NORTH LONDON COLLEGIATE SCHOOL DUBAI

Seeks

TEACHERS OF ARABIC A & B

Effective August 2018

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.

In 2017, 8 students from NLCS UK and NLCS Jeju achieved a perfect score of 45, a standard reached by only 146 students of 60,000 internationally last year

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

With its year-round sunshine, low crime rate, modern architecture, beautiful beaches and luxury shopping, Dubai is fast becoming one of the world's most sought-after cities to live in. With approximately 90% of the c.2.5 million residents being expatriates, it is a truly international hub. There is something in Dubai for everybody: the city has a vibrant night life, a plethora of restaurants that feature cuisines from different parts of the world, art exhibits from aspiring local and reputable international artists as well as many entertainment options including concerts and fashion shows. For the avid explorer, there are many places to see both in the city and desert; some are popular tourist destinations while others are hidden jewels that are less well known. What's more, in less than 4 hours you could be discovering the delights of countries such as Jordan, Oman, India, Cyprus or Nepal. Whilst Dubai and NLCS is internationally minded, 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 a dynamic, well-qualified and committed Teacher of Arabic with an outstanding track record to teach at the School from August 2018. The appointee will be part of the thriving and busy Arabic department.

The appointee will ideally be able to deliver in Arabic A & B throughout the Senior School and Junior School, in addition to IB Diploma in the Sixth Form.

The successful candidate will also ensure that the qualities of the IB Learner Profile and the core academic skills of research and inquiry are embedded in their teaching. It is essential that the Teacher of Arabic has the ability to communicate, deep subject knowledge, enthusiasm and passion for the subject.

Previous experience of the IB Middle Years and/or the IB Diploma are an advantage. Of prime importance is an ability to motivate and inspire students in order to ensure that academic provision is consistently of the highest standard.

The appointee will manage all aspects of their teaching and learning, in keeping with the overall aims of the School. He / she will work together as a cohesive and collegiate team in effectively addressing the aims and priorities of the School.

All members of staff are also expected to be involved in pastoral care within the School community, usually in the role of form tutor or co-tutor, and also to contribute to the extra-curricular life of the School.

QUALIFICATIONS & QUALITIES SOUGHT

Please see Person Specification

LOCATION

This post will be based in Nad Al Sheba, 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

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.

Emailed applications are preferred to: recruitment@nlcsdubai.ae

The closing date for applications is 5:00pm (UK time) on 19th January 2018

It is anticipated that interviews will take place during the week beginning 19th February 2018.

PERSON SPECIFICATION

TEACHER OF ARABIC

North London Collegiate School Dubai

NLCS Dubai seeks an enthusiastic and highly-qualified Teacher of Arabic. The successful candidate will have an international outlook and an appreciation of the richness that a diversity of cultures brings to a school. He/She will have considerable experience in teaching all age groups, with a demonstrable passion for his/her subject and a commitment to the development of Arabic more broadly. He / she will be educated to degree level or above and may also have other relevant professional qualifications.

The post holder will be an outstanding practitioner and will be expected to have the following capabilities in terms of personal qualities, professional experience and skills:

Person Specification

Professional Qualifications

- Teaching qualification
- Bachelor Degree or higher in Arabic
- Recent participation in continuing professional development

Professional Experience

- Experience of implementing a range of pedagogical techniques, with a track record of innovation in teaching and learning
- Proficient and experienced at teaching, ideally with experience of the IB Diploma and/or MYP, with an outstanding track record of examination success
- Recent experience of managing students from a variety of cultures
- Experienced teaching to sixth form level
- Experience of developing a broad, balanced and academically ambitious curriculum
- A good knowledge of curriculum initiatives
- The successful candidate will have a strong classroom presence and be able to model excellence in the classroom

Personal Qualities and Skills

- Native Arabic speakers will be given preference for this role
- Commitment to high standards and inclusive education
- Ability to inspire colleagues and pupils
- Commitment to issues of equity and working with culturally diverse families
- Commitment to raising the achievement and standards of pupils
- A good team player

