



SHERBORNE  
QATAR

## Candidate Brief

# THE SCHOOL

Sherborne Qatar was founded in 2009 as the first overseas school developed by Sherborne School, Dorset. It was set up in partnership with Sheikh Abdulla bin Ahmed Al Thani (Chairman of Sharaka Holdings). It is a founding member of Qatar's Ministry of Education & Further Education Outstanding Schools Initiative. It offers a British curriculum, taught in English, and a British independent school ethos. It is a Department for Education accredited British School Overseas (BSO) and British Schools in the Middle East (BSME). The Headmaster of the Preparatory School is a member of the Independent Association of Preparatory Schools (IAPS). The Bursar is a member of the Independent Schools Bursars' Association (ISBA).

The Qatar National Vision 2030 explicitly sets out the state's intention to offer the best education possible not only to the expatriate community, but also to the children of its own citizens. Therefore, Sherborne Qatar admits boys and girls from a wide range of nationalities, all of whom must be proficient in English. The predominant group of pupils is made up of first-language English speakers from expatriate families.

Sherborne Qatar is a school of some 1131 pupils, covering the full age range, from Pre-School through to Upper Sixth. The Preparatory and Senior Schools are currently housed on two separate sites in Government-owned school buildings while a permanent site is being negotiated with the Ministry of Education Council.

The curriculum is based on the National Curriculum for England in the Preparatory School and up to Year 9. Pupils in Years 10 and 11 are prepared for (I)GCSE examinations and in the Sixth Form for AS/A Levels. Demand for places at all levels is high and children are accepted only if they satisfy the admissions process. Alongside the full British curriculum, pupils can also learn Arabic, Islamic Studies and Qatar History.





There is a single Principal, who is CEO of Sherborne Qatar: the Prep School and Senior School each has its own Headmaster, Senior Leadership Team and Senior Management Team.

The Senior School aims to educate children for life in a global society, one in which many of them will be leaders of their generation. Sherborne Qatar pupils will aspire to attend the best universities in both the old and new worlds and those institutions in Qatar that will make up the Hamad bin Khalifa University.

Although a young school, Sherborne Qatar benefits from the long and reputable history of its mother school. Our aim is to bring to Qatar as much of the life of a British independent school as possible, at all stages of our pupils' time in the school. The Preparatory and Senior Schools are based on the House system; all pupils wear the school uniform; all pupils are encouraged to participate in the wide-ranging enrichment programmes that are tailored to the ages of the pupils; drama, music, outdoor activities and sport play their part in the enrichment provision and are growing all the time.

Virtually all of the teachers are British or have trained in the United Kingdom and have recent, relevant experience of the age group they teach. Interviews for teaching posts take place in Central London, and are conducted by the Principal and Headmasters.

The links between Sherborne School and Sherborne Qatar are deep-rooted and will remain as one of the most distinguishing factors in the development of the Doha schools. There are plans for teacher exchanges, building on the established annual pupil exchange visits, and we continue to explore opportunities for further cooperation and adventure.

The Principal, two Headmasters and the Bursar form the Sherborne Qatar Executive Team responsible for developing and establishing an outstanding educational institution and the first choice of school for both local and expatriate parents.

"Well behaved pupils that value the school and are keen to do well"

"Happy and engaged pupils who are reflective learners".

"A skilled, passionate and genuinely supportive teaching staff"

"The leadership team ensures the school runs well on a day-to-day basis. Routines and procedures are followed and understood by all".

*BSO Inspection May 2017*



# QATAR

Celebrating its 40th anniversary in 2011, Qatar is still a young state. It recognises that its currently plentiful supplies of gas and oil will not always be there to sustain the economy, which is why there is a vision for a country that will contribute to the scientific, technological and medical research fields; a country that will act as a vibrant hub in the Middle East with strong diplomatic relationships across the spectrum of beliefs; and, a country that acknowledges its heritage but wants to develop at the leading edge of innovation and discovery.

There is little to want for in Doha. There are excellent facilities for daily life, from health clubs to shopping malls, golf courses to riding stables, cinemas to five-star restaurants. There is an international airport from which Qatar Airways fly to all parts of the globe.

