

**NORTH LONDON COLLEGIATE SCHOOL JEJU**  
*Seeks an*  
**Emotional Guidance Counsellor with responsibilities as Assistant  
Housemaster/Housemistress**  
*Effective August 2021*

NLCS Jeju is seeking an Emotional Guidance Counsellor with responsibilities as an Assistant Housemaster/Housemistress to join our Senior School from August 2021. As NLCS Jeju moves towards the celebration of its 10 years anniversary we are building on the strengths of our boarding provision to expand with the appointment of more Emotional Guidance Counsellors to join a strong department who play a vital role in the pastoral systems of NLCS Jeju. This role is a residential role as the Counsellors will be living in the boarding house with additional responsibilities as Assistant Housemasters/mistresses.

**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) opened in August 2020 and is 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>	Assistant Housemaster/Housemistress
<b>Classification</b>	Academic/Pastoral
<b>Reporting to</b>	Housemaster/Housemistress
<b>Duties and Responsibilities</b>	<p><b>Overview:</b> The Assistant Housemaster/mistress, (AHM), is a crucial role within the schools boarding provision. The AHM will support the Housemaster/Housemistress, (HM), in providing an outstanding boarding experience for the boarders in their care including provision for their wellbeing, personal and social development.</p> <p>AHMs need to remain flexible and adaptable to assist the (HM) in the management and leadership of the boarding house. Therefore, the list of responsibilities below is not exhaustive:</p> <p><b>Main areas of responsibility:</b></p> <ol style="list-style-type: none"><li>1. To assist the HM to effectively manage the supervision, organisation and resources of the Boarding House</li><li>2. 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>3. 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>4. To work with the HM in order to ensure that the House is a community where boarders feel safe and learn to respect one another.</li><li>5. To work with the HM ensure that the House is well decorated and has a homely feel, along with a sense of identity that becomes central to the lives of those students who live there.</li><li>6. Be present, and support, at key boarding events such as New Student Induction, House Teas and when students leave and return to school.</li><li>7. To meet regularly with the HM to discuss students staffing and other issues relevant to the House.</li><li>8. To carry out day, evening and weekend duties, commensurate with the AHM role as directed on the house duty rota.</li></ol>

	<p>9. To work with the HM to ensure that all policies and procedures relating to the organisation and management of the boarding house are adhered to.</p> <p>10. To work with the HM to ensure that the program of evening and weekend boarding activities supports students interests, needs and development.</p> <p>11. To assist the HM to monitor boarders use of medication and liaise with the Medical Centre where necessary and in times of a medical emergency, ensure that students receive the appropriate medical care</p> <p>12. To work with the HM to ensure effective communication channels with parents of boarding students</p> <p>13. To be involved in the co-curricular activities associated with their House, including the House Competition.</p> <p>14. To have a teaching commitment commensurate with the AHM role</p> <p>15. To support the Tutor team delivering the Tutor Programme, covering as required and supporting individual students in Tutor time.</p> <p>16. To deputise for the HM at any time as required.</p> <p><b>Safeguarding</b></p> <p>17. Abide by the school safeguarding policy and keep abreast of any changes</p>
<b>Last JD Review</b>	January 2021

## Person Specification

<b>essential</b>	<ul style="list-style-type: none"><li>• Teaching or counselling qualification</li><li>• At least three years of counselling experience in schools and related fields after graduating from a bachelor's degree related to counselling for children and juveniles.</li><li>• At least two years of counselling experience in schools and related fields after graduating from a master's degree related to counselling for children and juveniles.</li><li>• In the case of non-major, at least three years of counselling experience in schools and related fields after obtaining a second-level of youth counsellor (Korean qualification but equivalent qualification will be sufficient).</li><li>• In the case of non-major, at least one year of counselling experience in schools and related fields after obtaining a first-level youth counsellor (Korean qualification but equivalent qualification will be sufficient).</li><li>• Bachelor's Degree</li><li>• pastoral, child-centred approach</li></ul>
<b>preferable</b>	<ul style="list-style-type: none"><li>• Previous experience in a similar role.</li><li>• Commitment to raising the achievement and standards of students</li><li>• Ability to inspire colleagues and students</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>

<b>Position/Job Title</b>	Emotional Guidance Counsellor
<b>Classification</b>	Pastoral (Faculty)
<b>Reporting to</b>	Head of Emotional Guidance Department
<b>Duties and Responsibilities</b>	<p><b>Overview:</b> The candidate will work in the Emotional Guidance department, which will include other counsellors. This individual will require:</p> <ol style="list-style-type: none"> <li>1. To hold a recognised degree in counselling or equivalent</li> <li>2. To support students across the age range of this school (4 - 18)</li> <li>3. To have experience of counselling children with emotional and behavioural needs</li> <li>4. To fluent command of both spoken and written Korean and English (preferred capacity) in order to communicate with English-speaking members of the pastoral team as well as with non-English speaking parents.</li> <li>5. To be able to work in a supportive and effective team of school counsellors.</li> <li>6. To be prepared to work beyond the normal working day to support students in this busy, boarding school.</li> <li>7. To be reliable, trustworthy and professional.</li> </ol> <p><b>Preferred requirements:</b></p> <ol style="list-style-type: none"> <li>1. To speak some Mandarin. and to have proficiency in both English and Korean</li> <li>2. To have experience working with high achieving students and the pressures they face.</li> <li>3. To have experience working in an international school with a dual or multiple culture experience.</li> <li>4. To understand Korean culture and be able to provide professional development to staff about this.</li> <li>5. To have a commitment to and experience in challenging racism.</li> <li>6. To have experience and training in child protection and safeguarding.</li> </ol> <p><b>Main areas of responsibility:</b></p> <ol style="list-style-type: none"> <li>1. Regular, individual counselling sessions will be provided for students identified as being in need of emotional or behavioural support.</li> <li>2. Work with students who have self-refer or be referred by school staff.</li> <li>3. Work with families to support the needs of students in the school.</li> <li>4. Work with regard to and in compliance with government regulations and best international, practice in counselling.</li> </ol> <p><b>Safeguarding:</b></p> <ol style="list-style-type: none"> <li>1. Abide by the school safeguarding policy and keep abreast of any changes and be prepared to contribute to the training of staff, parents and students in safeguarding</li> <li>2. Undertake a range of responsibilities associated with providing safeguarding support in a school.</li> </ol>
<b>Last JD Review</b>	January 2021

This role is being promoted for 2021-22 with responsibility as an Assistant Housemaster/housemistress in the Boarding Houses. This carries a responsibility allowance as an AHM and is residential. The appointed candidate will have a reduced daytime allocation for counselling and will be expected to fulfil the Assistant Housemaster/mistress responsibility in a boarding house.