

## **NORTH LONDON COLLEGIATE SCHOOL DUBAI**

**Seeks a**

***Head of Inclusion – Junior School***

***Effective August 2019***

### **THE UK SCHOOL**

North London Collegiate School (UK) was founded in 1850 by Frances Mary Buss in order 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 consistently top the UK league tables and the School has repeatedly outperformed other prestigious schools in terms of Oxbridge success rates. The Sutton Trust has rated NLCS as first in the UK for success in placing students at competitive universities and NLCS is one of only two schools to have been twice named by the *Sunday Times* as 'Independent School of the Year', which described it as 'Possibly the best advertisement for girls-only education in the country'.

In 2011, North London opened its first international 'branch' school in South Korea – NLCS Jeju. Working with an agency of the South Korean government, the school was the first of a number of international schools to be built as part of an ambitious project to transform the island of Jeju into a global 'hub'. The School opened with over 400 pupils and, now entering its sixth year of operation, has nearly 1200 on the roll. When at capacity, the school will cater for 1400 boys and girls. NLCS Jeju offers the IB Diploma to all students in the Sixth Form and in its first year of results (after just three years of operation) achieved an average Diploma points score of 36 points per pupil, to rival top-performing jurisdictions such as Singapore. In its second year of Diploma results (and fourth year of operation) students achieved an average Diploma points score of 37 and in its third year of Diploma results (2016), students achieved an average Diploma points score of 38.

### **THE DUBAI SCHOOL**

We aim to be the top-performing IB World School in the UAE, supporting the aspirations and abilities of all students; as a result, they and their families will choose to stay in Dubai throughout their Primary and Secondary schooling.

North London Collegiate School Dubai offers an academically ambitious education in keeping with the aspirational ethos of NLCS (UK), and the same impressive range of extra-curricular activities, to foster well-rounded individuals who are capable of becoming leaders. The School is a coeducational day school for pupils aged 3-18 years, situated within the prestigious Hartland development in Dubai. The School was built and is funded by our partners in the project, a leading Indian property development company, Sobha.

While ensuring academic excellence and intellectual challenge, NLCS Dubai is equally concerned with supporting the development of the whole person and aims to inspire confidence, individuality and self-esteem.

NLCS Dubai is an English-speaking school and is currently a candidate school for the International Baccalaureate Programme with the intention of offering the programme throughout the age range by 2019. A number of lessons per week are devoted to the teaching of the Arabic language, UAE Social Studies and Islamic Education, which are compulsory for all students up to the age of 16, although more lessons are required for students of Arabic descent than for others. (Islamic Education is compulsory for Muslim students only.)

Unlike many UK independent schools, NLCS has a firm commitment to ensuring close links with its overseas 'branch' schools. Every effort is made to replicate the ethos and standards of NLCS overseas. Wherever possible, staff for overseas schools are interviewed in London and always by NLCS (UK) staff, as well as staff from our overseas schools. All teachers, once appointed, are expected to travel to London for induction and training at the UK school and this is generously funded by our partners. Once an overseas branch is open, it is regularly monitored and inspected by the UK school, and close links are formed through pupil and staff exchanges, joint departmental projects, educational visits and extra-curricular activities, such as video-conference debates and jointly-produced student publications.

As the NLCS family of schools expands (with a third overseas school opening in Singapore in 2019), it is hoped that partnership activities will expand so that each school in the group develops links with the others. We also hope to see staff join the group in order to build their career with us and benefit from the many professional development and career-progression opportunities which a group of world-class schools such as ours can offer.

## **THE ETHOS**

The ethos of NLCS Dubai 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.

We provide a first-rate ambitious academic education for every child, which inspires a life-long love of learning and gives students the knowledge, attitudes and confidence to flourish.

At North London Collegiate schools, academic success is gained not through an emphasis on results but by creating an atmosphere of rigorous scholarship, where pupils are encouraged to study beyond the examination syllabus in order to develop their intellectual independence and love of their subjects. The pastoral well-being of students is of the utmost importance and good relationships are fostered between pupils and staff, as well as between the pupils themselves.