Qatar has been chosen to host the World Cup in 2022. There are large-scale sports tournaments and competitions held in Doha every year. There is a full-time philharmonic orchestra, a superb opera house and open-air amphitheatre. There are art galleries and museums that tell the tale of not only eastern, but also occidental history and contemporary art. Extensive opportunities for water sports and outdoor activities exist.

Qatar is an exciting place in which to be, and Sherborne Qatar is delighted to be part of this country's development of a long-term future.

Useful websites:

[www.visitqatar.qa/](http://www.visitqatar.qa/)

[www.qatarliving.com/](http://www.qatarliving.com/)



# THE APPOINTMENT

Sherborne Qatar is seeking to appoint appropriately qualified graduates from September 2018. We welcome applications from both experienced and recently-qualified teachers. Sherborne Qatar works in collaboration with the Independent Schools Teacher Induction Panel (ISTip), so that NQTs can complete their induction year.

The following posts are available:

- **Arabic and Islamic Studies Teacher** – with experience of iGCSE and A level
- **Arabic and Islamic Studies Teacher** – ideally with experience of iGCSE/A level (the ability to teach French also desirable, but not essential)
- **Art & Design Teacher** – with experience of iGCSE and A level
- **Economic Teacher** – with experience up to A level (the ability to teach Business Studies and experience of BTEC desirable, but not essential)
- **Business Studies Teacher** – ideally with A level and BTEC experience
- **English Teacher** <sup>\*1</sup> – experience of EAL and / or Drama desirable
- **English Teacher** <sup>\*1</sup> – with experience up to A level in English Literature and/or English Literature
- **Media Studies/English Teacher** <sup>\*1</sup> – with experience of up to A level in Media Studies

<sup>\*1</sup> Second in Department position also available with one of these positions

- **Head of Geography** – with experience of iGCSE and A level
- **Geography Teacher** – ideally with experience of iGCSE/A level
- **Humanities Teacher** (History & Geography) – ideally with experience up to iGCSE
- **Head of Learning Support**
- **Head of Mathematics** – with experience of iGCSE and A Level
- **Mathematics** <sup>\*2</sup> – ideally with experience of iGCSE/A level.
- **Mathematics Teacher** <sup>\*2</sup> – with experience of A level and Further Mathematics

<sup>\*2</sup> Second in Department position also available with one of these positions

- **Head of MFL** – experience of Teaching Spanish and French to A level
- **Teacher of French and/or Spanish** – ideally with experience of iGCSE and A level (the ability to teach Arabic also desirable, but not essential)
- **Teacher of Girls' PE** <sup>\*3</sup> – with experience of iGCSE and A level
- **Teacher of Boys' PE** <sup>\*3</sup> – with experience of iGCSE and A level

<sup>\*3</sup> Head of PE also available with one of these positions

- **Head of Science** – with experience of iGCSE and A level
- **Biology Teacher** – with experience of iGCSE and A level
- **Chemistry Teacher** - with experience of iGCSE and A level
- **Science Teacher**



## PASTORAL

- **Deputy Head Pastoral**

Head of Year position also available in conjunction with the above vacancies (other than the Head of Department roles).

## Continuing Professional Development

Sherborne Qatar believes in the importance of CPD for all its teachers. There is a critical difference, however, between boosting one's own CV and engaging in professional development as part of the overall school development. Opportunities for professional development will be offered over the course of the two-year contract.

All new members of the teaching staff will have a mentor, who will support and guide them through many aspects of the initial year, working alongside the Head of Department. We aim to guarantee that posts are successfully confirmed at the end of the probationary period.



# SUMMARY OF BENEFITS

All contracts are for an initial period of two years and can be renewed. All employment contracts have a six-month probationary period and are subject to Sherborne Qatar being able to obtain the necessary Residence Permit for the teacher (and resident family dependents up to a maximum of spouse and two children). Sherborne Qatar will meet the costs associated with the sponsorship of the teacher (and resident family dependents up to a maximum of spouse and two children).

