



DUBAI COLLEGE

A tradition of quality in education



HEAD OF PHYSICAL EDUCATION

REQUIRED: August 2025

2025



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Dubai College is committed to safeguarding and promoting the welfare of young people and we select staff that understand and share this commitment. All applicants must be willing to undergo child protection screening, including checks with past employers and obtaining a Police Certificate or Good Conduct Certificate from the country the applicant last resided or was employed in, which may include Disclosure & Barring checks.



THE POST



Dubai College, one of the leading British international schools in the world, invites applications from outstanding educators for the role of Head of Physical Education. This is a rare opportunity to lead a dynamic department in an institution known for its academic excellence, elite sports performance, and commitment to innovation in education. If you are an ambitious and visionary leader passionate about shaping the future of Physical Education and sports at an international level, we encourage you to apply.

Reporting to the Director of Sport, the primary role of the Head of Physical Education is to lead the department through effective day-to-day management and long-term development planning. The successful candidate will take overall responsibility for the efficient operation of the department, managing a highly able and experienced team whose primary focus is to maximise student outcomes in curriculum and examination Physical Education.

CRITERIA

All applicants must:

- Hold a degree in Physical Education or Sport Science.
- Have experience teaching Physical Education in a British curriculum school.
- Have experience in teaching and leading GCSE and A Level PE.
- Exhibit proven leadership skills in a demanding and dynamic environment, along with the ability to lead and manage a large department of experienced and well-qualified teachers and coaches.
- Possess Qualified Teacher Status (QTS) with a minimum of two years of post-qualification teaching experience.

DESIRABLE CRITERIA

It would be an advantage if applicants had:

- A postgraduate degree in Physical Education or Educational Management.
- Experience as an examiner for a UK examining body.
- Experience teaching students from varied national and cultural backgrounds.
- Possess excellent data analysis skills.



KEY RESPONSIBILITIES

In addition the successful candidate will:

- Be a successful leader with a strong record of implementing effective and collaborative change in various contexts.
- Have a proven track record of outstanding teaching and learning in Physical Education.
- Teach Physical Education across Key Stages 3, 4, and 5, adapting and creating resources that are accessible to all students while providing stretch and challenge for the most able.
- A track record of effective impact at GCSE and A Level PE.
- Demonstrate excellent classroom practice, employing a wide range of teaching and learning strategies.
- Lead an effective team by implementing departmental policies and actively participating in further improvements.
- Work effectively as part of a team, sharing ideas and contributing to the department's development.
- Be committed to ongoing professional development, both as an individual and as a facilitator.
- Be innovative and forward-thinking in their approach.
- Use digital strategies to support and enhance learning.
- Engage, inspire, and challenge learners of all abilities.
- Analyse data effectively to support students with differing abilities.
- Coach sports teams to a high level in at least two of the College's core sports.
- Actively contribute to the College's extensive and successful extracurricular sports programme, including international sports tours and world-class sporting events.
- Serve as an excellent role model for staff and students.
- Be empathetic to the College's ethos.



JOB SPECIFICATION

The Head of Physical Education will:

- Oversee the day-to-day operations of the Physical Education department.
- Collaborate with the Director of Sport and Key Stage 3 Coordinator to develop and implement departmental policy.
- Lead and manage GCSE and A Level PE for both staff and students.
- Provide systematic stretch and challenge in a highly selective school through a comprehensive teaching programme from Year 7 to A Level.
- Conduct regular lesson observations, learning walks, and coaching conversations to promote a culture of professional learning.
- Monitor student progress, developing and implementing strategies to address underperformance and enhance overall achievement.
- Ensure schemes of work are continuously reviewed, updated, and refined in terms of content, resources, assessment, and recording.
- Provide leadership and support to the teaching team, ensuring the appropriate and differentiated delivery of all courses.
- Act as the initial point of contact for addressing issues related to staff performance in teaching and learning.
- Ensure compliance with all relevant school policies and keep teachers informed of their implications.
- Develop and oversee the department's strategic plan, including relevant analyses.
- Stay abreast of advancements in digital learning and literacy policies, ensuring their integration into the department.
- Organise and monitor teaching group arrangements.
- Manage curriculum resources effectively.
- Work with the Director of Sport to ensure all necessary risk assessments are in place.
- Ensure well-structured cover work is provided when teachers are absent.
- Align the curriculum and extracurricular programme to provide optimal enrichment for all students.



