######

**NORTH LONDON COLLEGIATE SCHOOL DUBAI**

***Seeks***

**PRIMARY SCHOOL TEACHERS**

***Effective August 2017***

**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 will offer 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 will be a coeducational ‘diamond structure’ day school for pupils aged 3-18 years, situated within the prestigious Hartland development in Dubai. The School will be built and funded by our partners in the project, a leading Indian property development company, Sobha.

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

NLCS Dubai will be an English-speaking school and it is our intention to offer the International Baccalaureate Programmes throughout the age range. A number of lessons per week will be 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 will echo that of NLCS (UK) – every effort will be made to recreate the ethos of the UK ‘parent’ school, whilst taking into account and remaining sensitive to the local culture and context.

We will 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 ‘Young Historians’ 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 large numbers of students are 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 will be 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 Years 7 to 11, and Diploma Programme in the Sixth Form. The curriculum will reflect 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) will be 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 dynamic, energetic, well qualified and highly committed people who can deliver the full range of subjects across the Middle to Upper Primary age range (Ages 6 to 11) in a way that is integrated, stimulates inquiry and sets high standards for pupils. As experienced Form Teachers, the post holders must have experience in fostering a caring atmosphere and show commitment to the well-being, social and academic progress of each pupil.

The appointee will report to the Deputy Head of Lower School and PYP Coordinator.

Previous experience of the IB Primary Years Programme (PYP) would be an advantage. The teacher will be the Form Teacher of a class consisting of no more than 24 pupils. He/she will be responsible for the well-being, teaching and learning of the class and will be assisted by a teaching assistant. Classes such as Music, PE and Languages are taught by specialist teachers. He/she will be responsible for organising the work of the teaching assistant and will be a member of the Lower School team, sharing in responsibilities for curriculum development, display, performances and organising some aspects of special events. All teachers will work closely with the PYP Coordinator, who is the pedagogical leader of provision in the Primary Years.

**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. This post will be based in Dubai.

**TENURE OF APPOINTMENT**

Initial three year term.

**PARTICULARS OF THE SEARCH**

Applicants are invited to submit:

1. a letter of application, addressed to the Principal of NLCS Dubai
2. a fully completed application form - available from the vacancy website at [www.tes.co.uk](http://www.tes.co.uk)
3. a current CV

The application form should contain the name, email address, postaladdress 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.

**All applications are to be submitted via the TES online tool.** As long as you receive an acknowledgment of receipt from us, you are not required to mail a hard copy of your documents.

*If you have any queries, please contact* *recruitment@nlcsdubai.ae*

**The closing date for applications is 12.00pm (BST) on Monday 26 June 2017.**

**PERSON SPECIFICATION**

**Primary School Teacher**

**North London Collegiate School Dubai**

**NLCS Dubai** seeks enthusiastic and highly-qualified Primary specialists.

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 experience in teaching within the middle to upper Primary years, with a demonstrable passion for this area of provision. They will be educated to degree level or above and may also have other relevant professional qualifications. The post holders will be outstanding practitioners 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
* Experience of implementing a range of pedagogical techniques, with a track-record of innovation in teaching and learning
* Recent participation in continuing professional development

*Professional Experience*

* Proficient and experienced in teaching, ideally with experience of the IB PYP
* Proven track record of outstanding teaching
* Recent experience of working with 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 positively and effectively with students and parents, outside agencies and colleagues
* Committed to raising the achievement and standards of pupils
* Experience of delivering a broad, balanced and academically ambitious curriculum
* Have a good knowledge of curriculum initiatives

*Specialist Knowledge and Understanding*

* A commitment to an ambitious and inclusive education
* Ability to inspire pupils
* Ability to show good cultural understanding and differentiation between students from various backgrounds and ability

*Personal Qualities and Skills*

* Work effectively as a member of a team
* A positive and energetic classroom presence
* Flexible, inclusive and pragmatic style
* High level interpersonal skills
* Confident in meeting and communicating with others
* Possess good organisational skills, manage time efficiently
* An ability to remain calm under pressure, a good sense of humour and the necessary enthusiasm to enjoy the challenges of the role are essential

Knowledge of additional languages would be an advantage.