Teachers are employed with single or married or family status. Dependents must be resident with the teacher in Qatar in order for married or family status to be maintained.

## Salary/Summary of benefits

Teachers receive a tax-free monthly salary paid in arrears in Qatar Riyals into a bank account held in Qatar. The Sherborne Qatar salary scale ranges from approximately QAR 10,043 to QAR 16,223. There are limited responsibility allowances of between QAR 500 and QAR 1,000 per month.

A gratuity equal to three weeks' salary for each year of employment is paid on the final day of the contract.

The School meets the full cost of tuition fees for the first child and 75% for the second child at Sherborne Qatar Preparatory School or Sherborne Qatar Senior School. The school will not pay tuition fees at any other school.

At the beginning and end of the employment contract, the School meets the cost of a flight for the teacher (and resident family dependents up to a maximum of spouse and two children) from country of origin to Doha and return.

The teacher and any qualifying dependants will receive an annual flight allowance, calculated annually and based on a Doha-country of origin-Doha economy ticket with Qatar Airways.

At the beginning and end of the employment period, a freight allowance is paid against receipts to a maximum amount of QAR 2,500 for the teacher, QAR 1,000 for the spouse and QAR 1,000 each for up to a maximum of two resident dependent children.

A monthly travel allowance, in addition to basic salary.

Employees are provided with furnished accommodation. Teachers must meet the cost in full of telephone and satellite television packages.

Those who work at Sherborne Qatar must make arrangements for their own pension provision.

## Holidays

Teachers are entitled to take holiday during the usual Sherborne Qatar holiday periods; holiday cannot be taken during Sherborne Qatar term time. Teachers may be required by the Headmaster to work for short periods after the end and before the beginning of any term, for example INSET week.

## Medical

The School meets the cost of private medical insurance through its providers (which covers treatment in Qatar, but excludes dental and maternity cover) for the teacher. The teacher pays for the spouse and resident dependent children in the scheme (currently at





an annual cost of QAR 2,777 per person), but can opt out. The alternative arrangement for the spouse and resident dependent children is the Hamad Medical Card, which entitles them to be treated at the Hamad Medical Centre hospitals, the NHS equivalent in Qatar.

Teachers who choose to use another private medical scheme will not receive any assistance with those fees.

## Safeguarding

Sherborne Qatar is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (1974) and is subject to an Enhanced DBS Disclosure. All new employees are required to register with the DBS Update service at their own cost (currently GBP13/annum).

A successful applicant from outside the jurisdiction of the DBS will be required to provide an approved statement from the similar authority in the country in which he or she is currently based, and all other countries that they have resided in outside of the UK.

## References

It is also a requirement of the recruitment procedure that a post cannot be confirmed unless satisfactory written references have been received, at least one of which must be from the current employer and all of which must be professional in nature.

# APPLICATION

A letter of application together with a completed application form, (available from the Employment Section of the Sherborne Qatar website [www.sherborneqatar.org](http://www.sherborneqatar.org)), curriculum vitae and the names and contact details of at least two referees should be sent by email to:

Stephen Spicer

Headmaster

Email: [seniorapplications@sherborneqatar.org](mailto:seniorapplications@sherborneqatar.org)

**Closing Date is Monday 2nd February 2018.**

Applicants selected for interview will be informed by Wednesday 25th January 2018.

**Interviews in Central London from approximately Saturday 3rd February to Wednesday 13th February.**

Applicants who have not heard from the School must assume that, on this occasion, their application has been unsuccessful. Shortlisted candidates are required to bring proof of qualifications and identity to the interview.

Sherborne Qatar reserves the right to appoint at any stage during the recruitment period.

# HEADMASTER'S STATEMENT OF EXPECTATIONS

All schools not only offer many more opportunities and activities than used to be the case but the expectations of parents, pupils and external agencies are higher and more demanding too.

In light of the greater involvement of and interest taken by parents in virtually all aspects of school life, it would be unwise not to try to live up to the raised expectations of our clientele. For the pupils to be well served in a school such as Sherborne Qatar, all members of the teaching staff need to contribute on a broad front to the life of the school and in line with the Teacher's Standards.

