



DOHA  
BRITISH  
SCHOOL



# PROFESSIONAL DEVELOPMENT

2021 - 2022  
Secondary



CIS WE ARE AN ACCREDITED SCHOOL

BSO Inspected



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# OUR WELCOME MESSAGE

Doha British School is one of the most established schools in Qatar. It is renowned for providing an outstanding holistic education and is among the highest achieving schools when it comes to exam outcomes in Qatar, at both IGCSE and post sixteen including IB and A Level. Many DBS students go on to study at prestigious Universities around the world.

Professional Development has forever been a key part of a teacher's yearly growth, improvement and opportunity, building on what makes you the practitioner you are and want to become. At DBS, we value greatly that opportunity to grow, either through your own individual development, working in departments / teams or together as a whole school.

This year will see the launch of a more structured approach to make sure every member of staff receives a balance of CPD based around the needs of the school and their current position within the organisation. Within this brochure you will see how CPD will become part of a cycle of development focused within school CPD, T&L CPD and Departmental CPD time. We want to make sure staff feel supported in their journey to their next career step, as well as supported in delivering the very best education in their classroom through the T&L vision.

Our focus in Year 1 is to make sure, with our DBS CPD offer, that no member of staff goes without the development needed to make them the greatest teacher in the classroom, providing students with more opportunities to make the most of every learning opportunity.

Mr D Atkinson  
**Head of Secondary**



**Darren Atkinson**  
Head of Secondary



# OUR CPD PROGRAMME



## **Our School Vision**

To be a vibrant, welcoming international school that provides a first class education enabling pupils to thrive within a dynamic, global environment.



## **Our School Mission**

To prepare all pupils through a relevant, challenging curriculum and well-resourced facilities, to become lifelong learners contributing to a global community.



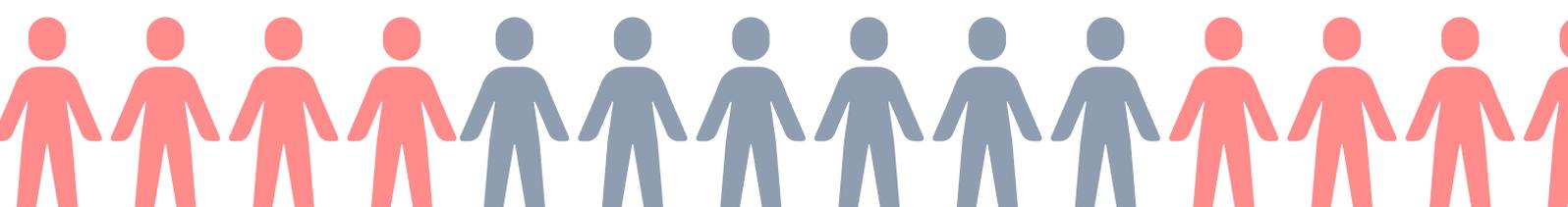
## **Our School Purpose**

Our core purpose is that every young person should gain as much as possible from our school, based on our belief that all learners can, need and want to achieve.



## **Our CPD purpose**

Our CPD programme has been created to enable teachers and educators to grow, innovate and challenge themselves in order to provide this World Class education DBS Ain Khaled is all about.



# OUR CURRICULUM

## Curriculum Intent

The secondary curriculum at Doha British School offers pupils a natural academic progression from Year 7 up to University. In Key Stage 3 our pupils cover a wide range of thirteen subjects. They are taught in mixed groups for the majority of their subjects, with setting occurring only in Maths. At Key Stage 4, the six core subjects are: Maths, English language, English literature, Biology, Chemistry and Physics. Pupils then choose four further subjects from a list of fifteen. Finally, at Key Stage 5 students can choose to follow a BTEC, AS, A Level or IB route, choosing subjects of interest linked to their career prospects.

Our curriculum is underpinned by the 'DBS Ways' and embodies our whole school approach to character education, providing a deep and rich experience for all. We strive to offer our students with the opportunity to meet and exceed their academic potential as well as equipping them with a growth mindset for learning.

## Relevant

At Doha British School is at the cutting edge of the British National Curriculum and is reviewed and refined annually. This allows our students to access a curriculum that is relevant to current events around the world and become more progressive with research and technology.

## Rich

At Doha British School we promote a curriculum beyond the classroom through offering students a wide range of experiences to develop cultural capital. Subjects provide additional learning contexts including trips, speakers, events and a high performing sports teams.

## Challenging

At Doha British School our courses are designed to meet the academic, personal and cultural needs of our students and better equip them for future challenges, while at the same time creating enjoyable learning environments that inspire and motivate.



