



**RAHA
INTERNATIONAL
SCHOOL**
Khalifa City Campus



We Are Hiring

ACADEMIC YEAR 2026-2027

Candidate Brochure

riskcc.ae

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ABOUT US

Welcome to Raha International School, Khalifa City Campus (KCC). KCC is a member of the Taaleem family of school with our campus located in Abu Dhabi. We are dedicated to nurturing each student's unique potential and aim to instill in our students our Knowledge, Courage, and Connection.

We opened doors in September 2020 and are the second of the Raha schools, with our sister school Raha Gardens Campus, located approximately 7 kilometer away. KCC was built to satisfy the exceptionally high demand for places at Raha International School and the ever-increasing popularity of the IB curriculum.

KCC is an International Baccalaureate World School, currently catering for grades from KCC Minis (Pre-K) to Grade 12. Our school community is made up of over 2000 students from over 80 nationalities who collectively speak 45 mother tongues.

We are proud to be a diverse and inclusive school.

As an International Baccalaureate (IB) continuum school, we align our values with the IB mission statement, emphasising curiosity, critical thinking, compassion and global citizenship. With state-of-the-art facilities and a comprehensive curriculum, we empower our students to explore, discover, and excel. Our world-class international education programme is designed to prepare students for success in an ever-changing world, equipping them with the skills, knowledge, and values necessary to become confident, caring and responsible young people.

KCC is more than a school; it's a community that values diversity, fosters creativity, and encourages a spirit of inquiry. We invite you to join us on a journey of discovery and growth, where every student can unlock their unique potential and exceed expectations.



KCC – AN ACCREDITED IB WORLD SCHOOL

Raha International School Khalifa City Campus is an IB World School, nurturing students not only to achieve academic success but also to become true global citizens.

At Raha KCC, deep and personalised learning is at the heart of our curriculum. Our students learn to think critically, ask questions, collaborate with others from diverse backgrounds, and use creativity to solve problems.

Raha KCC students will develop flexibility for learning by crossing disciplinary, cultural and geographical boundaries as they discover their passion and purpose in school and the world around them.



The IB curriculum is internationally acclaimed and respected for its relevance in today's multicultural and increasingly global society.



OPENED
in 2020



CURRICULUM IB
PYP, MYP, DP



STUDENTS
Pre-K to G12



Staff = 264
Students =
2004



Received highest
possible rating for 1st
ADEK Inspection



MISSION & VISION

Our approach to education is founded on our Mission and Vision – a framework of ideas used to guide our development.



Our Forever

To open doors.



Our Mission

To cultivate knowledge, courage and connection to unlock the unique potential in all.



Our Vision

A community of global learners and leaders, exceeding expectations.

RAHA'S EXCEPTIONAL JOURNEY

Raha International School, Khalifa City Campus has been rated 'Good' by the Abu Dhabi Department of Education and Knowledge (ADEK) for its first inspection.



taaleem

inspiring young minds

Taaleem, formerly known as Beacon Education, is a school management company set up in 2003 to develop and run high quality education projects.

The founding partners identified two distinct gaps in the market: the need for more top-quality schools to cater for the growing population and the desire of the many investors to plough their funds into ventures that will help to secure the long-term success of the region. Taaleem was founded to fill these gaps.

Our Focus is first and foremost on education and students. The comprehensive and holistic approach we employ means that we place as much emphasis on the emotional, social, moral and physical development of our students as on the academic.

Our Purpose is to inspire young minds and help our students to identify and develop their passions and talents. To achieve this, Taaleem will provide children with the skills and knowledge to compete on a level playing field with students from the world's top schools.

Our Vision is to be the most respected provider of early childhood, primary and secondary education in the Gulf.

Our Mission is to inspire our students and staff to explore, identify and develop their passions and talents .



LEADING IB WORKSHOP PROVIDER

As one of the Middle East's leading IB Workshop providers, Taaleem, in cooperation with the IB, has offered International Baccalaureate IB teacher training workshops across all four of the IB programmes; Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP) for almost 15 years.

Taaleem has been contracted as a preferred Professional Development provider since 2009 in the IBAEM region and offer three workshop events over each academic year. Typically our workshops have been offered physically but since the pandemic we also have a very successful virtual model.

Taaleem has an outstanding reputation in the region for offering exceptionally high-quality workshops and attracts participants from not only the UAE but also globally. Our workshop facilitators have been approved, selected and trained by the IB organisation. They are qualified IB educators or consultants with many years of IB experience in teaching, examining and IB administration.

TAALEEM IB WORKSHOP FACTS

To date
Taaleem
have
trained over
7,000
educators

The Taaleem
IB Workshops
are
available to
Taaleem
staff

On average 100
Taaleem staff
members
attend the IB
workshops
annually*

Taaleem offer
an average of
55 workshop
titles each
academic year
across all four
programmes

*this is dependent on our staff turnover and how many new non IB staff are recruited etc.



