



Arabic as a Foreign Language (AFL) & Islamic Studies Teacher

Job Description

Type: Permanent

Department: Academic

Line Manager: Head of Arabic

Job Description

Job Purpose

The AFL & Islamic Studies Teacher plays a vital role in delivering high-quality Arabic language and Islamic Studies education across the school. The teacher promotes a love of learning for students of all abilities, delivering well-planned, engaging, and inclusive lessons that develop linguistic proficiency, cultural appreciation, and personal values.

The teacher maintains high expectations, models positive relationships, and ensures that students are inspired, motivated, and supported to progress as independently and confidently as possible. They work collaboratively with colleagues, contribute to curriculum development, and participate actively in the broader life of the school.

Key Duties and Areas of Responsibility

1. Teaching, Learning, and Classroom Practice

- Teach Arabic as a Foreign Language across Secondary levels.
 - Teach Islamic Studies aligned with Qatar MoEHE requirements.
 - Deliver engaging lessons that promote literacy, communication, cultural understanding, and Islamic values.
 - Establish a safe, respectful, and stimulating learning environment.
 - Use varied and effective teaching strategies to support student engagement and progress.
 - Encourage independence, reflection, and ownership of learning.
 - Maintain high expectations for student achievement, behavior, and effort.
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2. Curriculum and Planning

- Plan collaboratively to ensure well-structured, coherent learning experiences.



- Contribute to the ongoing development of schemes of work, units, and departmental resources.
 - Embed **international best practices** and IB pedagogical principles where relevant.
 - Incorporate opportunities for cultural appreciation, moral reasoning, and real-world language application.
 - Ensure Islamic Studies lessons reflect accurate doctrine, cultural sensitivity, and age-appropriate delivery.
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3. Assessment and Student Progress

- Use formative and summative assessments to monitor learning in AFL and Islamic Studies.
 - Maintain accurate and timely records of student attainment and progress.
 - Support IB assessment processes (internal and external), including oral assessments, when applicable.
 - Use data to plan differentiated instruction and support targeted interventions.
 - Provide constructive, timely feedback that supports students' next steps.
 - Participate in departmental moderation and standardization.
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4. Inclusion, Differentiation, and Well-being

- Differentiate teaching to support learners at all levels, gifted students, and those with additional needs.
 - Work closely with the Inclusion team to ensure appropriate support plans are implemented.
 - Promote well-being, resilience, cultural identity, and positive values within the learning environment.
 - Build strong, supportive relationships that foster confidence and progress.
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5. Professionalism, Collaboration, and Development

- Actively participate in department meetings, planning sessions, and school-wide initiatives.



- Seek opportunities for professional development, including IB training and Islamic Studies updates.
 - Share best practice and contribute to a culture of continuous improvement.
 - Participate in extracurricular activities, cultural events, and community engagement.
 - Model professionalism, empathy, cultural awareness, and the school's values.
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6. Parent and Community Engagement

- Communicate effectively and professionally with parents regarding student progress and well-being.
 - Support parent meetings, cultural events, Islamic celebrations, and outreach activities.
 - Strengthen home–school partnerships that enhance language and cultural learning.
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7. Safeguarding, Health, and Safety

- Uphold the school's Safeguarding and Child Protection policies at all times.
 - Maintain professional boundaries and act promptly on concerns.
 - Participate in mandatory annual safeguarding training.
 - Ensure student safety during lessons, transitions, duties, and extracurricular activities.
 - Adhere to all health and safety protocols, promoting safe and responsible use of equipment and facilities.
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Personal and Professional Conduct

All teachers are expected to demonstrate consistently high standards of personal and professional conduct by:

- Treating students with dignity and maintaining relationships built on mutual respect and appropriate boundaries.
- Safeguarding students' well-being and acting promptly on concerns.
- Demonstrating respect, tolerance, and cultural awareness in line with Qatar's local context.
- Upholding the school's ethos, policies, and expectations, including attendance and punctuality.



- Maintaining confidentiality and exercising sound judgment in all professional matters.
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Position Requirements

Education

- Bachelor's Degree in English Language
 - Teaching certification recognized by Qatar MoEHE.
 - Training in Child Protection and Safeguarding (or willingness to complete upon employment).
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Experience

- Must be an Arabic speaker
 - Minimum 3 years of successful teaching experience in AFL and/or Islamic Studies.
 - IB experience preferred (Arabic B or Ab Initio), but *not required*.
 - Experience working in international or multicultural school environments is an advantage.
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Skills, Knowledge, and Competencies

- Strong subject knowledge in Arabic language, AFL methodologies, and Islamic Studies content.
 - Understanding of IB philosophy and international curriculum frameworks.
 - Ability to differentiate instruction for diverse learners.
 - Excellent communication skills in Arabic; strong English proficiency required.
 - Effective behaviour management skills and the ability to build positive relationships.
 - Competence in digital learning tools and accurate record-keeping.
 - Culturally aware, reflective, organised, and collaborative.
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Attributes

- Passionate about teaching Arabic and Islamic Studies.
- Empathetic, supportive, and committed to student success.



- Adaptable, flexible, and open to continuous improvement.
- Internationally minded with strong cultural understanding.
- Able to inspire trust and respect among students, colleagues, and parents.

Approvals	
Line Manager:	Principal:
Employee:	HR:

The Hamilton International School

The Hamilton International School, located in Doha, Qatar, is a leading international school that has quickly established a reputation for excellence since opening in 2019. Guided by our vision of "Igniting Passion, Purpose, and Potential," we offer a dynamic, inclusive, and learner-centered environment where educators and students thrive. Fully accredited by NEASC and QNSA and offering the IB Diploma Programme, Hamilton provides a world-class education supported by exceptional facilities and a diverse community representing over 80 nationalities.

As a member of the International Schools Partnership (ISP), a global network of over 115 schools, our staff benefit from extensive professional growth opportunities, collaboration, and shared best practices across continents. With personalized pathways, robust academic and extracurricular programs, and a deep commitment to well-being, inclusion, and safeguarding, Hamilton empowers every learner to achieve their fullest potential in a supportive and innovative school community.

The International Schools Partnership

The International Schools Partnership (ISP) is a growing group of committed colleagues in financially responsible schools around the world, all of which aim to be the school of choice in their local area. Learning is at the heart of everything we do for our students, colleagues and parents. We are committed to getting better, all the time.

ISP is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All post holders are subject to appropriate vetting procedures, including an online due diligence search, references and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

ISP Commitment to Diversity, Equity, Inclusion, and Belonging



ISP is committed to strengthening our inclusive culture by identifying, hiring, developing, and retaining high-performing teammates regardless of gender, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.