**JOB DESCRIPTION**

**Primary School Teacher**

**North London Collegiate School Dubai**

NLCS Dubai is seeking dynamic, energetic, well qualified and highly committed teachers who can deliver the full range of subjects for the Primary Years in a way that is integrated, stimulates inquiry and sets high standards for students.

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

The core responsibilities will include:

* Acting as Form Teacher of a class consisting of up to 24 students.
* Responsible for the teaching and learning of the class, assisted by a full time, shared teaching assistant. (Music and PE are taught by specialist teachers.)
* Supporting the life of the school beyond the classroom.
* Responsible for organising the work of the teaching assistant and will be a member of the Junior School team, sharing in responsibilities for curriculum display, performances, trips and organising some aspects of special events.
* 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 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.
* Taking care of the moral, social and emotional development of each student.
* 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.
* Effectively carrying out the supervision duties required of the Junior School duty rota.

**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.
* Planning which accommodates a range of levels and types of ability.
* Planning for a safe, purposeful, stimulating and encouraging environment where students feel confident and secure and are able to develop and learn.
* Planning and providing appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn.
* Differentiating and extending work, as appropriate, in all curriculum areas, working closely with the Learning Support department as required.
* Being a facilitator in the classroom and taking an interactive role with students.
* Pursuing open-ended inquiry and real life investigations.
* Viewing students as thinkers with their own emerging theories.
* Actively supporting the development of children’s language and communication skills
* Maintaining constant awareness of the needs of second language learners.
* Employing a range and balance of appropriate classroom management strategies, teaching methods and resources to enhance the learning experience for all students in a Junior School classroom.
* 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, including the use of interactive whiteboards
* Promoting positive behaviour, self-control and independence through using effective behaviour management strategies and developing children’s social, emotional and behavioural skills.
* Talking to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next.
* Liaising closely with members of the specialist teaching team (Music and PE) to plan high quality learning opportunities aligned with the topic being taught.
* Maintaining an up to date knowledge of good practice in effective teaching.
* Undertaking professional development to enhance teaching and students' learning, applying outcomes and sharing outcomes with colleagues.
* Ensuring that all classroom and teaching practice is in accordance with NLCS Dubai school policy and procedure.

**Monitoring, Assessment, Recording, Reporting**

* Approaching planning, teaching and assessing as an interconnected process.
* 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, through teacher, self and peer assessment, to ensure they remain on track to achieve challenging targets.
* Providing students with regular feedback and encouraging students to respond to the feedback.
* Using performance data to evaluate students' progress, engage students in their own learning through meaningful feedback and set appropriate targets for personal and student improvement.
* Writing high quality and accurate reports on student performance for internal and external use as required.
* Being punctual in meeting all deadlines.

 **Classroom management**

* Promoting and celebrating the attributes of the IB Learner Profile in an age appropriate way.
* 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 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.

**Management and deployment of resources**

* Directing the work of the teaching assistant(s) to ensure they are deployed effectively to aid teaching and learning at all times.
* Ensuring classroom resources are organised and tidy.
* Allocating classroom space and time efficiently.
* Ensuring adequate time is given to preparation, marking and learning focused displays.
* Controlling and overseeing the use and storage of books and other teaching resources provided for class usage.

**Communication**

* Demonstrating consistently high standards of personal and professional conduct.
* Contributing positively to the morale and community spirit in the school.
* Communicating accurately, regularly and meaningfully with families of students regarding both pastoral and academic issues.
* Attending parents’ consultations or meetings throughout the year as required.
* Taking registration, in accordance with whole school policy.
* Participating in the school’s Performance Management Cycle and be involved in opportunities for Continued Professional Development, including attending inset, as directed.

**Additional responsibilities**

* Providing work in the case of own absence.
* Undertaking at least one extra-curricular activity per term/semester.
* Supervising classes on behalf of colleagues as determined by the cover schedule.
* Attending, and contributing to, staff meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
* Actively participating in school activities, such as assemblies, plays, concerts, workshops, sports days, trips, visits and charity events.
* Supporting the work of the Parent Teacher Association by attending events which promote the school.

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.*