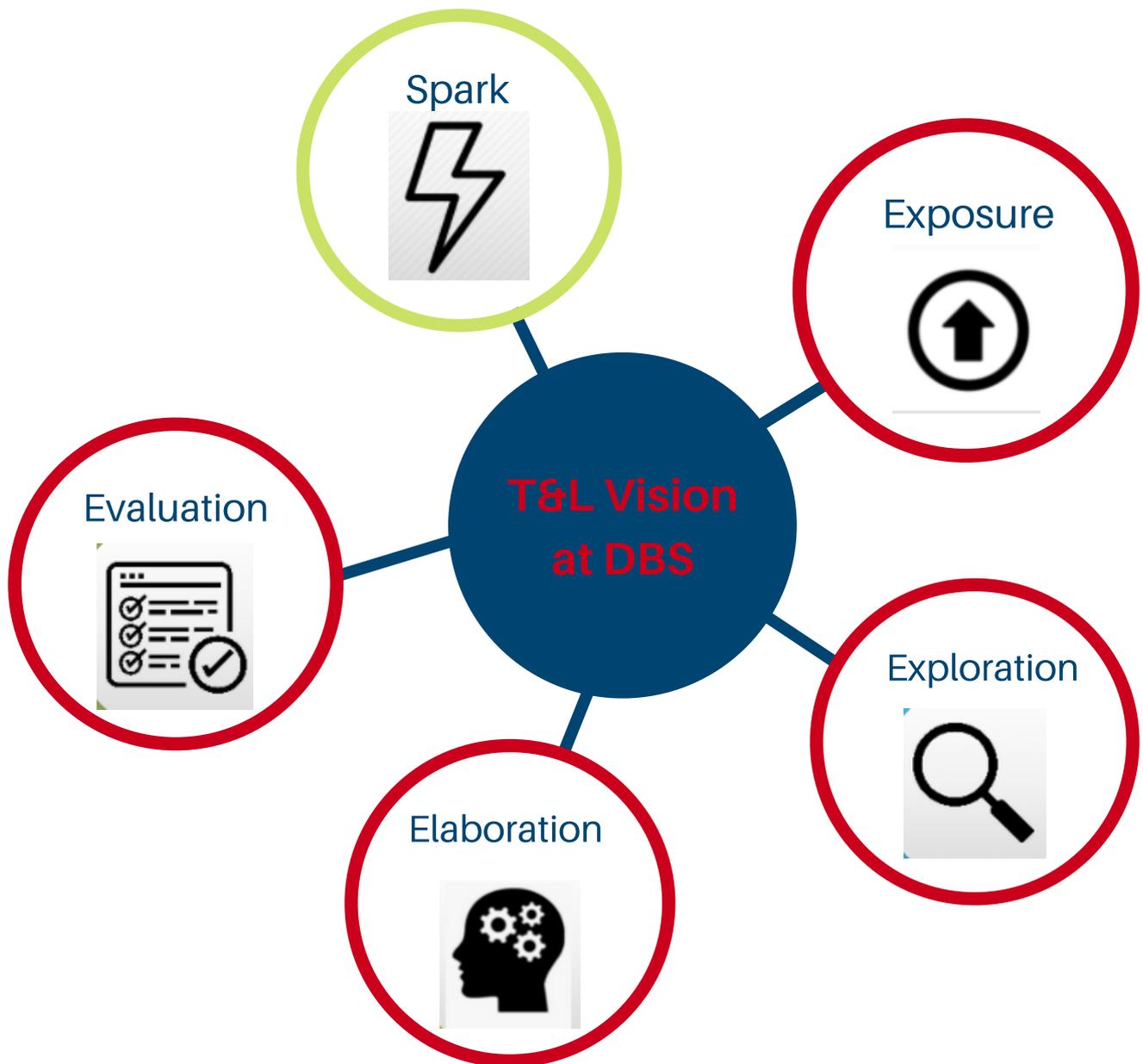
# OUR T&L VISION

At DBS, we believe the quality of Teaching & Learning relies on **5 core values** that we embody through **Respect, Honesty & Integrity** and **Community Spirit**.



# OUR T&L CULTURE

The core values have been embedded into our five part Teaching & Learning culture through:



# OUR PASTORAL CULTURE

The House System at DBS is built on the concept of a 'school within a school'. It is designed to give our students and staff a greater sense of community and belonging within a large school environment. It enables us to instil the school values and develop our students' social, and leadership opportunities. We love the sense of competition that runs through this structure and the pride that our students feel when representing their house. It brings motivation and passion to activities both inside and outside of the classroom and enables us to recognise and celebrate the achievements of our students.