JOB SPECIFICATION

STUDENT ACHIEVEMENT

The Head of Physical Education must:

- Maintain quality control within the department by collecting and analysing student progress data, aligning with the school's assessment and reporting systems.
- Lead and monitor effective intervention at examination level where needed.
- Ensure students demonstrate sustained improvement in subject knowledge, understanding, and skills relative to prior attainment.
- Enable students to develop key concepts in Physical Education and Games at an age-appropriate level.
- Foster independent and collaborative study skills to encourage self-directed learning and cross-subject skill transfer.
- Set and uphold high standards of behaviour in line with the school's behaviour and discipline policy.
- Regularly update the Senior Leadership Team on student progress and department activities, ensuring timely and effective reporting to parents.

TEACHING AND LEARNING

The Head of Physical Education must:

- Knowledge and understanding of the principles of the cognitive science of learning, Oracy, formative assessment and assessment for learning.
- Ensure continuity and progression by selecting appropriate teaching methods and setting clear learning objectives in line with departmental development plans.
- Guarantee engaging, stimulating, and challenging lessons from all department members.
- Keep abreast of changes and developments in Physical Education and incorporate them into teaching and learning strategies.
- Regularly review and refine specifications, schemes of work, and teaching methodologies.
- Establish clear achievement targets in Physical Education and assess progress through systematic data analysis.
- Evaluate teaching quality through observations, lesson planning reviews, and student work analysis.
- Identify and share outstanding practice across the department and school.
- Identify areas for improvement and provide support to staff in achieving excellence.
- Develop effective links with the local community.
- Facilitate professional development for all staff within the Physical Education department.

If you are an exceptional educator and leader with a vision for outstanding Physical Education, we welcome your application.



THE DEPARTMENT

The Physical Education and Sports Department is proud of its sustained record of excellence, both within the curriculum and throughout its extracurricular programme. The College consistently achieves sporting excellence across a wide variety of sports at local, regional, and international levels. The Department is led by the Director of Sport, Head of Physical Education, and Head of Key Stage 3.

The department comprises thirteen staff members, including seven PE teachers and six dedicated sports coaches. These coaches hold specialist roles such as Director of Rugby, Director of Netball, and Head of Sports Performance, further enriching the extensive extracurricular sports programme.

With access to outstanding resources, the department places a strong emphasis on teaching and learning through a diverse range of strategies within a structured framework. PE is a popular subject at GCSE, with an average of over 50 students in each of Years 10 and 11. A Level PE has also remained consistently well-subscribed. The department follows the Edexcel Physical Education specification at GCSE and the AQA specification at A Level. In recent years, students' examination performance has contributed to some of the College's highest value-added outcomes, with 100% of students achieving grades 7–9 at GCSE and 100% achieving A*/A at A Level in 2024. However, we place the greatest value on the skills our students develop and refine through their PE education.

All students in Years 7 to 13 participate in compulsory curriculum Physical Education and Games lessons as part of their weekly timetable. Beyond fostering a lifelong interest in sport, we aim to equip students with key skills, including the ability to evaluate evidence, analyse performance, and enhance their own sporting and athletic abilities. The KS3 curriculum is structured around three key components: social, physical, and cognitive development. Our goal is to cultivate soft skills that will serve students in the wider world of work, using sport as a vehicle. We prioritise 'learning to learn,' ensuring that students acquire the knowledge and competencies essential for employability and active participation in society.

