



# St Christopher's School, Bahrain

Appointment of

## Food and Textile Design Teacher



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Architect's Concept Design for our new Senior School

# An introduction to St Christopher's

**St Christopher's was established in 1961 to educate small groups of expatriate children and has developed into a large, not-for-profit, internationally-renowned school at the heart of the community. St Christopher's provides an exceptional educational experience and is widely regarded as one of the world's leading British curriculum international school**

A vibrant community of over 2,300 students aged 3 to 18 and made up of more than 65 different nationalities, St Christopher's is a not-for-profit school, committed to developing *Role Models for the World*. We pride ourselves on maintaining a warm and mutually respectful atmosphere, where our children leave fully prepared and confident to meet head-on the challenges and vagaries of life in our rapidly changing world.

St Christopher's is a member of COBIS, BSME and AoBSO. The Principal is a member of HMC (Headmasters' and Headmistresses' Conference), and the Head of Juniors of IAPS (Independent Association of Preparatory Schools).

## Mission, Vision and Values

### *Education for a Shared Humanity*

At St Christopher's School Bahrain our mission is to provide an *Education for a Shared Humanity*. To ensure all our students will become *Role Models for the World* possessing the strength of intellect and character to take responsibility for their actions and contribute meaningfully to our global society.

We value all members of the St Christopher's community, upholding the core values of caring, honesty and mutual respect, as well as instilling the St Christopher's 6C's in all our students: Compassion, Confidence, Commitment, Courage, Creativity and Curiosity.

### *Learning to Engage, Engaging to Learn*

The St Christopher's community relentlessly models the school's Mission, Vision and Values as well as our Foundations of Learning so that our young people become autonomous learners and global citizens.

## Inspections

In February 2023 St Christopher's underwent an inspection for British Schools Overseas (BSO) as accredited by the UK Government. The School was awarded "Outstanding" in all standards, for the fourth BSO consecutive BSO inspection. St Christopher's has also been rated as "Outstanding" in the Bahrain inspection system run by BQA and by the British Schools in the Middle East (BSME) accreditation system.

## An Introduction to St Christopher's (continued)

### Future Ready Curriculum

The Future Ready Curriculum is a dynamic, holistic framework which supports and engages the school community in achieving the mission and vision of St Christopher's. It charts a learning pathway, through the platform of a school scheme of learning, drawing on all aspects of the school. This journey has key learning activities to engage student centred learning within the context of the school community. It is our expectation that this Future Ready Curriculum will be a beacon for prospective parents and future employees and aid the school in future dynamic adaptation.

### Students

Students will understand and experience the interconnectedness of a holistic curriculum. They will develop skills, knowledge and attributes that will help them navigate a changing world. The professional collaborative nature of the dynamic platform will enable teachers and students to engage in deeper, developed and shared learning resources.

### Parents

The Future Ready Curriculum gives access for increased discussion between students and parents. Parents will understand more of the extent of their child's learning and education and partner with their child more effectively. The language of an holistic education will be more evident and can even extend to helping future parents see and understand why St Christopher's is a unique school.

### Teachers

Streamlined, holistic curriculum planning will aid effective learning and evaluation. Such mapping will facilitate interdepartmental and school improvements. As teachers explore, contribute and develop resources a forum for collective professional pedagogical practice will take place. Best practice will more commonly be shared between and across departments, thus strengthening the learning experience for students. In-coming teachers will experience the culture of St Christopher's Future Ready Curriculum explicitly through the programme of learning.





# Organisational structure

## Governance

The Board of Governors is responsible for the financial and high level strategic direction of the School, with the annual strategic priorities and operational running of the School delegated to the Principal. The Board meets several times a year and considers major agenda items such as the school's future development and investments, financial wellbeing and material issues on curriculum development and academic performance.

The Board of Governors includes up to four members elected by parents, with members elected from amongst the Founder companies, a Ministry of Education representative and the Dean of St Christopher's Cathedral as well as up to two members who may be co-opted for their specialist knowledge and experience.