# OUR CPD STRUCTURE

## CPD Structure

The majority of CPD will take place on a Monday, following a 6 weekly cycle which supports the needs of the school and its 21/22 strategic direction.

1st	Subject Leaders / Pastoral Leaders / TLC	A session built around the strategic direction of the curriculum, pastoral and T&L school improvement plan and middle leader development.  <b>Subject Leaders</b> - Mohammed Salam / Nicola Wilkes <b>Pastoral Leaders</b> - Katy Leighton / Kerry Walton <b>TLC</b> - Elodie Jugue
2nd	Department	A session designed for departmental teams to focus on the work of each department e.g. Schemes, resourcing, check and challenge ....  <b>Lead</b> - Subject Leaders and Assistant Subject Leaders
3rd	CPD	Pre-planned CPD for all staff following the DBS CPD <input type="checkbox"/> brochure.  <b>Lead</b> - Elodie Jugue
4th	Pastoral	Form Tutor House Meeting led by House Leaders to focus on the development, CPD and quality of pastoral work  <b>Lead</b> - House Leaders ( <a href="#">Yr7-11</a> ) / Kerry Walton (KS5)
5th	CPD	TLC leading CPD specific to Teaching, Learning and Assessment. Focus is on refining and developing our classroom practice, sharing ideas and working together.  <b>Lead</b> - Elodie Jugue and TLC Team
6th	Departmental	A CPD session designed to maintain a drive towards outstanding standards but also an additional opportunity for team growth - CPD, Grade 9, T&L etc  <b>Lead</b> - Subject Leaders and Assistant Subject Leaders



# MEET THE TEAM



**Paul Sherlock**  
Principal



**Darren Atkinson**  
Head of Secondary



**Elodie Jugue**  
Deputy Head



**Mohammad Salam**  
Deputy Head



**Kerry Walton**  
Assistant Head



**Katy Leighton**  
Assistant Head



**Shehata Aly**  
Assistant Head



**Nicola Wilkes**  
Assistant Head



**Nick Taylor**  
IB Coordinator



**Andy Walles**  
Associate  
Assistant Head



# MEET THE TEAM



**Fatema Khan**  
SENCo



**Julia Moody**  
EAL Coordinator



**Chérie Crouse**  
Career Guidance



**Charlotte Davies**  
Lead Counselor



**Graham Glew**  
TLC -Maths



**Abbey Wilkinson**  
TLC -English



**Courtney Wilson**  
TLC -Science



**Lubna Shahid**  
TLC - Maths



**Kiran Hameed**  
TLC -English



**Jade Holness**  
TLC - Humanities



**Luke Graham**  
TLC - Science



*It is the supreme art of the  
teacher to awaken joy in  
creative expression and  
knowledge.*

ALBERT EINSTEIN



# Teaching & Learning CPD

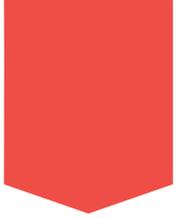


# TEACHING & LEARNING CPD

At DBS, it is very important for us to keep our practice rich, challenging and relevant which is why we also have a dedicated our CPD programme for the Secondary teaching staff focusing around our Teaching & Learning culture to ensure that we, as teachers, are constantly seeking to improve, share and celebrate our achievements in the classroom.

Content/focus
<p><b>How to create a Spark?</b></p> <ul style="list-style-type: none"> <li>● Intro about TLC and vision behind the programme - <i>exposure</i></li> <li>● The vision behind 'Spark' - <i>exposure</i></li> <li>● Successful strategies to Spark the lessons - <i>exploration</i></li> <li>● Sharing good practice - <i>elaboration</i></li> </ul>
<p><b>How to create maximum impact through Exposure?</b></p> <ul style="list-style-type: none"> <li>● The vision behind Exposure - <i>exposure</i></li> <li>● What does Exposure look like in the books - <i>exposure/exploration</i></li> <li>● Successful strategies on Exposure - <i>exploration</i></li> <li>● Sharing good practice - <i>elaboration</i></li> </ul>
<p><b>How can Exploration support students' progress?</b></p> <ul style="list-style-type: none"> <li>● The vision behind Exploration - <i>exposure</i></li> <li>● WAGOLL and WABOLL</li> <li>● Successful strategies on Exploration - <i>exploration</i></li> <li>● Sharing good practice - <i>elaboration</i></li> </ul>
<p><b>Why is it crucial to plan for Elaboration?</b></p> <ul style="list-style-type: none"> <li>● The vision behind Elaboration - <i>exposure</i></li> <li>● Let's Elaborate - <i>elaboration</i></li> <li>● Successful strategies on Elaboration - <i>exploration</i></li> <li>● Sharing good practice - <i>elaboration</i></li> </ul>
<p><b>How to use Evaluation smartly?</b></p> <ul style="list-style-type: none"> <li>● The vision behind Evaluation - <i>exposure</i></li> <li>● Successful strategies on Evaluation - <i>exploration</i></li> <li>● Sharing good practice - <i>elaboration</i></li> <li>● What is the next step? - <i>evaluation</i></li> </ul>





