



Job Description

The Role	
Role	Teacher
Employer	Reigate Grammar School
Place of Employment	Riyadh
Reporting To	Head of Preparatory/Secondary
Direct Reports	Teaching Assistant (If Required)
Last Revised	March 2026

Purpose of the Job

We recognise that quality classroom teaching has the largest impact on the quality of educational outcomes. What teachers know and do can make a significant difference in improving student learning outcomes.

Job Responsibilities and Expectations

Teachers are expected to strive to meet the standards that have helped to inform the professional duties listed as follows.

Professional Knowledge and Attitudes

1. Demonstrate knowledge and understanding of how students learn and how these impact on teaching.
2. Understand the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, and implement teaching and learning strategies that are responsive to those needs.
3. Demonstrate an awareness of the physical, social and intellectual development of students and know how to adapt teaching to progress their learning.
4. Understand the needs of all students, including those with disabilities, special educational needs, or high achievers and use appropriate teaching approaches to engage and support them in their learning.
5. Have secure subject and curriculum knowledge and use it to plan coherent learning programmes and lessons.
6. Know how to teach subject and curriculum content using teaching strategies and learning activities that motivate and engage students to learn.
7. Know when and how to differentiate learning to meet the needs of students.
8. Demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy.
9. Demonstrate effective use of digital technologies to support teaching and learning.
10. Have high expectations of all students and demonstrate a commitment to their learning, personal growth and well-being.
11. Adopt high standards of behaviour in their professional role and maintain up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework they work within.
12. Contribute to the development, implementation and evaluation of policies and practice of their workplace, including those designed to promote equality of opportunity.
13. Demonstrate ethical conduct, marked by personal integrity, respect for others and fairness in their interactions with students, colleagues, parents and those in the wider community.

Professional Practice – Teaching and Learning

1. Plan for progression in learning by designing effective learning sequences within lessons and across series of lessons.



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2. Set explicit, challenging and achievable learning goals for all students.
3. Use an appropriate range of teaching strategies, learning activities and resources which develop the students' required knowledge, skills and understanding, and which promote equality and inclusion.
4. Develop new learning by building on students' previous knowledge and provide opportunities for the new learning to be applied so the required learning outcomes are met and progress in learning is sustained.
5. Work with colleagues to develop sequences of learning and learning programmes that result in a coherent, holistic and progressive curriculum.
6. Use active learning approaches and activities that encourage students to think hard for themselves, so they are challenged and their learning extended.
7. Create a classroom culture where students are encouraged to: work cooperatively and collaboratively; be prepared to take intellectual risks and ownership of their own learning; be open to new ideas and welcome new challenges.
8. Use a variety of teaching and learning strategies that encourage development of the students' problem solving, metacognition, critical and creative thinking skills.
9. Evaluate learning programmes and their own teaching using reflective practice and evidence from different sources, including student feedback, to inform planning and to improve future teaching and learning.
10. Use effective communication skills and adapt their language to suit the students they teach, introducing new ideas and concepts clearly using explanations, questions and discussions effectively.
11. Use a mixture of individual, pair and group work activities to meet the needs of all students.
12. Make effective use of formative and summative assessment to support student learning and monitor levels of achievement and attainment.
13. Use the outcomes of assessment to identify students' learning needs, set targets for improvement, and plan for future teaching and learning interventions.
14. Provide students, colleagues and parents with timely, accurate and constructive feedback on students' progress in learning, attainment and areas for development.
15. Establish a safe and stimulating learning environment for all students that is rooted in mutual respect.
16. Implement clear rules and routines for behaviour in classrooms and promote good and courteous behaviour both in classrooms and around the school.
17. Manage challenging behaviour effectively by establishing clear ground rules and expectations of student conduct, apply rules and expectations consistently, and address all discipline issues promptly and fairly.
18. Commit to developing a high-quality teaching practice in which blends the best of British and International philosophies.
19. Use a variety of strategies to support the safe, responsible and ethical use of digital technologies in learning and teaching.
20. To teach a set timetabled number of periods per week as directed by the Head of Preparatory or Principal.
21. Any other tasks as directed by the Head of Preparatory or Principal.

Professional Engagement - Engaging and working with the community

1. Establish fair, trusting, supportive and constructive working relationships with students to progress their learning and achievement.
2. Work effectively with colleagues to develop the curriculum and enhance the learning and well-being of students.
3. Collaborate with colleagues to share new ideas about teaching and learning to improve subject and professional knowledge and practice.
4. Strive to build professional relationships with colleagues in other institutions, professional bodies and educational organisations to develop professional practice.
5. Establish collaborative relationships with parents regarding their children's learning and well-being, and plan for appropriate and contextually relevant opportunities for them to be involved in their children's learning.



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6. Report clearly, accurately and respectfully to parents about student achievement and well-being using accurate and reliable records.
7. Participate in community networks and forums, including those of Cambridge International, to develop knowledge and improve professional practice and the educational outcomes of students.
8. Make a positive contribution to the wider life and ethos of the school.
9. To maintain close links and regular contact with any appropriate professional bodies.

Engaging in Professional Learning

1. Critically engage with recent developments in subject knowledge, learning and international good practice, and apply new ideas and approaches to improve the quality of their teaching and the students' learning.
2. Plan personal professional development goals.
3. Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
4. Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
5. Undertake professional learning programs designed to address identified student learning needs.

Qualifications and Requirements

Position	Qualification	Experience
EYFS Teacher	University Degree or Diploma. Qualified Teacher Status.	Not less than 2 years' experience teaching EYFS stage.
Primary Teacher	University Degree and Qualified Teacher Status.	Not less than two years of teaching the primary stage.
Subject Teacher	University Degree and Qualified Teacher Status.	Not less than two years of teaching the subject at the appropriate Key Stage.
Teacher of Islamic Studies	Qualified Teacher Status (qualified to teach IS for all year levels Y1-13).	Not less than three years of relevant teaching experience.
Teacher of Arabic	BA degree in Education / Arabic. Qualified Teacher Status (qualified to teach all year levels from Y1-13).	Not less than three years of relevant teaching experience.

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Background checks and clearance from relevant authorities will be conducted for successful candidates.

Review

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Signed: _____
(Employee)

Signed: _____
(Head of School)

Date: _____

Date: _____