It is expected, therefore, that all colleagues will be involved in the major aspects of the school's life, which are

- teaching (including preparation and regular appropriate marking of all written work)
- pastoral care (including acting as a Tutor)
- physical, social and cultural activities
- supporting school events outside of normal working hours

In addition, there are general responsibilities that all share, such as:

- in-service training and continuing professional development both in one's own subject and in other relevant areas of interest
- participating in local excursions and overseas trips
- keeping up to date with legal requirements (eg Health and Safety, Risk Assessments)
- regular attendance at whole-school events (eg assemblies, plays, concerts, competitions)
- monitoring pupils' behaviour and dress as a matter of routine
- communicating with colleagues to ensure the smooth running of the school
- various duties (eg playground supervision, dining hall supervision, invigilation)

All colleagues are expected to contribute to the co-curricular life of the School and to take an active role in the Enrichment Programme throughout the year, for example

- by being involved with sports teams and events
- by organising and encouraging clubs or artist endeavour
- by participating in the Duke of Edinburgh International Award

By its very nature in a developing school, this list is not exhaustive.

Clearly, not all areas of involvement are the same in terms of time or intensity. Thus a heavy commitment in one aspect of school life might be balanced by a low involvement in another aspect of school life. Such situations will need the Headmaster's agreement.

High expectations and a multiplicity of opportunities are what will distinguish Sherborne Qatar as an 'outstanding' school rather than just a 'very good' one. Moreover, our shared goals will encourage real collegiality and our common sense of purpose.

# DRESS CODE

All members of staff serve as role models for Sherborne Qatar pupils and the wider community. All colleagues should therefore dress professionally and appropriately, showing respect for local traditions and expectations. Members of staff are expected to follow the dress code whenever pupils are in school. The Headmaster may relax the dress code for specific occasions.

Clothing must conform to the local customs and cause no offence to any parent or local visitor. It should be neat, clean and in good repair at all times. Colleagues should not wear visible jewellery or similar artefacts that are culturally sensitive, distracting or which cause disruption to the educational environment.





# JOB DESCRIPTION – HEAD OF DEPARTMENT

Reporting to: the Deputy Head (Academic) and the Headmaster

Responsible for: teaching staff and other relevant personnel within the department

Liaising with: the Senior Team, Heads of Department, teaching and support staff, and parents

## Purpose

- to raise standards of pupil attainment and achievement within the curriculum area and to monitor and support pupil progress
- to be accountable for leading and managing pupil progress and for development within the curriculum area
- to develop and enhance the teaching practice of others
- to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the department, in accordance with the aims of the school and the curricular policies determined by the Board of Governors and Headmaster
- to manage and effectively deploy teaching and support staff, and financial and physical resources within the department

## Main Duties

Operational and Strategic

- to review and develop as necessary: specifications, resources, schemes of work, marking policies, assessment, teaching and learning strategies in the department
- to oversee the day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources
- to monitor and follow up pupil progress
- to implement school policies and procedures
- to work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of pupils, and to the aims, objectives and strategic plans of the school
- to oversee the application of ICT in the department
- to be aware of and review as necessary Health and Safety policies and practices

## Curriculum

- to liaise with the Deputy Head (Academic) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme
- to be accountable for the development and delivery of the department's curriculum

- to remain up to date with and respond to subject-specific developments, and teaching practice and methodology

### **Recruitment and Deployment of Staff**

- to work with the appropriate colleagues to ensure that staff development needs are identified
- to undertake appraisals and/or reviews including lesson observations
- to make appropriate arrangements for classes when teaching staff are absent, liaising with the cover supervisor or relevant colleagues to secure appropriate cover
- to participate in the recruitment process for teaching posts when required
- to ensure effective induction of new staff in line with school procedures
- to motivate colleagues to ensure effective working relations
- to be responsible for the day-to-day management of colleagues within the department and act as a positive role model

### **Quality Assurance**

- to establish and develop the process of setting of targets within the department
- to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles
- to contribute to the school procedures for lesson observation
- to seek and implement modification and improvement where required
- to produce an annual examinations analysis