The College boasts extensive sports facilities, including a large outdoor sports field, cricket nets, and dual-use netball/tennis courts. Additionally, the state-of-the-art Sports and Performing Arts Centre of Excellence (SPACE) features a double sports hall and a fitness suite equipped with a strength and conditioning gym, cardiovascular fitness area, and dedicated spinning and TRX studios. The outdoor swimming pool, complete with extensive spectator seating, completes this world-class facility.

The College has an enviable record of sporting success, both at a whole-school level and individually, with many students achieving national and international honours. A wide range of sports is offered, both competitively and recreationally, including athletics, badminton, basketball, cricket, football, netball, rounders, rugby, swimming, and water polo.

Further details of the extracurricular sports programme can be found on the College's sports website: www.dcsport.org

THE COLLEGE



Dubai College was established forty-six years ago and has a national and international reputation as a world class learning organisation. We are an independent, coeducational, not-for-profit, selective school for boys and girls aged 11-18. We follow an adapted English National Curriculum and our vision is to be “leading British education overseas”, underpinned by four pillars of sporting, creative, philanthropic and academic endeavour. Named British International School of the Year 2019 by Independent School Parent magazine, the school has since featured five times in the Spear’s and Carfax Indexes as one of the top 100 private schools in the world.

Our work on wellbeing was recognised when we were awarded the International School Award for the Initiative to Support School Wellbeing and Safeguarding in 2020 and we were named Best British Curriculum School in the UAE in the SchoolsCompared Top School Awards 2021.

In 2022 we were shortlisted for the International School Awards for our work on diversity, equity, inclusion and justice, and in 2023 we were nominated for no less than 8 SchoolsCompared Top School Awards in the UAE and we were finalists for four.

Dubai College is a forward-thinking and self-improving school for whom the needs of our students are at the heart of every decision we make. We were founding members of the UAE Research Schools Network and our reputation is based upon our commitment to keep learning first. As a consequence, we have a generous CPD budget which is used to create and support continuous learning opportunities for staff. Our Deputy Head: Learning and Teaching, supported by Specialist Leaders in Education, mentors and supports staff in digital skills, oracy, stretch and challenge and the science of learning. Teaching staff are encouraged to undertake action research projects and apply for part-time master’s degrees in education-related fields and aspiring leaders are guided through the reformed National Professional Qualifications.

The British Schools Overseas inspection of the College (conducted in November 2024) classified the school as ‘Outstanding’ in every category noting that “pupils are exceptionally articulate”, that “relationships between pupils and teachers are very positive” and that “pupils are exceptionally well cared for by the school’s staff”.

SCHOOL SIZE & RESULTS



The number of students on roll is currently 1112 and comprises boys and girls in the 11 to 18 age range with 295 in the Sixth Form. The College operates an eight form intake of 176 students in Year 7. Approximately 40% of the students are British, but 59 other nationalities are represented.

The GCSE and A Level courses followed are those of one of three examination boards (Edexcel, AQA, and OCR). Examination results are consistently outstanding and Dubai College remains the top performing school in the United Arab Emirates. In 2024 students achieved 95.2% grades 9-7 at GCSE and 76.4% A*/A grades at A Level. As such Dubai College results were in line with the 5th best fully co-educational independent day school in The Daily Telegraph League Table at GCSE and the 8th best at A Level.

Our excellent A Level results mean that 56% of Dubai College Year 13 students starting university in 2024 went to the top 1% of universities worldwide (according to QS World University Rankings 2023) and 20% of our leavers are going to universities in the Top Ten global rankings, including Oxford, Cambridge, Imperial and Stanford.

The summer of 2024 saw 16 of our students heading to Oxbridge or Ivy League institutions (8 to Ivy League, 5 to Oxford, 3 to Cambridge), representing 11% of the entire cohort.