## Leadership

The running of the School is delegated to the Principal, Dr Simon Watson, who in turn manages the Head of the Infant

School (Nursery to Year 2), the Head of the Junior School (Year 3 to Year 6) and the Head of the Senior School (Year 7 to Year 13).

The Executive Leadership Team comprises the Principal and the three Heads of School (Infant, Junior and Senior), the Director of Learning and the Director of Finance & Operations.

## Staff

St Christopher's employs 400 teaching and non-teaching staff. It is the largest employer of British nationals in Bahrain and also employs approximately 100 Bahrainis.

St Christopher's is extremely successful in attracting and retaining high-calibre staff who bring considerable experience of British-style education from both the UK and other leading British international schools around the world. A strong emphasis on continuing professional development for all staff is a key strength of St Christopher's and this is reflected in both the popularity of the School and in the low levels of staff turnover.



## Academic excellence

**St Christopher's has a clearly defined educational philosophy and prides itself on supporting each individual student to achieve their potential in the classroom. High calibre teachers blend traditional and innovative teaching methods to create a stimulating and stretching learning experience.**

The School is a vibrant learning community and aspires to be a world leader in understanding and applying the evolving body of evidence about effective learning and teaching. At St Christopher's we believe that learning happens through the design of purposeful activities that engender joy, foster curiosity and challenge students who are conscious of how they learn.

Our learning promotes intellectual rigour, social responsibility and personal wellbeing. These three strands thread their way through our curriculum. The intellectual not only encompasses the academic curriculum but brings a focus to intellectual pursuits that will fire the synapses and bring critical thought to each and every situation.

St Christopher's students consistently achieve outstanding results in formal examinations. In the last examination series in 2025, the post-sixteen results at A Level, IB Diploma and BTEC were 49% at A\*/A grades. A Level grades were 70% at A\*-B. The IB results are consistently significantly higher than the world average. At GCSE, 58% of grades were at 9-7.





# Beyond the classroom

**St Christopher's is committed to the value of an all-round education and students benefit from a diverse range of opportunities to explore their talents and develop as people beyond the classroom. A wide-ranging programme of activities, societies, events and trips sits alongside the academic curriculum and exists to challenge students to take risks, set high expectations and broaden their horizons.**

## Sport

St Christopher's has a thriving sports programme with opportunities for students to participate across a range of pursuits and at all levels. Throughout the School there are keen inter-house competitions in various sporting events, including swimming, athletics, football, basketball and volleyball. St Christopher's is a member of the Bahrain Private Schools Sports League (BPSSL) and students also participate in competitions organised through the BSME.

Water sports are popular in Bahrain's climate, and St Christopher's has a particularly successful record in this area. The School has an indoor swimming pool at the Saar site and an eight-lane, open-air pool at Isa Town. There are regular school-based and inter-Gulf swimming competitions.

In addition to the large extracurricular activity programme, the school also runs a sport and recreation academy (SPARTA), which employs a range of specialist coaches. These activities run in the late afternoon, evenings and weekends.

## Creativity

Music, drama and the creative arts are an integral part of life at St Christopher's. Each school year brings an extensive programme of events and performances offering students a vast range of opportunities to develop their talents on and off-stage. Recent productions, bringing the departments together, include Charlie and the Chocolate Factory and Peter Pan in the Junior School and West Side Story and Hairspray in the Senior School.

BSME and ISTA (International Schools Theatre Association) events provide opportunities for students to showcase their skills on a wider stage. St Christopher's Music Festival is open to students from any school in Bahrain and the prestigious Young Musicians of the Gulf competition hosted by St Christopher's brings together more advanced musicians from schools around the region.

The school runs an extensive instrumental music programme, with full-time teachers in strings, brass, piano, guitar and woodwind, with other, part-time staff, to support these and other instruments.

