

## **NORTH LONDON COLLEGIATE SCHOOL DUBAI**

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### **HEAD OF HOUSE**

***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 Grades 6 to 10, and Diploma Programme in the Sixth Form. NLCS Dubai is presently an authorised IB Diploma school and a candidate

school for the PYP and MYP. 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 looking for dynamic and committed pastoral leaders with an outstanding track record, to teach at the School from August 2019.

The School operates a “vertical” pastoral system, within which the **Heads of House** are responsible for the well-being and academic progress of students in Grades 6 - 12. They will lead the teams of tutors and co-tutors within their houses, who have day-to-day responsibility for welfare and discipline of the students. They will produce weekly tutor notes, organise assemblies and raise agendas for pastoral meetings.

The Heads of House will meet weekly with the Vice Principal (Pastoral Care), individually and together with the other Heads of House, Head of Inclusion, Counsellor and members of teaching staff, to exchange information on pupils, contribute to the evaluation of the pastoral aspects of the School Development Plan and plan strategy for the future. They will work closely with the Middle Years Programme Coordinator and IB Diploma Coordinator to ensure that pupils make excellent progress and that monitoring systems are robust and interventions are effectively tailored to each pupil.

The Heads of House will develop close and productive working relationships with parents and will deal with concerns or complaints as they arise.

The successful candidates will work closely with the Vice Principal (Pastoral Care) in the organisation of the admissions process, including developing relationships with corporates and ‘feeder’ schools, organisation of the entrance assessments and the subsequent interviewing and selection of pupils. The Heads of House are also responsible for organising the induction programme for pupils joining the Middle and Upper Schools (and their parents) and will liaise with the Head of Junior School and Heads of ‘feeder’ schools regarding the transition of pupils into the Middle and Upper Schools.

As senior members of staff, they will be members of the Administration Team and attend weekly meetings; the Heads of House will also have responsibility for calendar entries relevant to Grades 6 - 12 and oversight of planning for key events.

The Heads of House will be responsible for helping to co-ordinate the Moral Education programme, and will be expected to contribute to the teaching of Moral Education programme in the School. The Heads of House are each expected to teach approximately 21 periods per week.

## **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.

## **PERSON SPECIFICATION**

### **HEAD OF HOUSE**

#### **North London Collegiate School Dubai**

**NLCS Dubai** seeks enthusiastic and committed pastoral leaders as Head of House. The Heads of House will have responsibility for the social and academic progress of students in Grades 6 – 12. They will lead the teams of tutors and co-tutors within their houses, who have day-to-day responsibility for welfare and discipline in the Middle Years Programme.

The successful candidates will have an international outlook and an appreciation of the richness that a diversity of cultures brings to a school. They will have considerable experience in teaching all secondary age groups, with a passion for their subject. They will be educated to degree level or above and may also have other relevant professional qualifications.

The post holders will be outstanding practitioners who have a proven ability to lead by example and the ability to manage, inspire and motivate others in delivering high quality teaching and learning supported by outstanding pastoral care.

The successful candidates will be expected to have the following capabilities in terms of personal qualities, professional experience and skills:

#### **Person Specification**

##### *Professional Qualification*

- Teaching qualification
- Bachelor's Degree
- Higher Degree (an advantage)
- Recent participation in continuing professional development

##### *Professional Experience*

- Experience of pastoral leadership within a significant, relevant organisation
- Proven track record of outstanding teaching across all age groups
- Recent experience of managing students from a variety of cultures
- Commitment to issues of equity and working with culturally diverse families
- Exemplary communication skills, both verbal and written
- Able to work effectively with students and parents, outside agencies and colleagues
- Experience of developing and enhancing the practice of staff
- Committed to raising the achievement and standards of pupils and staff
- Have a strong classroom presence and be able to model excellence in the classroom
- Have a good knowledge of pastoral initiatives

- Talent for leadership through example and inspiration is essential: the successful candidate will have a strong presence and be able to model excellence in all aspects of educational provision

#### *Specialist Knowledge and Understanding*

- Knowledge of current behavioural issues and of the impact of mental health on adolescent behaviour and performance.
- Knowledge of safeguarding and child-protection matters
- Knowledge of current best-practice regarding pupils with SEND (including Gifted and Talented)

#### *Personal Qualities and Skills*

- A good team player and team leader
- Excellent leadership skills
- Ability to demonstrate emotional intelligence and empathy, adaptable to differing situations
- Ability to be sensitive of and adapt to cultural differences.
- Flexible, inclusive and pragmatic style
- High level interpersonal skills
- Articulate and a strong communicator
- Confident in meeting and communicating with others
- Possess good organisational skills, manage time efficiently
- Excellent English
- A firm and demonstrable commitment to the School's aspirational ethos that does not label students and the belief that 'everyone matters'

Knowledge of additional languages (especially Arabic) would be an advantage

## **JOB DESCRIPTION**

### **HEAD OF HOUSE**

#### **North London Collegiate School Dubai**

The Heads of House will play an important role at NLCS Dubai. They will have oversight of the pastoral welfare of students in Grades 6 to 12, reporting directly to the Vice Principal (Pastoral Care).

Each Head of House will be an outstanding practitioner who is prepared to lead by example, thus ensuring a coherent and effective pastoral ethos and inspiring and enthusing the pupils and tutors in their House.

Their responsibilities include:

- Fostering and supporting the School's ethos, values, rules and guidelines
- Modelling good practice for all
- Ensuring that the pastoral care available to each student is of the highest quality, and that the pastoral culture within the House is supportive, innovative and responsive to the needs of students
- Leading the team of tutors and ensuring that the work of tutors in the House is consistently of the highest professional standard in providing pastoral care and support to students
- Overseeing the discipline, conduct and behaviour of students in the House
- Ensuring effective pastoral communications
- Organising and leading assemblies
- Meeting regularly with the team of tutors to lead discussion and development and ensure excellent individual pastoral care
- Supporting the Vice-Principal (Pastoral Care) in all aspects of the admissions process
- Organising the induction programme for pupils in the House when they join the School (and their parents)
- Liaising with the Head of Junior School and Heads of 'feeder' schools regarding the transition of pupils in the House when they join the Middle or Upper schools
- Monitoring and tracking the progress of students, co-ordinating interventions where necessary and taking appropriate action to ensure that all students make excellent progress and achieve their best
- Contributing to the development of the Moral Education Programme (and teaching the class when required).
- In collaboration with the MYP Coordinator, liaise with teaching staff (including subject teachers, Heads of Department and Heads of Faculty) to ensure that academic staff and pastoral staff work effectively together to support all students and guide them to success, so that no student is allowed to slip through the net
- Communicating as required with parents and with external agencies with regard to the welfare, conduct and progress of pupils.
- Ensuring meaningful extra-curricular participation of all students in the House

- Organisation of events and strategies which promote a spirit of “house identity” (including the co-ordination of relevant contributions to charity and community service initiatives)
- In collaboration with the MYP Coordinator, overseeing arrangements for reporting and parents’ evenings as directed by the Principal or Vice-Principals.
- In collaboration with the MYP Coordinator, co-ordinating arrangements for internal examinations
- Assisting with the recruitment, assessment and appointment of new staff when required
- Assisting with the appraisal of staff
- Assisting and supporting the Vice-Principal (Pastoral Care) in the process of development planning and the formulation of pastoral strategy, and in the process of annual evaluation and self-review.
- Bringing to the immediate attention of the Vice Principal (Pastoral Care) and the Principal any significant pastoral matters, including any safeguarding concerns.

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