While we do invite all our students to rise to the challenge of our academically rigorous curriculum, in the true spirit of independent schools we also champion the importance of our flourishing extra-curricular programme to which all staff contribute at least one extra-curricular activity per week. Classes are small and the facilities, resources and teaching environment are very high quality.

It is therefore no surprise that the College has developed a very strong regional and international reputation for drama, music and sport as well as academic outcomes. We are a member of HMC, COBIS (Council of British International Schools) and BSME (British Schools of the Middle East).

ETHOS



As a College we are aiming to engineer balance in the lives of students who are academically very able. There is no blueprint for a Dubai College student rather we are aiming for students to discover for themselves who they are and who they want to be. By creating a wealth of opportunities for students to participate in as broad a range of experiences as possible whether they are sporting, creative, philanthropic or academic, we are enabling them to discover their own place within the school community and in time within the world outside.

We never lose sight of the fact that our academically gifted students aspire to perform as well as possible in public examinations and we continuously champion the academic. However, the ability to work as a member of a team, to manage set-backs and failure and to recognise personal strengths and weaknesses will be as important in enabling them to live their life with integrity and is consequently a core focus of what we do here. As a result our students leave us as confident individuals with the knowledge, skill set and outlook to succeed at the very best universities and eventually in their chosen, often very challenging, career paths.

When asked what standards we expect of one another as professionals DC staff demonstrate a real sense of vocation, that working at Dubai College is not a job but a lifestyle choice.

Teachers believe strongly that they should be able to fulfil their academic responsibilities to their students and must be accountable for the outcomes of every one of their students.

The next most important expectation of staff at Dubai College is that they should embrace whole school life and contribute fully to the extra-curricular programme both during and after school hours.

The College really does have a great feel about it. It already has an exceptionally strong national and international reputation and if you feel you have the potential to build on our reputation as a centre of excellence on the global stage we would very much like to hear from you.

WORKING AT DUBAI COLLEGE



Working at Dubai College is intense; it is not a 9-5 job and for it to continue to feel like a real community staff must be willing to give freely of their time in exchange for working with very able students. Staff believe they should also display excellent professional courtesy to one another and their students: every subject is on the timetable for a reason and no-one should speak out of turn about somebody else's academic discipline; we work in an Islamic country and staff should dress professionally in line with cultural sensitivities and staff should treat one another and their students as they would hope to be treated themselves.

Staff also feel that they each have a responsibility to go beyond the baseline: the national curriculum is a jumping off point not an end goal, an exam syllabus is a dot to be joined up to a bigger picture, the working day is the start but not the end of a day's work, an ALPS prediction is a minimum for a student to achieve. As practitioners staff feel they should be looking to develop, to enthuse, to inspire, they should be craftsmen with a passion for their subject and whatever their position in the school they feel they all ought to feel equally responsible for the outcomes of the College.

As members of a school which feels more like an extended family than an institution we hope to educate well-mannered citizens who are empowered to fulfil their aspirations. The "not-for-profit" status of our organisation perfectly embodies our ethos: everything is invested in the school and the students with nothing left over.

While this all sounds ideal it is important to understand, however, that Dubai College is not perfect. The post itself is an extremely challenging one and the College is tremendously busy. If you dislike hard work – sacrificing weekends and evenings for the sake of the students – and are concerned by working with highly able, intellectually demanding students, this post is simply not for you.

Dubai College is an exciting, fast-paced educational landscape and we exist within that framework.

REMUNERATION AND HOW TO APPLY



Remuneration

Dubai College offers an excellent remuneration package, which includes a base salary of up to AED24,012 per month in addition to responsibility allowances (where applicable) and a housing allowance, flights, medical insurance and school fees (where eligible) Furthermore, all staff benefit from the opportunity to work with our dynamic, highly qualified team in very pleasant surroundings with excellent facilities. The package will be discussed further at interview. Please note that we reserve the right to interview and recruit strong candidates before the closing date and therefore encourage candidates to submit their applications as soon as possible.