The extra-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 Society, to 'Mad Scientists' to 'Human Rights Society' and 'Model United Nations'. In the UK School, over forty academic clubs and societies operate weekly meetings and events led by the Sixth Form, in order to give students every opportunity 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 the School aims to create an environment in which the whole personality can grow. Extra-curricular Sport, Music and Drama are all of excellent quality and over seventy activities happen at lunch times and after school each day, with large numbers of students involved. In the UK, the School has produced sports players at national and regional level as well as nationally-recognised musicians, composers and actors. Since the opening of a state-of-the-art Performing Arts Centre in 2007, productions and concerts have benefited from this professional standard facility with over 40 performances a year in this venue alone.

**This ethos and broad range of opportunities have already been effectively recreated at our first satellite school, NLCS Jeju, and are equally central to the offer at NLCS Dubai.**

## **THE CURRICULUM**

Our intention is that NLCS Dubai will be an “IB Continuum School” offering the IB Primary Years Programme (PYP) in the Junior School, Middle Years Programme (MYP) in Grade 6 to 10, and Diploma Programme in the Sixth Form. The curriculum reflects the academic ambition and aspirations of NLCS (UK), and schemes of work will broadly reflect the curriculum of NLCS (UK).

As mentioned above, an extensive extra-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 DUBAI**

Dubai is a thriving international hub, where approximately 90% of the c.2.5 million residents are expatriates living alongside the local Emiratis. The successful candidate will be sympathetic to and considerate of the culture of a Muslim country, in both their personal and professional life.

## **THE POSITION**

NLCS Dubai is seeking a dynamic, energetic, well qualified and highly committed person to lead Inclusion across the Junior School. The Head of Inclusion (Junior School) will support the Head of Inclusion (Whole School) promoting the understanding of inclusion, share good practice and ensure appropriate curriculum adaptations are made so that every student makes progress.

## **QUALIFICATIONS & QUALITIES SOUGHT**

*Please see Person Specification*

## **TERMS AND CONDITIONS**

North London Collegiate School Dubai has its own salary scale: salary and benefits will be highly competitive and commensurate with the successful candidate's qualifications and experience.

## **LOCATION**

This post will be based in Dubai.

## **TENURE OF APPOINTMENT**

Three years.

## **PARTICULARS OF THE SEARCH**

Applicants are invited to submit:

1. a letter of application, addressed to the Principal of NLCS Dubai, Mr Daniel Lewis
2. a fully completed application form - available from the school website [www.nlcsdubai.ae](http://www.nlcsdubai.ae)

The application form should contain the name, email address, postal address and day-time telephone number of two referees who may be contacted with the candidate's permission; these should be direct

supervisors or persons in senior positions of responsibility – not peers - who can validate the applicant's suitability for the role.

**E-mail:** [recruitment@nlcsdubai.ae](mailto:recruitment@nlcsdubai.ae)

**The closing date for applications is 12.00pm (UAE time) on Wednesday 17<sup>th</sup> October 2018**

It is anticipated that interviews will take place during the week beginning 4<sup>th</sup> November 2018.

All UAE based candidates will be invited to NLCS Dubai prior to interview.

## **JOB DESCRIPTION**

### **Head of Inclusion – Junior School**

#### **Person Specification**

A dynamic, energetic, well qualified and highly committed person is required to lead Inclusion across the Junior School. The Head of Inclusion (Junior School) will support the Head of Inclusion (Whole School) promoting the understanding of inclusion, share good practice and ensure appropriate curriculum adaptations are made so that every student makes progress.

As a specialist Teacher, the post-holder will foster a caring atmosphere and show deep commitment to the well-being, social and academic progress of each student in their care.

