



DSGD Class Teacher Role Profile

Purpose of Role

The purpose of the role is to ensure that all teaching staff at Durham School for Girls (DSGD) uphold the UK Teaching Standards (TS), while also aligning their practices with the school's MARK values, policies, and the cultural expectations outlined by the Qatari Ministry of Education (MOE). This includes delivering high-quality, engaging lessons that cater to the diverse needs of students, promoting a safe and inclusive learning environment, and fostering both academic and personal development. Staff are expected to maintain professional conduct, collaborate effectively with colleagues and stakeholders, and actively contribute to the school community. Additionally, they must ensure that all teaching practices, curriculum plans, and resources are in line with DSGD/MARK values, Qatari culture, and MOE ethics. This role also encompasses the continuous professional development of staff, adherence to school policies, and supporting student well-being and high-performance learning (HPL) strategies. Ultimately, the role aims to create a positive, respectful, and effective learning environment that supports the growth of both students and educators.

ISP Principles

- **Begin with our children and students.** Our children and students are at the heart of what we do. Simply, their success is our success. Wellbeing and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding and Health & Safety issues and acting and following up on all concerns appropriately.
- **Treat everyone with care and respect.** We look after one another, embrace similarities and differences and promote the well-being of self and others.
- **Operate effectively.** We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.
- **Are financially responsible.** We make financial choices carefully based on the needs of the children, students and our schools.
- **Learn continuously.** Getting better is what drives us. We positively engage with personal and professional development and school improvement.



Key Responsibilities

Design and deliver engaging and effective lessons

- Develop and implement a curriculum (individually or as part of a team as directed) that aligns with the subject's standards, learning or assessment objectives (AO's).
- Create and implement lessons and planning (individually or as part of a team as directed) that caters to the diverse learning needs of students, incorporating various instructional strategies and resources.
- Ensure that all curriculum planning and resources that are used are in line with DSGD/MARK and Qatari values and culture.
- Use appropriate technology and other innovative tools to enhance teaching and promote active student-led learning and engagement.
- Provide timely and constructive feedback to students and relevant stakeholders on their progress and assignments.
- Continuously assess and evaluate student learning to inform and adapt instructional decisions and differentiated instruction accordingly with professional assessment, or directives from line managers or SENCO.
- To review, and if necessary, report immediately any concerns with planning or resources that are in conflict with the DSGD and Qatari values or culture to their direct line manager (verbal and written) before leaving the school premises.

Foster a positive and inclusive classroom environment.

- Establish clear expectations and rules for behaviour, ensuring a safe and respectful learning environment.
- Promote collaboration, respect, and inclusivity among students, encouraging them to appreciate diverse perspectives.
- Address individual student needs and provide appropriate support or accommodation as necessary.
- Encourage student participation and facilitate discussions to enhance critical thinking and problem-solving skills.
- Promote a growth mindset and encourage students to take ownership of their learning.
- Provide a range of student-led learning opportunities and forms of assessment.
- Ensure there are curriculum links with planning and teaching to real life learning and careers.
- Provide positive learning opportunities that promote HPL, House, MARK and Qatari values and culture.



- Action and follow up on any positive or negative incidents, including clear communication with relevant stakeholders (as per the staff handbook and Penalty list)

Communicate effectively with students, parents, colleagues, or outside relevant stakeholders.

- Maintain regular and open communication with students, providing clear instructions and expectations.
- Collaborate positively with colleagues to align curriculum, share resources, and exchange best practices.
- Communicate with parents regularly (electronically and face to face), providing updates on student progress and addressing any concerns or questions.
- Provide concise and quantifiable (qualitative and quantitative) progress reports (formal or informal) to appropriate stakeholders.
- Ensure all deadlines for communication are adhered to.
- Communicate clearly (verbal and written) and complete all tasks within timeframes provided with any stakeholders, including links with Further Education organizations.
- Utilize the school portal and other communication platforms (email, iSams or CPOMS) to share important information and resources with appropriate stakeholders.