### **Management Information**

- to ensure the maintenance of accurate and up-to-date information concerning the department in iSAMS, the management information system
- to analyse and evaluate pupil performance data provided and take appropriate action in response

### **Communications**

- to ensure that all members of the department are familiar with departmental aims and objectives
- to hold regular, minuted department meetings
- to disseminate information from meetings of the Heads of Departments
- to ensure effective communication as appropriate, and in line with school guidelines, with the parents of pupils
- to liaise with other schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies
- to represent the department's views and interests at all times

## **Marketing and Liaison**

- to contribute to the school liaison and marketing activities, such as the collection of material for press releases, newsletters, curriculum brochures, the school website and so on
- to lead the development of effective subject links with other schools and the wider community

## **Management of Resources**

- to manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down, including deploying any allocated department budget
- to work with the Director of Studies to ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed

## **Pastoral Care**

- to be familiar with the school's Child Protection Policy and to report concerns to the appropriate Child Protection Officer
- to ensure school rules are observed in the department, so that effective learning can take place
- to monitor and support the overall progress and development of pupils within the department
- to act as a tutor and to carry out the duties associated with that role
- to contribute to cross-curricular teaching, such as PSHE and Qatar History as required

## **Teaching**

- to undertake an appropriate programme of teaching in accordance with the duties of a standard classroom teacher

## **Other Specific Duties**

- to play a full part in the life of the school community, to support its distinctive mission, and to encourage colleagues and pupils to follow this example
- to continue personal professional development as agreed
- to undertake any other duty as from time to time required but not mentioned in the above

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified.

Colleagues are expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

All members of staff are expected to be courteous to their colleagues, to provide a welcoming environment to visitors, an appropriate response to those making enquiries by telephone and to respond in a timely fashion to those making enquires via email.

This job description is current at the date shown, but, in consultation, may be changed by the Headmaster to reflect or anticipate changes in the job commensurate with the job title.



# JOB DESCRIPTION – SUBJECT TEACHERS

Essential Qualifications: educated to degree level, DfE recognised teaching qualification

Reporting to: Head of Department

## Tasks and Duties:

- work within all school policies and guidelines
- accept the authority of line managers and those with delegated responsibility for specific areas or activities
- plan, prepare and deliver effective lessons in line with department and school curricular aims
- provide suitable academic challenges that will allow each pupil to reach his or her potential
- prepare pupils for public examinations
- self-evaluate and review teaching methods, materials and schemes of work and make changes as appropriate
- commit to in-service training (INSET), mutual lesson observation and continuing professional development (CPD)
- maintain a well-managed classroom with a good work ethos
- assess pupils' work effectively in a timely fashion and provide appropriate comments
- maintain an up-to-date subject knowledge
- maintain records and write reports on pupils' progress and development
- discuss progress with pupils, parents and colleagues
- provide cover for absent colleagues
- assist in the invigilation of examinations
- attend departmental meetings, staff meetings, parents' meetings and whole school events
- assist with curricular and co-curricular activities beyond lesson time
- undertake pastoral duties as required, for example as a Tutor
- provide opportunities to foster the spiritual, moral, social and cultural development of all pupils

This list is not exhaustive. All teachers are expected to fulfil any reasonable request made by the Headmaster.

# PROFESSIONAL SPECIFICATION

We are looking to appoint teachers who in interview and by virtue of their qualifications and experience best demonstrates that they have -

- suitable qualifications for the responsibilities of the post
- the ability to fulfil the responsibilities of the post with energy, enthusiasm and excellence
- strong interpersonal and communication skills
- good listening skills and respect for all pupils
- the ability to explain clearly and have good presentation skills
- the ability to form relationships and to motivate pupils
- the ability to generate enthusiasm for the work of the department
- the ability to achieve high standards in teaching effectively throughout the age and ability range
- subject knowledge and application
- classroom management
- experience of assessment, recording and reporting pupils' progress
- a willingness to be involved in the co-curricular life of the school
- a commitment to personal and professional development
- a sense of humour; and can adapt to living in a demanding environment