How to apply

Applications should be submitted using the online application form available on our website. We will only consider applications that are fully completed and submitted through the online application form. We welcome applications from UAE Nationals who have the relevant qualifications and experience.

The deadline for applications is **Wednesday 5th March - 23:59** and interviews are planned for the following week.

For further details about Dubai College please visit our website - www.dubaicollege.org. which can be found on the vacancies page of the Dubai College website.

As part of the interview process all candidates will be required to teach an academic lesson. Details will be provided prior to the lesson.

Dubai College is committed to safeguarding and promoting the welfare of young people and we select staff that understand and share this commitment. All applicants must be willing to undergo child protection screening, including checks with past employers and obtaining a Police Certificate or Good Conduct Certificate from the country the applicant last resided or was employed in, which may include Disclosure & Barring checks.

INCLUSION



Our school encountered challenges that prompted us to critically evaluate our practices and take into account the lived experiences of our students, staff, and community. In response, DC took swift action by prioritizing active listening and responsiveness. This dedication to listening remains a cornerstone of our ongoing commitment to Diversity, Equity, and Inclusion (DEI) principles today

Our primary objective is to cultivate a diverse and inclusive environment where everyone feels welcome, seen, heard, understood, and celebrated. We believe that by embracing the range of lived experiences within our community, we can create an environment in which individuals can thrive and be their best selves.

To embed DEI at the core of our school culture, we have developed a comprehensive strategy. We recognise that we are fortunate to be located in one of the most diverse cities in the world, and we value and celebrate this diversity. As part of our strategy, we hold regular meetings with three DEI working parties: one for parents and alumni; one for staff; and one for students, collectively known as the Belonging Society. These meetings are open to all stakeholders, and the student body, represented by members from every form within the school, has a dedicated platform for sharing ideas, planning future events, and providing feedback on DEI-related matters.

Our aim is not only to cherish and celebrate our diversity but also to foster a sense of unity by recognising our shared experiences. We strive to create a true sense of belonging within the DC community, where everyone feels connected and valued. We are committed to providing continuous training, resources, and support for all staff because we believe that by fostering cultural competency and cultivating inclusive classrooms, we ensure that our students receive the best possible education.

We firmly believe that by celebrating diversity, promoting equity, and prioritising inclusion, we create an atmosphere where everyone can thrive, succeed and achieve their full potential. Further details of our work can be found on the school website. In addition, we publish an annual Diversity, Equity and Inclusion Impact Report which details the progress we have made in the previous academic year.

STAFF PROFILES



In 1986, I moved to Dubai to start my role as Dubai College's first Design Technology teacher. I came to set up the department and have been here ever since! In 38 years, I've seen phenomenal change not only across Dubai and the UAE but also within Dubai College. Once a small secondary school surrounded by desert, 10km outside of the City, we are now a bustling school of over 1,000 students at the beating heart of the City. I've enjoyed many roles here at DC, from being Head of Creative Arts, to more recently, contributing to the growing wellbeing offering where I teach wellbeing classes and run several spinning classes a week for students, staff and parents. I have many fond memories from over the years, one of which is that many decades ago, our A Level DT students built a soap box kart and took part in the Gulf region competition in Bahrain. Beating the likes of Saudi Aramco, DHL Emirates airlines (although they did help us with the design), to this date we remain champions! Having been here so long, I often get asked do I still enjoy living in Dubai and I always say, it's a completely different place to when I arrived but I am still enjoying the lifestyle and have been fortunate to make many friends from different walks of life and professions across the region.

Ian Jones, Teacher of Design Technology, Wellbeing and Spinning



Eight years ago I moved with my husband and two primary aged children from a small rural town to Dubai when I was appointed as Head of Student Services, and it has been the best decision we ever made. I have had many opportunities at DC that I would never have had in the UK, teaching in a well-resourced classroom with engaged students and supportive parents has allowed me to grow as a teacher. We have access to a generous CPD budget and are always looking to accommodate best practice and new research into our lessons. The Student Services Department has grown since I got here as I have developed our provision based on student need. We love living in such a diverse place and have taken the opportunity to travel all over Asia and the gulf region.

