



# We Are Hiring

ACADEMIC YEAR 2025-2026

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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 11. Our school community is made up of over 1700 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 is an IB World School, nurturing students not only to achieve academic success but also to become true global citizens.

At Raha, 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 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.

A vertical sidebar on the right side of the page, decorated with colorful starburst and hand-drawn icons. It contains five red circular callouts with white text and icons, providing key statistics and accreditation information.

- OPENED in 2020**: Accompanied by an icon of a school building.
- CURRICULUM IB PYP, MYP, DP**: Accompanied by an icon of a graduation cap.
- STUDENTS Currently Pre-K to G11**: Accompanied by an icon of three students.
- Staff = 177 Students = 1700**: Accompanied by an icon of three people.
- Received highest possible rating for 1st ADEK Inspection**: Accompanied by an icon of a thumbs up and stars.

## 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.

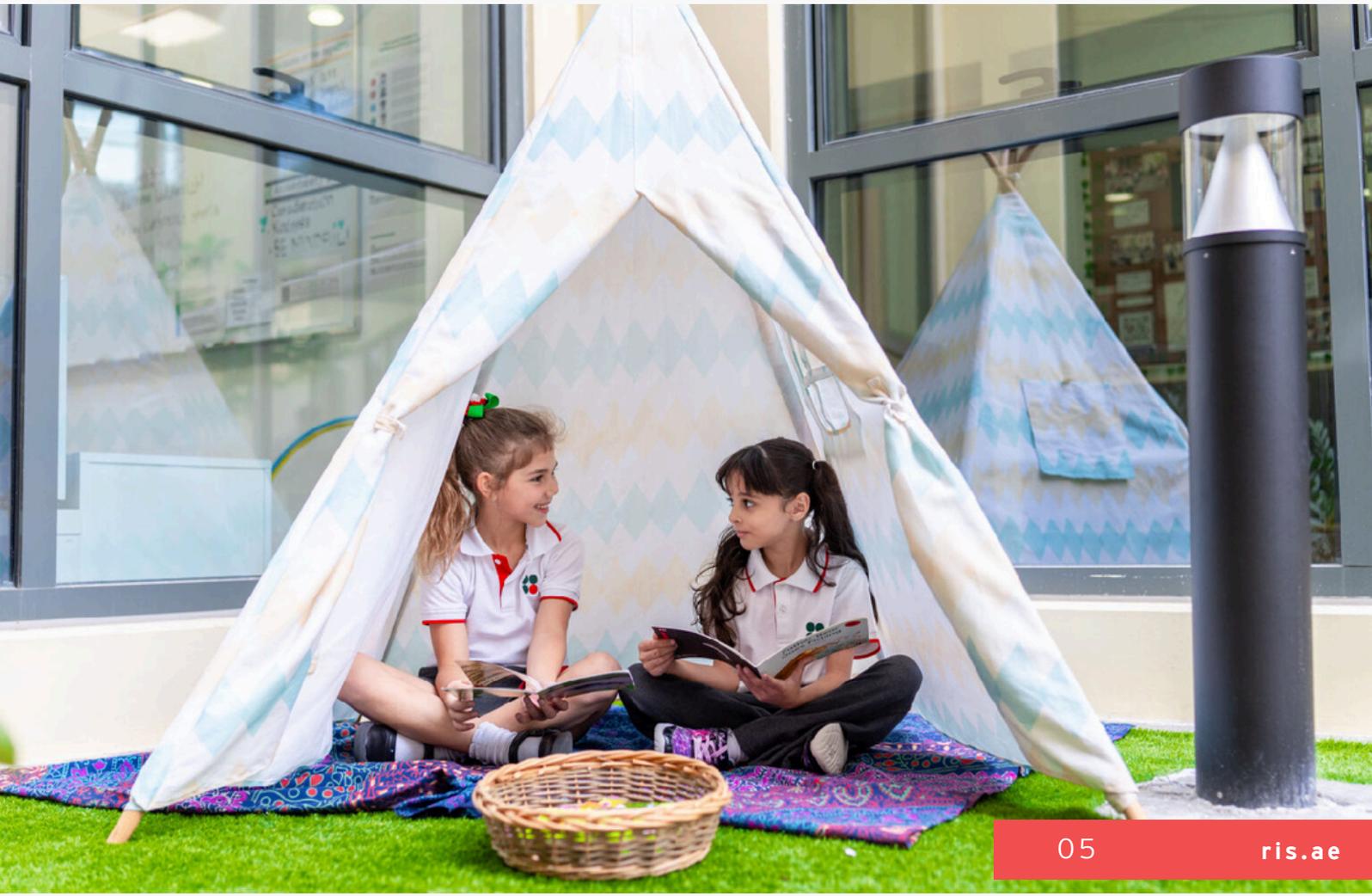


### Our Vision

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.



Abigail Fishbourne is an accomplished educational leader with extensive experience in various roles including Education Consultant, School Principal, and Director of Learning.

Currently serving as an Education Consultant in Abu Dhabi, UAE, Abigail leverages her vast expertise to support K-12 schools following the IB, UK and US curriculum, assisting them in inspection preparations, teaching and learning reviews, and professional training for educators. Abigail is looking forward to assuming the position of School Principal from the academic year 2024-25.

Abigail's leadership is deeply rooted in her core values of honesty, openness, integrity, and teamwork. These principles guide her decision-making processes and interactions, ensuring a transparent and collaborative environment where all stakeholders are valued and respected.

Abigail Fishbourne's dedication to education and leadership excellence has significantly impacted the schools and organizations she has worked with, fostering continuous improvement and innovation in teaching and learning. Her strategic vision and commitment to student outcomes make her a valued leader in the educational field. Abigail is excited about the opportunity to further her impact as she steps into the role of School Principal in the upcoming academic year.



