

NORTH LONDON COLLEGIATE SCHOOL DUBAI

Seeks an

Early Years Leader

Effective August 2019

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 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

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 seeks an enthusiastic and highly-qualified Early Years Leader. 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 early 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.

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.

LOCATION

This post will be based in 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.

E-mail: recruitment@nlcsdubai.ae

The closing date for applications is 12.00pm (UAE time) on Wednesday 17th October 2018

It is anticipated that interviews will take place during the week beginning 4th November 2018.

All UAE based candidates will be invited to NLCS Dubai prior to interview.

PERSON SPECIFICATION

Early Years Leader

North London Collegiate School Dubai

NLCS Dubai seeks enthusiastic and highly-qualified Early Years Leader.

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 early 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 in the early years
- 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
- Articulate and a strong communicator
- Confident in meeting and communicating with others
- Possess good organisational skills, manage time efficiently
- Excellent English
- 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

Early Years Leader

As an Early Years Leader, 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:

- Overseeing the academic and pastoral needs of PreKG and KG1.
- Promoting the social, academic, moral, physical and emotional development of each child in the safe, caring and stimulating environment of the School.
- Supporting the life of the school beyond the classroom.
- To share in responsibilities for curriculum development, display, performances, trips and organising some aspects of special events.
- Initiate, manage, monitor and evaluate change within the Early Years team in order to improve practice.
- To oversee the Early Years to ensure continuity and progression between PreKG and KG1.
- To observe, appraise and support the Early Years team.
- 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.
- To promote a safe, stimulating and caring Early Years learning environment and to work with the team to provide high quality care and to promote and maintain high standards of good professional practice.
- 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

- Implement the PYP framework. Lead and support staff in delivering the PYP.
- Collaborating with the PYP Co-ordinator and colleagues to share new ideas, approaches and professional knowledge.

- Utilising the PYP framework to collaboratively design a Programme of Inquiry across the Early Years.
- Support and develop planning which emphasises connections among curriculum areas and explicitly focuses on trans-disciplinary skills and the essential elements of PYP.
- Ensure that all classrooms and teaching practices are in accordance with NLCS Dubai school policy and procedure.
- Set priorities and coordinate action plans for the Early Years classes that lead to the best educational experience for the children.
- Be prepared to use personal experience and expertise to support and advise in any class when needed.
- To keep abreast of current thinking by attending courses and continuing your own professional development. Build relationships and visit other Early Years settings.
- To teach across the Early Years.

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.
- Be punctual in meeting all deadlines.
- To work in a supervisory capacity with the Early Years teachers to produce high quality reports and provide relevant detail of the children's progress.
- Contribute to curriculum reviews and improvement planning which supports school development and enhances student learning.

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 First School 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.
- Leading parents' consultations or meetings throughout the year as required.
- Maintaining up-to-date subject knowledge.
- Self-evaluating and reviewing teaching methods, materials and scope and sequence.
- Participating in the school's appraisal cycle and be involved in opportunities for Continued Professional Development, including attending inset, as directed.

- Take a lead role in the appraisal of staff within the team, following up areas for development in order to improve practice.
- Ensure that the Early Years team work together effectively and efficiently, by providing excellent organisational ability, leadership and management skills.

Additional responsibilities

- Provide work in the case of own absence (if necessary).
- Undertake at least three extra-curricular activities per term/semester.
- Participate in Junior School duty rota.
- Undertake cover duties for colleagues as assigned by the Head of Juniors.
- 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.
- Work with the Junior Team in the appointment, allocation and development of staff and to make the most effective use of their skills, expertise and experience.
- Set agendas, lead and cascade weekly team meetings to the Early Years team.
- To ensure staff attend relevant training and keep them up to date with best practice and current government policies.
- To lead a programme of induction for new Early Years staff.
- Facilitate equality of provision (resources and teaching) across the whole Early Years team. Manage the organisation, maintenance and provision of materials, resources, equipment and furnishings within the team, being responsible for ordering within the allocated budget.
- Any other duties the Head of Juniors deems necessary.

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.