Support students' well-being and personal development

- Provide guidance and support to students in their academic and personal growth.
- Promote and where necessary guide positive working relationships with stakeholders.
- Promote a positive and respectful classroom culture, addressing sensitively any issues of concern such as bullying, discrimination and mental health.
- Encourage students to develop essential life skills, such as critical thinking, communication, and problem-solving.
- Provide opportunities to integrate real life learning opportunities and links with Further Education organizations.
- Communicate clearly and in a reasonable timeframe any stakeholder concerns to the relevant DSGD staff.
- Collaborate with the school's support services team to identify and address any individual student needs or concerns.
- Implement any reasonable directives or actions from SLT, EDO or Principal within the timeframe communicated.



Engage in professional development and growth.

- Stay updated with subject-specific knowledge, educational research or changes to the British/MOE Curriculum or examination boards AO's, expectations or content, and best teaching practices.
- Participate positively in professional development opportunities to enhance teaching skills and pedagogical knowledge.
- Reflect on teaching practices and seek feedback from colleagues and supervisors to continuously improve.
- Engage positively in all aspects of Quality Assurance by engaging in reflective practices, such as self-assessment and peer observation, to continuously improve teaching practice.
- Complete all tasks, action points or directives assigned and, in the timeframe provided, that support professional development and growth.
- Maintain a minimum satisfactory standard of all expectations, professional conduct, and responsibilities.

Act as an ambassador for the school and its values

- Embody and promote the school's values and mission in all interactions.
- Serve as a positive role model for students, demonstrating integrity, respect, and professionalism both in and out of the scheduled DSGD work hours, in accordance with the Staff Handbook.
- Engage positively by promoting and providing involvement opportunities for self/stakeholders in school events and activities, showcasing student achievements and contributing to the wider school community.

Utilize the school portal and communication platforms.

- Ensure effective and clear communication with all relevant stakeholders in English and where necessary and appropriate, Arabic, in accordance with the Secondary Staff Handbook.
- Effectively use the school portal and other communication platforms to share resources, assignments, and updates with students and parents.
- Utilize tools like email/Class Dojo/iSams to communicate with parents, provide feedback on student progress, and share important announcements.
- Collaborate with colleagues to share best practices and innovative ideas for utilizing these platforms effectively.



Contribute to the school community by actively participating in school events, extracurricular activities, and staff meetings.

- Engage positively in wider life of school such as assemblies, sports day, or cultural events, to foster a sense of community and school spirit.
- Volunteer to lead/support and create student/stakeholders' extracurricular activities, clubs, competitions, or field trips that enrich students' learning experiences.
- Attend staff meetings, workshops and professional development on time. Actively and positively participate in all staff meetings, department meetings, and professional development sessions to collaborate with colleagues and contribute to school-wide initiatives.
- Complete all additional tasks set by line managers by the deadlines provided during the preparation or implementation of events or meetings.

Adhere school to policies and procedures, including those related to safeguarding, health and safety, and student welfare.

- Follow and implement the school's safeguarding policies to ensure the safety and well-being of all students.
- Comply with health and safety regulations and promote a safe learning environment.
- Report any concerns or incidents to the appropriate authorities or designated safeguarding leads within the designated timeframe and method of communication stated.

Develop high quality learning, teaching and assessment practices to support students in achieving their full potential.

- In line with the School Teaching and Learning and Assessment for Learning Policies, implement high quality teaching and learning and assessment for learning to stretch and challenge students' academic and pastoral standards.
- Identify and nurture students' strengths, talents, and potential through differentiation and personalized learning approaches.
- Provide opportunities for students to engage in higher-order thinking skills, critical analysis, problem-solving, and student led learning.
- Incorporate metacognitive strategies to develop students' self-regulation, resilience, and growth mindset.
- Collaborate with colleagues to share and develop best practices, planning, lesson implementation and resources related to high quality learning, teaching and assessment.



- In line with the School Assessment Policy, regularly assess and track students' progress, providing goals and provide clear SMART targeted feedback for improvement.
- Ensure all student progress is clearly communicated to the relevant stakeholders in the timeframes assigned.

Values - serve as an ambassador for the school and its MARK (Mission, Ambition, Respect, Kindness) and Qatari national values.