## Exploration

A St Christopher's education also includes a myriad of opportunities for students to explore and connect with their world both within Bahrain and globally.

Numerous educational visits take place each term and there is a particular focus on giving students appreciation of Bahrain's 5,000 year history of civilisation from the Dilmun era to the present day.

Beyond Bahrain, Junior School and Senior School students benefit from participation in a wide-range of overseas trips – with up to 25 trips in some academic years. These include sporting fixtures and cultural events in the Gulf; skiing in the Alps; Duke of Edinburgh's Award expeditions; World Scholar's Cup; drama trips to London plus trekking and service opportunities in Thailand among many others.

## Pastoral care

St Christopher's is a caring school committed to the highest standards of pastoral care. The pastoral system is designed to support the development of the whole person.

The building blocks of the school community are the four Houses named after birds of prey (Falcon, Kestrel, Merlin and Osprey). Every student is a member of a House and Houses promote contact between the different age ranges, with students enjoying inter-house competitions in sporting and other pursuits.

St Christopher's is proactive in its approach to mental health and wellbeing and the School employs three dedicated, full-time counsellors.

## Campuses and facilities

St Christopher's has two campuses, in Saar and Isa Town.

The Saar campus, opened in 2005, offers purpose-built facilities for 1,150 students in the Infant and Junior Schools, and houses the Principal's office and central administrative functions.

Our Senior School currently operates in Isa Town, serving 1,150 students from Year 7 to Year 13. We are preparing for the completion of our state-of-the-art New Senior School in **spring 2026**. This world-class campus will support innovative education with the latest technology and sustainable designs. Facilities will include:

A modern performing arts centre and 750-seat auditorium  
Digital media studios and advanced STEM labs  
Extensive sports facilities, including a gymnasium, three football pitches, Olympic-length swimming pool, 20 badminton courts, and a 400m running track

This exceptional environment is designed to nurture curiosity, creativity, and excellence in every student, offering inspiring spaces both inside and outside the classroom.





## Role description

### The Opportunity

We are seeking an outstanding, passionate, and motivated **Food and Textile Design Teacher** to join our highly successful **Design & Technology Department**. This is an exciting opportunity to contribute to a thriving department that nurtures creativity, practical skills, and a love of design across all age groups. As a **newly introduced subject**, Food and Textile Design will make full use of our **state-of-the-art facilities**, offering the successful candidate the chance to shape and develop an innovative new era of the curriculum.

As part of a dynamic and supportive team, you will **inspire students to explore, create, and innovate**, delivering lessons that are engaging, challenging, and hands-on. You will play a key role in helping students **develop their technical skills, design thinking, and confidence** in applying knowledge to real-world contexts.

You will also contribute to the **wider life of the school**, supporting exhibitions, showcases, and practical projects, while fostering a lifelong appreciation for design, making, and creativity.

### What You Will Do

- **Teach Food and Textile Design across Key Stage 3**, with opportunities at a later stage to contribute to KS4 and KS5.

- **Design and deliver creative, hands-on lessons** that encourage innovation, practical problem-solving, and critical thinking in design and making.
- **Support students in enrichment activities** such as Design Clubs, competitions, exhibitions, and trips that extend learning beyond the classroom.
- **Contribute to the School's wider life**, including the House system, service learning, and sustainability initiatives through design and practical projects.
- **Collaborate with colleagues across the Design & Technology Department** to share best practice and enhance the school's Future Ready Curriculum.

### Why Join Us?

- Be part of a forward-thinking school with **state-of-the-art Design & Technology facilities**.
- Work in a **collaborative department** that values professional dialogue, innovation, and evidence-based teaching.
- Benefit from a strong culture of **professional growth**, including CPD, leadership development, and cross-school initiatives.
- Enjoy the unique lifestyle of Bahrain – a safe, welcoming and well-connected country with a rich cultural heritage.