Peter Taylor is an experienced educational leader with over 20 years in senior roles, including Vice Principal at one of the UK's top-performing schools and Executive Principal of a large academy trust, where he led a four-year programme of sustained improvement. He has supported leaders at all levels as a coach, NPQ facilitator, and assessor, sharing his expertise to help others develop. Guided by strong values, Peter ensures every decision positively impacts children's lives. He holds a master's in educational leadership and has completed NPQH and NPQEL, championing integrity, openness, and excellence in all aspects of school life.

Peter's vision for KCC is centred on three strategic pillars: celebrating UAE cultural heritage, achieving high academic standards, and fostering personal development through the IB Learner Profile. He is committed to creating a safe and happy environment where every child can thrive. Staff wellbeing is a priority, recognising that a supported, motivated team underpins a successful school.

Above all, Peter cultivates a culture of collaboration, excellence, and principled leadership, inspiring both students and staff to reach their full potential. His strategic vision is matched by hands-on experience, ensuring KCC meets its academic goals while developing adaptable, open-minded, and principled learners.



PETER TAYLOR
PRINCIPAL
RAHA KCC



ROBERT PALER
**VICE PRINCIPAL &
HEAD OF SECONDARY**
RAHA KCC

Teaching can in its best days offer incomparable opportunities to satisfy that most human of all needs: fulfilment. Over the course of Rob's career he has enjoyed the incredible privilege to draw back the curtain on the hinge points of History, the vaulting aspiration of political ideology and most recently the deeply transformative studies of Anthropology.

His experience would have been nothing without a deep and underlying passion to ignite a similar level of feeling and connected curiosity in those who shared his classroom. However, a desire to leverage broader impact and jump with both feet in to 'IB World' saw Rob take senior leadership positions at North London Collegiate, Charterhouse and Harrow Bangkok. In repeated rites of passage of growing complexity Rob learnt that if there was any one secret to developing a school's central purpose of teaching and learning it is invariably through its culture and the sense of shared mission and the institutional capital it inevitably inspires.

Relishing his recent appointment to Raha KCC, Rob is now settled in Abu Dhabi with his wife and Frankie, the French Bulldog. He is known to occasionally enjoy trips to the beach when there is a break in the cloud.

Anne Watkins is a devoted educator with a dedication to primary education, holding a Bachelor of Education from the Nelson Mandela Metropolitan University in South Africa.

With a passion for guiding young learners, she derives joy from witnessing their progress while cultivating an environment where students thrive academically and emotionally. As Head of Primary, Anne has a collaborative and supportive leadership style, inspiring teachers and fostering a culture of innovation and excellence.

Her commitment to creating impactful learning experiences aligns with her passion for the International Baccalaureate and equipping students with essential 21st-century skills. Anne's belief in the transformative power of education shapes her approach, encouraging both students and colleagues to embrace a lifelong love for learning



ANNE WATKINS
HEAD OF PRIMARY
RAHA KCC



ANNA LACEY
HEAD OF EARLY YEARS
RAHA KCC

Anna studied Child Development and Education at the Institute of Education in London and has worked in education for over 15 years. Beginning her career as a teacher, she went on to lead Early Years, Nursery, and Primary teams, shaping curriculum design and fostering positive, innovative learning environments.

Alongside her school leadership roles, Anna has worked as an education consultant, providing training and support to schools internationally to enhance teaching quality and develop play-based approaches to learning.

Her love of the IB stems from witnessing the curiosity and creativity that flourish within a child-centred, inquiry-led curriculum, and the powerful connections this approach creates within play-based learning environments.



TEACHER TESTIMONIALS

My wife and I were looking for a school that promoted great learning and teaching, inclusivity among staff and students, and a friendly and professional culture. RISKCC has absolutely met those requirements. We were also traveling with two young children, which meant we needed to be prepared for them. The team here were understanding of our situation and were able to let us know the extras that were necessary.

From the moment we first made contact with the school back in New Zealand, the pathway to being here and teaching in front of students was made very clear. The administration team were always there to help and provided clear and concise instructions. We knew the documentation that was required, when it needed to be in by and how we were heading along the journey.

It is a huge process, moving ones life overseas. The team here at RIS understand this and do their best to accommodate and assist where they can.

Darren Robinson - Homeroom Teacher

My experience has been very good. The traveling was smooth, my apartment is nice, I had support setting up bills, etc, school provided transport for the first few weeks, so I have been well supported. HR were also great when helping me with all of my paperwork before moving to the UAE.

Benjamin Jenkins - PE Teacher

CLASS & SUBJECT TEACHERS

Department: Early Years / Primary/Secondary

Direct Reporting Line: Learning and Teaching Lead (LTL)

Job Purpose:

In line with our KCC core commitment to open doors, our teachers will cultivate knowledge, courage, and connection to unlock the unique potential in all our students. They will strive towards our KCC vision of creating great leaders and learners who exceed expectations. We are a proud IB school and aim to develop inquiring, knowledgeable and caring global citizens who demonstrate intercultural understanding and respect.

Taaleem Professional Teachers' Standards

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct.