- Able to work positively and effectively with students and parents, outside agencies and colleagues
- Flexible, inclusive and pragmatic style
- High level interpersonal skills
- Confident and articulate in communicating with others
- Possess good organisational skills, manage time efficiently
- Ability to show good cultural understanding and differentiation between students from various backgrounds and ability
- Offer substantial commitment to extra-curricular activities

Knowledge of additional languages would be an advantage

JOB DESCRIPTION

TEACHER OF ARABIC

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The post holder will be an outstanding practitioner and will be expected to perform the following core responsibilities:

- Responsible for the teaching and learning of the class.
- Supporting the life of the school beyond the classroom.
- 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

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 portfolio 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.

Planning, Teaching and Learning

- Planning in a collegial and professional manner with colleagues, showing respect, being prepared and adhering to the school wide meeting norms and team's essential agreements at all times.
- Collaborating with the Head of Arabic and colleagues to share new ideas, approaches and professional knowledge.

- Utilising the PYP, MYP, and IB frameworks to collaboratively design a Program of Inquiry across all grades.
- Planning which emphasises connections among curriculum areas and explicitly focuses on trans-disciplinary skills and the essential elements of PYP, MYP, and IB.
- Using structured inquiry-based learning models to deliver high quality lessons and student-centred learning activities, that meet student's individual learning needs and to ensure student's progression.
- Using assessment to drive the planning process
- Being a facilitator in the classroom and taking an interactive role with students.
- Viewing students as thinkers with their own emerging theories.
- Employing a range and balance of appropriate classroom management strategies, teaching methods and resources to enhance the learning experience for all students.
- Flexible grouping strategies using a variety of different learning situations, including whole class, small group, partner work and individual work; at desks, on the floor, outdoors, etc.
- Using learning technologies to enhance learning across all curriculum areas.
- Differentiating and extending work, as appropriate, in all curriculum areas, working closely with the Learning Support department as required.
- Involving students in shared reflection during, and at the end of, each unit, on a consistent basis.
- Evaluating the program collaboratively with teaching partners, and parents and students as appropriate.
- Ensure that all classroom and teaching practice is in accordance with NLCS Dubai school policy and procedure.

Monitoring, Assessment, Recording, Reporting

- Using assessment information about prior attainment to set high expectations, which inspire, motivate and challenge students.
- Making effective use of formative and summative assessment to plan challenging learning opportunities for all students.
- Monitoring students' learning (employing teacher, self and peer assessment) to ensure they remain on track to achieve challenging targets..
- Use performance data to evaluate students' progress, engage students in their own learning through meaningful feedback and set appropriate targets for personal and student improvement.
- 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.

Classroom management

- Promote and celebrate the attributes of the IB Learner Profile.

- Maintaining a well organised and stimulating learning environment, which promotes effective teaching and learning and of which students can feel ownership.
- Maintaining a stimulating and meaningful display of children's work, ensuring that it is regularly updated and relevant to topics being taught.
- Establishing a purposeful and safe learning environment.
- Maintaining a well-managed classroom with a good work ethos and good working relationships.
- Creating a culture of achievement where pupils 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.
- Meeting with the Head of Arabic and colleagues as necessary to discuss individual students and their progress.
- Communicating accurately, regularly and meaningfully with families of students under the duty of care.
- Be proactive in communicating with parents regarding both pastoral and academic issues.
- Reporting IEPs to parents, as directed.
- Attending parents' consultations or meetings throughout the year as required.
- Taking registration, in accordance with whole school policy.
- Maintaining up-to-date subject knowledge.
- Self-evaluating and reviewing teaching methods, materials and scope and sequence.
- Participating in the school's Performance Management 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 at least one extra-curricular activity per term/semester.
- Undertake cover duties for colleagues as assigned.
- 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.
- Support the work of the Parent Teacher Association by attending events which promote the school.

Special circumstances

- To work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparation, assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned students.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.
- This Job Description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.

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.