Cindy Penney, Head of Student Services

STAFF PROFILES



The staff at Dubai College have been nothing short of remarkable. They embody kindness, generosity, and a genuine willingness to help, understanding the challenges that come with relocating to a different country. The warm welcome I received upon landing in Dubai was truly unparalleled. The bursar, who awaited my arrival, drove my wife and I to our new residence, instantly putting us at ease. Dubai College also goes above and beyond to ensure that the transition for our families is seamless. They organise events that bring together new staff members and their families fostering a strong sense of community. This familial atmosphere within Dubai College is undoubtedly something that would make it difficult for anyone to leave behind.

Alex James, Teacher of Mathematics



My affinity for mathematics has always run deep. I find a unique charm in its solid frameworks interwoven with the imaginative threads similar to those found in the arts. Prior to my joining Dubai College, I taught both internationally and within the UK. Yet, the passion for mathematics that resonates within the community of Dubai College, amongst its educators and learners alike, is unparalleled in my experience. In January 2021, I took the position of Head of Further Mathematics and Key Stage 5 Extension Coordinator at Dubai College and I have enjoyed being able to contribute to this wonderful institution for learning. It has been my privilege to pioneer the college's research roundtable, a forum where educators engage deeply with scholarly discussions on the evolving landscape of education and significant, topical issues. As a lifelong Londoner, adapting to the vibrant city of Dubai was a seamless transition, for it is, by my measure, an exceptional place to both reside and work.

Mohamed Mohamed, Head of Further Mathematics and Extension Coordinator

LIVING AND WORKING IN DUBAI



Dubai College is located within the vibrant and cosmopolitan centre of the UAE. For those of us who are fortunate enough to call Dubai our home, there are many reasons why we chose to move here and stay here. Dubai is one of the most connected cities in the world and is home to a diverse, multi-cultural population. Its strategic location makes the occasional or regular visits home or to somewhere new during term breaks a reality.

High levels of safety and lifestyle are key benefits to living here. Renowned as one of the safest cities in the world in 2023 for residents, and governed by the UAE's stringent laws, it feels safe for individuals, couples and families alike. The quality of life experienced living here is high, supported by an ever increasing number and range of amenities that make Dubai vibrant and exciting. With a climate that is both challenging and rewarding, the cooler weather from October to March allows for your sporting, social and outdoor calendars to be as full as you would like. The summer is also well managed with fun and relaxing indoor pursuits on offer. High quality sporting, shopping and entertainment offerings are easily accessible and fully air conditioned.

Dubai is a bustling city boasting a multitude of attractions and activities. It has clean, sandy beaches, desert camping, opulent hotels, and shopping malls catering to all tastes. It is home to a beautiful opera house, with renowned world class restaurants alongside heritage and cultural sites. It's a family-friendly city offering adventure parks, water parks, skate parks, and playgrounds for the young and young at heart. It's an active city with dedicated bicycle and running tracks, world class sporting facilities, concerts and events to keep residents fit, healthy and entertained!

The Dubai economy continues to thrive and diversify, with growth set to continue well into the future. There are numerous urban and suburb communities and a booming real estate sector, so the choice of where to live is vast with properties to suit all budgets and needs. The public transport network of taxis, buses, the tram and metro continue to expand, and the considerably low cost of petrol in the region for those who wish to hire or buy a car, means residents can cost effectively move around the city and explore the neighbouring emirates and countries.



The
Alliance for
Sustainable
Schools

Dubai College, a tradition of quality in education

PO Box 837, Dubai, United Arab Emirates

+971 (0)4 3999111

dccommunications@dubaicollege.org

www.dubaicollege.org