Key Accountabilities:

Planning and Preparation

- Teachers plan purposeful lessons that deliberately aim to support students in reaching clearly communicated, relevant and specific learning outcomes.
- Planned activities and learning sequences engage students' interest and are specifically designed to maximise learning and develop student self-efficacy.
- Teachers use a range of available qualitative and quantitative data to make decisions in their planning.

The Learning Environment and Opportunities

- Teachers establish a learning environment that caters to the learning needs of all students. Students can articulate what they are learning and why.
- Planning optimises the use of time, space, technology, and other adults in the room as appropriate to maximise learning potential.
- Meaningful global or cultural context is established to allow students to connect their learning to real-life issues.

Provision for Conceptual Understanding, Inquiry and the development of ATLs

- Lesson planning deliberately enables students to develop the IB Learner Profile and ATL skills.
- Planning deliberately provides students the opportunity to learn through posing questions, solving problems, interpreting information, and drawing conclusions
- Inquiry is focused on relevant, real-life, global contexts.

Lesson Delivery and Support of Learning

- Teachers plan for and differentiate to meet the needs of individuals and groups of students.
- Student engagement in learning is optimised by purposeful planning for individual choice, autonomy and value in what is being learned.

Assessment

- Teachers use assessment strategies during the lesson and have a clear understanding of where individual students started, where they finished and where they will need future support or extension.
- Students can clearly articulate their previous learning, what they are learning in the lesson and what their next steps in learning might be.
- Assessment data is formatively used for planning, and next steps are shared with students and parents.

JOB DESCRIPTION

Relationships, Interactions, Questioning and Dialogue

- Relationships in the classroom are highly positive and caring and encourage students to have voice and take risks with their learning.
- Teachers' interactions with students ensure that they are always active and engaged learners.
- Questioning is targeted, adaptive to individual student development, challenges students' thinking and promotes insightful responses.
- Dialogue between teachers and students and between the students themselves during collaboration promotes insightful discussions and reflection on learning in relation to the goals of the lesson.
- Teacher parent relationships are positive and work as a partnership to enhance outcomes for learners.

Supporting Students

- Encouraging and enabling all students to become effective, confident and independent life-long learners who embody the IB Learner Profile.
- Communicating accurately, regularly and professionally with parents on a regular basis about the attainment and progress of their child.
- Engaging and motivating students to achieve at levels that are beyond their expectations and previous limits.
- Setting high expectations which inspire, motivate and challenge pupils.
- Having a clear understanding of the needs of all students.

Developing Teachers

- Collaborating with other teachers and staff to share new ideas, approaches and professional knowledge.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Take responsibility for specific subjects or committees to enhance the curriculum delivery in these areas.
- Take part in regular professional development related to the IB and mission and vision of the school.

Strengthening Community

- Contribute to the extra-curricular activities programme.
- Actively support the school partnership with the community e.g. attending school / community events which may occasionally occur at weekends or in the evening i.e. school concerts, playdates.
- Embed UAE heritage and culture within the curriculum.

Specific Responsibilities

- Maintaining high levels of professionalism and confidentiality.
- Being committed to ensuring the highest standards of teaching and learning.
- Taking on other responsibilities as reasonably requested.
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.

JOB DESCRIPTION

Personal and Professional Conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper
- boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory/regulatory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental values and culture of the UAE, ensuring that due diligence and respect is given to the associated precedence of the country
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality . Teachers must have proper and professional regard and adhere to school policies with regard to dress code, footwear, make up and jewelry. Teachers must have an understanding of, and always act within, the policies set out by Taaleem which set out their professional duties and responsibilities.

Person Specification:

Education and Experience:

- Bachelor's Degree, and minimum of two (2) years of teaching experience
- Teaching License

Competencies and Attributes:

- Friendly.
- A genuine passion for driving learning and improving student outcomes.
- High expectation of self and others.
- Views students as highly capable.
- Passion for collaboration, professional dialogue, improvement.
- A role model of high standards of professional behaviour.
- A strong sense of ethics and integrity.
- Willing to work hard when needed, be flexible, learn, develop and grow.

RIS and Taaleem are committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

JOB DESCRIPTION



The UAE is home to a rich and diverse population of expatriates from all around the world. It is a true fusion of eastern and western cultures, with minimal culture shock for those pursuing their first international venture. With virtually no language barrier, tax-free income, year-round sunshine, and endless travel opportunities, it is easy to see how the UAE's popularity has soared with young professionals and families alike. One of the safest and happiest countries in the world to live in, the UAE also offers its residents an exciting array of excursions and activities throughout its seven Emirates.

Whether it is water sports or deep-sea diving in the Arabian Gulf of Fujairah, hiking the Hajar Mountains or zip-lining from the highest peaks in Ras Al Khaimah, exploring the luxurious malls or traditional souks for gold and spices in Dubai, or enjoying world-class art, culture, and family attractions in Abu Dhabi, the UAE has something for every interest. From dune-bashing adventures in Sharjah to peaceful desert retreats and vibrant city life, the UAE truly offers an exceptional lifestyle with something for everyone.

LIVING AND WORKING IN THE UAE



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Welcome

www.ris.ae/



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