## The Standards expected of Teachers at St Christopher's

### Exceptional Expectations

*Set high expectations which inspire, motivate and challenge students*

- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- model consistently the positive attitudes, values and behaviour that are expected of learners
- establish a safe and stimulating environment for students, rooted in mutual respect
- our Norms of Behaviour should be adhered to

### Outstanding Outcomes

*Promote excellent progress and outcomes by students*

- be accountable for students' attainment, progress and outcomes
- provide excellent pastoral care as a teacher and form tutor, knowing that student wellbeing and mental health are pivotal to students' success
- know and build upon students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

### Curriculum Cohesion

*Demonstrate excellent subject and curriculum knowledge*

- have an expert knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, oracy and the correct use of English, whatever the teacher's specialist subject or year group
- contribute to the continuous development of the curriculum within your team. This includes the vertical and horizontal alignment of knowledge, skills, understandings and dispositions

- in collaboration with colleagues within your team and across the school, enthusiastically contribute to the design and provision of our engaging Future Ready Curriculum

### Pedagogy and Planning

*Plan and teach well structured and engaging lessons that meet the needs of all students*

- inspire students to develop knowledge, skills and understanding through highly effective use of lesson time
- use extensively the pedagogical rubric in planning and professional conversations
- model and promote a love of learning and of intellectual curiosity
- set homework (where appropriate), plan and contribute to other out-of-class activities to consolidate and extend students' knowledge, skills and understanding
- model the dispositions and values that are reflected in the School's curriculum, mission and vision
- continuously reflect systematically on the effectiveness of lessons and approaches to teaching and make adjustments where necessary
- use high-quality resources to help students learn and ensure that knowledge is clear and accessible.

### Individualised Intent

*Adapt teaching to respond to the strengths and needs of all students including: students of high ability; students with English as an additional language; students with neurodiverse learning requirements*

- know when and how to differentiate appropriately, using approaches that enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these factors
- demonstrate an awareness of the physical, social and intellectual development of children, and adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with additional needs, and be able to use and evaluate distinctive teaching approaches to engage and support them

## Accurate Assessment

*Make accurate and productive use of assessment*

- know and understand how to assess the relevant subject and curriculum areas according to the school's assessment policy
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, where appropriate, and encourage students to respond to the feedback

## Respectful Relationships

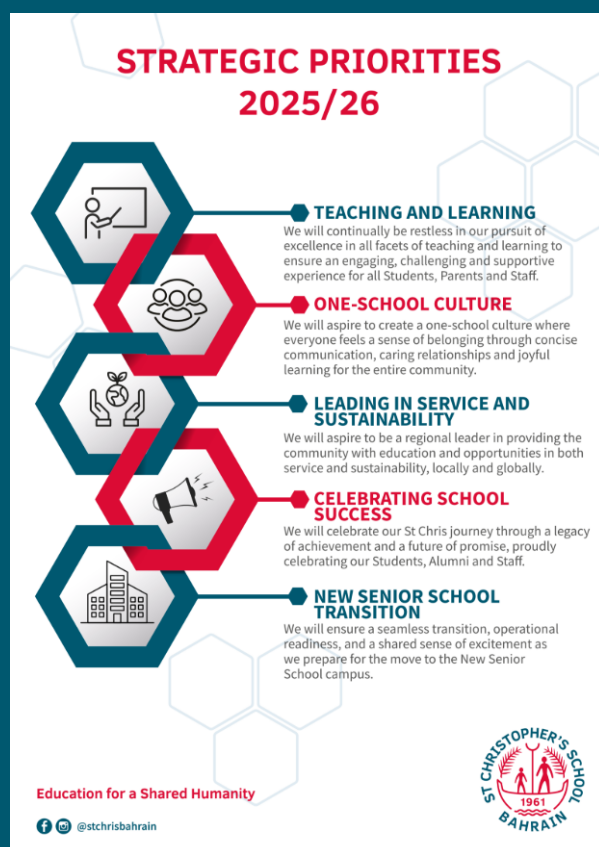
*Create a safe and secure environment for all students and staff to flourish. Establish positive relationships with all members of the school community based on mutual respect*

