/Grads, assigned to the Boarding House.</li> <li>2. To engender a 'whole House community' and work closely with HM partner in the same House to make this a reality.</li> <li>3. To ensure sound line-management of the AHM and that appropriate professional development of the AHM is in place.</li> <li>4. To manage the House budget, and resources of the House effectively.</li> <li>5. To provide an outstanding boarding experience that complies, as a minimum, with the school's standards of boarding.</li> <li>6. To provide for, and promote, the safety, good discipline, development and pastoral well-being of boarders in the House.</li> </ol>

	<ol style="list-style-type: none"> <li>7. To organise the House duty rota, ensuring that boarders are suitably supervised and safeguarded at all times, and to carry out evening and weekend duties, commensurate with the HM role.</li> <li>8. To ensure that all policies and procedures relating to the organisation and management of the Boarding House are adhered to.</li> <li>9. To have a genuine interest in the boarding students in their care and develop positive relationships with them in order to best support their individual needs.</li> <li>10. To ensure that the House is a community where boarders feel safe and learn to respect each other.</li> <li>11. To ensure that the Boarding House's fixtures, fittings and decoration is of a good quality.</li> <li>12. To maintain regular contact with parents, updating them on boarding house goings on, and, where appropriate issues related to their child.</li> <li>13. To be in residence at all times during the school term, and at other directed times such as the start of the academic year and the start of a term/half term to welcome students back to school (excepting rotas weekends off, granted leave etc).</li> <li>14. To ensure that the program of evening and weekend boarding activities supports students' interests, needs and development.</li> <li>15. To fully engage in the quality assurance process to ensure that the quality of pastoral care, and the boarding experience for boarders is outstanding.</li> <li>16. To work closely with the Heads of Year to ensure that the boarding experience best supports the welfare and academic progress of boarders.</li> <li>17. To monitor student use of medication and liaise carefully with the Medical Centre and, if necessary, in times of a medical emergency, ensure that students receive the appropriate medical care.</li> <li>18. To meet with parents, where appropriate, to ensure boarding students in needs are met and concerns are dealt with effectively.</li> <li>19. To oversee requests for leave for boarders in line with the exeat and request for leave procedures.</li> <li>20. To attend and lead meetings and forums in line with the responsibilities of a HM which includes both regular meetings and those called on an ad-hoc basis to discuss individual children.</li> <li>21. Keep up-to-date with current developments concerning boarding and pastoral care of students in order to ensure best practice in the Boarding House.</li> <li>22. To attend and lead school events relating to the schools boarding provision, such as awards presentations and Information Days.</li> <li>23. To engender a sense of House identity and belonging amongst all students, staff and parents associated with the House through events such as the House Competition &amp; House Teas.</li> <li>24. To contribute to the whole school professional development and lecture programme as appropriate.</li> <li>25. To be fully involved in the co-curricular activities associated with their boarding House, including the House competition.</li> <li>26. To ensure all residents are familiar with emergency procedures</li> </ol>
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	<p>27. To contribute to the assessment and reporting program, in line with school policy</p> <p>28. To contribute to the schools CCA program in line with the expectations of the HM role</p> <p>29. To have a teaching commitment commensurate with the HM role</p> <p><b>Safeguarding</b></p> <p>30. Abide by and implement the school's safeguarding policy and keep abreast of any changes</p>
<b>Last JD Review</b>	March 2019

### PERSON SPECIFICATION

Position/Job Title:	Housemistress/Housemaster
Classification:	Academic
Reporting to:	Assistant Vice Principal (Houses)
Professional qualifications:	<ul style="list-style-type: none"> <li>Teaching qualification</li> <li>Bachelor's Degree</li> </ul>
Professional experience:	<ul style="list-style-type: none"> <li>Previous experience in a similar role.</li> </ul>
Personal qualities and skills:	<ul style="list-style-type: none"> <li>Commitment to raising the achievement and standards of pupils and staff</li> <li>Ability to inspire colleagues and pupils</li> <li>A good team player and team leader</li> <li>Able to work positively and effectively with students and parents, outside agencies and colleagues</li> <li>Exemplary communication skills in English, both verbal and written</li> <li>Possess good organisational skills, manage time efficiently</li> <li>Offer substantial commitment to co-curricular activities</li> </ul>
Last Reviewed	October 2019 LO