- Embody and promote the school's mission, vision, and values in all interactions with students, parents, colleagues, and the wider community.
- Model and reinforce the school's values of respect, kindness, integrity, and cultural understanding in daily interactions with students and colleagues.
- Actively participate positively in school events, such as open days, parent information sessions, and community outreach programs, to showcase the school's values and achievements.
- Foster an inclusive and diverse learning environment that celebrates and respects the Qatari national values and traditions.
- Integrate Qatari culture and heritage into the planned curriculum (academic and pastoral), where appropriate, to promote cultural awareness and appreciation among students.
- Seek advice at the earliest opportunity for any misunderstandings or concerns regarding appropriateness of any planning, decisions, or resources content (academic or pastoral) from a relevant line manager and implement actions determined.
- Collaborate positively with colleagues to develop initiatives that promote community engagement and support the local community in line with Qatari national values.
- Maintain a professional and positive image of the school within the local and international educational community and uphold professional standards of conduct.

Ensure the curriculum is in line with Qatari MOE ethics.

- Regularly review and align the curriculum with the ethical guidelines set by the Qatari Ministry of Education (MOE) to ensure it reflects the cultural values, traditions, and ethics of Qatar.
- Collaborate with SLT, HOD's and teachers to ensure that lesson plans, materials, and assessments appropriateness of any planning, decisions, or resources content (academic or pastoral) from a relevant line manager and implement actions determined.



- Integrate Qatari cultural and ethical values into the curriculum, incorporating local examples, stories, and traditions to promote a sense of identity and cultural awareness among students.
- Positively attend and participate in any professional development opportunities for teachers to enhance their understanding of Qatari MOE ethics and ensure they are equipped to deliver lessons that align with these values.
- Seek feedback from students, parents, and the wider community and discuss and implement any required actions in the timeframe provided with relevant line managers to ensure that the curriculum is inclusive, relevant, and respectful of Qatari cultural and ethical norms.
- Collaborate with the school leadership team and curriculum coordinators to ensure that any updates or changes in the Qatari MOE ethics are reflected in the curriculum, planning or resources in the time frame provided.
- Foster an environment of open dialogue and respect with all stakeholders, encouraging students to engage in discussions about appropriate ethical, moral, or pastoral issues and encouraging student led learning, critical thinking and decision-making skills based on Qatari MOE ethics.
- Regularly assess and evaluate the curriculum's alignment with Qatari MOE ethics, making necessary adjustments to ensure continuous improvement and compliance with national values are in accordance with the Qatari MOE ethics.
- Seek advice at the earliest opportunity for any misunderstandings or concerns regarding.

DSGD Senior Leadership Team (SLT) and EDO reserves the right to request from staff any additional action or responsibility, deemed to be reasonable by the Head of Secondary or DSGD Principal, that is not listed above.

Skills, Qualifications and Experience

Position Requirements

Education:

- Bachelor's Degree in teaching from an accredited institution
- Post Graduate Certificate in Education
- Degree subject which is on the approved list from the MOE
- Required teaching certification for Qatar MOEHE
- Meet professional teacher education requirements of school
- Child Care and Protection

Language: English is mandatory



Required Skills and Knowledge

Competencies

- In-depth knowledge and understanding of School and associated assessment methods
- Up to date curriculum developments
- Application of effective teaching and learning theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)
- Proven management skills
- Excellent communication skills and command of the English language, in spoken and written form
- Presentation skills with the ability to present information in a concise and professional manner to a variety of audiences
- Organization skills: well organized and able to prioritize, multi tasks and meet deadlines
- The ability to work on a regular and punctual basis
- Flexible and work well under pressure
- Customer service
- Critical thinking
- Ability to negotiate, persuade and motivate others
- Willing attitude to be a part of the school team
- Strong sense of professionalism
- Safeguarding and welfare of children
- A collaborative team-player with excellent interpersonal skills whilst recognizing and transcending cultural differences
- The ability to develop good personal relationships within a team
- Behaviour management
- Demonstrated competency to use computer applications related to the role, including word processing and spreadsheet applications
- Accurate data collection ability
- Record keeping and report preparation methods
- Interpersonal skills including tact, courtesy and patience
- Customer focused
- Willingness to undertake appropriate Professional Development

Attributes

- Empathetic listener
- Integrity and confidentiality



- Internationally minded
- Emotional intelligence
- Intercultural awareness, creative
- Flexible and a can-do attitude
- Passionate about delivering quality education
- Able to command respect of pupils, colleagues and parents
- Driven by wanting to improve quality and develop the school
- Reliable with an attention to detail and a commitment to quality
- An innovator with a willingness to embrace change

ISP Commitment to Safeguarding Principles

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.

Name: _____

Date: _____

Signature: _____