**ABIGAIL FISHBOURN**  
**PRINCIPAL**  
RAHA KCC



**ANNA LACEY**  
**VICE PRINCIPAL &  
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 the past 15 years. Starting as a Year 1 teacher, her journey progressed to leading Early Years, Nurseries and Primary teams where she shaped curriculum and cultivated positive and innovative learning environments.

Her passion for education has taken her to various corners of the globe where she has worked delivering training and consultancy to support schools in developing high quality, pedagogically appropriate learning and teaching.

Her love of the IB stems from witnessing the curiosity and creativity that flourish in a child-centered, inquiry curriculum and how this connects to play-based learning environment

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



**KIERAN BURGESS**  
**HEAD OF SECONDARY**  
RAHA KCC

Kieran is a teacher, learner, author, leader, photographer and supporter of the world's greatest football team, Manchester United. Born and raised in Manchester, UK, he has also lived, taught and led in Singapore, Japan, China and Switzerland before joining Raha KCC in 2023.

Kieran has spent his professional life making theatre as an actor, director, designer and stage manager; teaching theatre, design and TOK; leading in IB schools, delivering workshops training other IB heads and leaders, and working closely with the International Baccalaureate as school evaluation visitor, curriculum and DP/CP programme designer and senior examiner.

He is delighted to be immersed into the role of Head of Secondary as we enter the final stages of growth and establishes itself as a world-leading MYP and DP school.



# 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 - STEM 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).



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 deepsea diving in the Arabian Gulf of Fujairah, hiking the Hajar mountains or zip-lining from the highest mountain peak in Ras Al Khaimah to the luxurious shopping malls or browsing the traditional souks for gold and spices in Dubai, to dune bashing adventures in Sharjah, the UAE truly has something for everyone.

# LIVING AND WORKING IN THE UAE



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INTERNATIONAL  
SCHOOL

Welcome

[www.ris.ae/](http://www.ris.ae/)



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