- have clear expectations and sensible, consistent routines in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's Behaviour Policy
- create a stimulating and engaging physical space in which students learn
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, in line with the School's behaviour policy
- manage classes effectively, using approaches which are appropriate to students' needs in order to engage and motivate them
- maintain excellent relationships with students and act decisively when necessary
- treat students with dignity, and build relationships rooted in mutual respect. Model excellent behaviour at all times and observe proper boundaries appropriate to a teacher's professional position
- understand and act upon the fact that you are responsible for behaviour of all students at all times in all settings while in School
- show tolerance of and respect for the rights of others
- having regard for the need to safeguard students' wellbeing by following relevant statutory guidance along with school policies and practice

## Professional Profile

*A teacher is expected to demonstrate consistently high standards of personal and professional conduct*

- make a positive contribution to the wider life and ethos of the school, including, being a Form Tutor (Senior School), supporting school events
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively, efficiently and respectfully to enhance student learning
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- be fully engaged in the school's Professional Development Portfolio process
- communicate effectively with parents with regard to students' achievements and well-being
- maintain a professional regard for the ethos, policies and practices of the school, and high standards in attendance and punctuality



## STRATEGIC INTENTS

AIM HIGH,  
WORK SMART,  
CARE DEEPLY

# Person specification

### Qualifications and Experience

Bachelor's Degree or higher in Food, Textile Design / Design & Technology, or Bachelor of Education

A recognised qualification for teaching in schools (PGCE, QTS or equivalent)

Experience teaching Food and/or Textile Design at Secondary School level

Up to date knowledge of curriculum developments for GCSE , A Level and IB Design & Technology

Proven ability to inspire and motivate students of varying abilities and interests.

### Knowledge and skills

Commitment to Professional Development

Competent in the use of Information and Communication Technology

Google Certified Educator Level 1 (this should be completed prior to taking up the position)

Knowledge of G-Suite (formerly Google Apps for Education)

### Commitment to

Safeguarding and child protection

Showing respect for all members of the school and wider community

Promoting St Christopher's mission, vision and values

Promoting the mental health and wellbeing of students and colleagues



# Terms of appointment and how to apply

*In alignment with Bahrain laws, Diversity, Equity and Inclusion is integral to the values of St Christopher's School.*

*St Christopher's School is committed to safeguarding and promoting the welfare of children and young people in our care. We follow safe recruitment practices and appointments are subject to vetting including reference checks, identity checks, social media checks, internet checks and criminal record checks. Further details can be found in our Safeguarding Children and Safer Working Practice Policy.*

## Terms of appointment

An excellent package with comprehensive benefits, including up to two free school places for dependent children, will be offered.

## Appointment process and how to apply

**Applicants are encouraged to apply as soon as possible through our recruitment portal**  
<https://bit.ly/StChrisRecruitment>. Applications should consist of a full CV and covering letter addressing the criteria set out in the role description and person specification. St Christopher's reserves the right to interview and appoint before the published closing date. The deadline for applications is **midnight GMT on 31 October 2025**

## Key dates

|                         |                                                                           |
|-------------------------|---------------------------------------------------------------------------|
| <b>From 11 Oct 2025</b> | References requested, applicants longlisted and invited to submit a video |
| <b>From 1 Nov 2025</b>  | Applicants shortlisted and invited to interview online                    |
| <b>W/c 8 Nov 2025</b>   | Interviews                                                                |
| <b>16 August 2026</b>   | New staff arrive in Bahrain                                               |
| <b>23 August 2026</b>   | Staff Induction starts                                                    |

It is our policy to obtain three references prior to applicants being shortlisted, one of whom should be from your current Principal.