The core responsibilities will include:

- Increase awareness of all aspects of inclusion within the Junior School
- Identify and support students with need across the Junior School
- Put in place a comprehensive and rigorous system to identify students with special educational needs and those with exceptional ability
- Build capacity for best practice amongst the Junior School staff
- Work with the Teaching Assistants to provide support for students
- Assist the Head of Inclusion in advising and supporting Junior School Staff
- Promote an understanding of students' specific needs
- Support teachers in designing and implementing inclusive strategies and curriculum adaptations
- Support individual students across the Junior School so that they make progress both academically and socially
- Advise teachers on suitable interventions and strategies for students
- Evidence inclusion within the Junior School, through appropriate and detailed record-keeping
- Maintain an expertise in inclusion and keep up-to-date with recent developments in the UAE
- Attend relevant PD courses, talks, lectures and exhibitions related to inclusion
- Provide PD and advice on planning and teaching, where necessary
- Be aware of the KDHA inspection framework and work closely with the Junior Team to evaluate practice across the school
- Fostering a caring atmosphere and showing commitment to the well-being and social and academic progress of each student.
- Act in accordance with relevant legislation in the UAE and Dubai, as well as UK guidelines, particularly with regards to educational provision, health and safety initiatives and safeguarding and ensure that all students and staff maintain these standards

#### **Key Skills/Qualities**

- Ability to cope with the fast pace of life in the Junior School, while placing a premium on close team work, flexibility and good communication skills
- Willingness to take part in the curriculum development of the School
- Ability to remain calm, a good sense of humour and the enthusiasm to enjoy the challenges of the role are essential
- All members of staff are expected to make a contribution to the varied extra-curricular life of the school
- The ability to integrate technology to produce exciting and academically stretching and knowledge rich lessons

## **Line Management**

The post holder will be responsible in the first instance to the Head of Inclusion (Whole School) and, ultimately, to the Head of the Junior School.

## **Accountability and Pastoral Responsibilities**

Safeguarding and promoting the welfare of students by:

- Incorporating the school's ethos and values into normal working practice and to be a positive role model to others.
- Possessing a sound knowledge and understanding of and upholding safeguarding procedures and strategies, ensuring that all children in your care or who you come into contact with are safeguarded and appropriately supervised at all times.
- Adhering to the principles and procedures contained in the policies in our safeguarding policy and in teaching and learning policies.
- Being alert to, and reporting appropriately, any behaviour that may indicate that a student is at risk of harm.
- Ensuring the health and safety of students and support staff is maintained during all activities, both inside and outside the classroom / school.
- Treating all members of the school community, including students, parents, colleagues and visitors with consideration and respect.
- Demonstrating a clear understanding of and commitment to non-discriminatory practice.
- Report individual student's progress to parents and school personnel through written reports and formal and informal conferences.
- Be punctual in meeting all deadlines.
- Contribute to curriculum reviews and improvement planning which supports school development and enhances student learning.
- Promote and celebrate the attributes of the IB Learner Profile.
- Creating a culture of achievement where students wish to do their best and are rewarded for doing so.
- Managing behaviour effectively to ensure a good and safe learning environment
- Unsatisfactory behaviour is handled effectively as per school policy and procedures.

## **Communication**

- Demonstrating consistently high standards of personal and professional conduct.
- Contributing positively to the morale and community spirit in the school.
- Attending parents' consultations or meetings throughout the year as required.
- Maintaining up-to-date subject knowledge.
- Self-evaluating and reviewing teaching methods, materials and scope and sequence.
- Participating in the school's Appraisal Cycle and be involved in opportunities for Continued Professional Development, including attending inset, as directed.

**Additional responsibilities**

- Provide work in the case of own absence.
- Undertake extra-curricular activities each term.
- Participate in Junior School duties.
- Attend, and contribute to, staff meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
- Actively participate in school activities, such as assemblies, plays, concerts, workshops, sports days, trips, visits and charity events.

The successful candidates will plan and perform at the highest levels of academic and pastoral care.

*As with all posts, the Principal will reserve the right to vary the precise responsibilities should needs change and opportunities arise.*