# Pastoral CPD



# PASTORAL CPD

At DBS, it is very important for us to keep our students safe and we dedicate an important part of our training to ensuring all our members of staff are up to date with welfare procedures.

Content/Focus
<p><b>How to report and record welfare concerns?</b></p> <ul style="list-style-type: none"> <li>• Introduction of new recording system</li> <li>• Isams or MyConcern</li> <li>• How to record welfare concerns</li> <li>• What to report</li> <li>• When to report</li> </ul> <p><b>What are the proper channels of communication?</b></p> <ul style="list-style-type: none"> <li>• When to address issues directly with students</li> <li>• When to contact parents</li> <li>• When to involve SL</li> <li>• When to involve Form Tutor</li> <li>• When to involve HL</li> </ul>
<p><b>What are the impacts of the pandemic on Students' welfare?</b></p> <ul style="list-style-type: none"> <li>• What have our students been through?</li> <li>• What can we expect to see our students struggling with this academic year?</li> <li>• What can I do to help?</li> </ul> <p><b>What are your House values?</b></p> <ul style="list-style-type: none"> <li>• House Values</li> <li>• Structures and events</li> <li>• Sharing ideas and preparing for this year</li> </ul>
<p><b>How to embed Academic Mentoring within the House System ?</b></p> <ul style="list-style-type: none"> <li>• What is academic mentoring?</li> <li>• Who can be a mentor?</li> <li>• Different kinds of mentoring and when do you need to</li> <li>• How do I make sure that my students are getting the correct support through mentoring?</li> </ul>
<p><b>How to support students who are struggling with their mental health?</b></p> <ul style="list-style-type: none"> <li>• What to do if you are concerned about a student's mental health.</li> <li>• As a class teacher how can you provide support to students with anxiety and depression</li> <li>• Helping students to reintegrate after prolonged absence</li> <li>• How to support students who are feeling academic pressures or exam stress</li> </ul>
<p><b>What are the Safeguarding procedures at DBS (refresher)?</b></p> <ul style="list-style-type: none"> <li>• Safeguarding within the context of an international school</li> <li>• A reminder of your role when it comes to safeguarding</li> <li>• Examples of scenarios and how they should be dealt with</li> </ul>
<p><b>How to deliver a successful Competition Week?</b></p> <ul style="list-style-type: none"> <li>• Possible carousel?</li> <li>• Summary of House Competitions and events</li> <li>• Plans and logistics of the week</li> <li>• Planning time</li> </ul>





# NQT and RQT



# NEWLY QUALIFIED TEACHERS PROGRAMME

The DBS NQT induction programme aims to develop high quality teachers with the ultimate objective to raise student achievement. In addition to weekly mentor meetings and half-termly observation and detailed feedback, the workshops below will support the development of the NQTs in line with the Teachers' Standards.

Content/focus	Delivered by
<b>Safeguarding issues and protocol</b> <ul style="list-style-type: none"> <li>What to look for?</li> <li>How to approach safeguarding issues</li> <li>Safeguarding in Qatar context</li> </ul>	<b>Charlotte Davies -</b> School counselor
<b>Structuring an outstanding lesson</b> <ul style="list-style-type: none"> <li>The key elements of a successful lesson</li> <li>Stretch &amp; Challenge</li> <li>Engagement</li> <li>Marking &amp; Feedback</li> </ul>	<b>Nicola Wilkes -</b> Assistant Head Wider Curriculum <b>Nick Taylor - IB</b> Coordinator
<b>Being an outstanding Form tutor</b> <ul style="list-style-type: none"> <li>What are the qualities of a form tutor?</li> <li>How to communicate with parents (parents evenings)</li> <li>How to support students' welfare</li> </ul>	<b>Katy Leighton -</b> Assistant Head for Student Welfare
<b>Effective use of data</b> <ul style="list-style-type: none"> <li>Understand data</li> <li>Drive students' achievement</li> <li>Patterns and trends to look for</li> <li>How to use the data to inform planning and intervention</li> </ul>	<b>Andy Wallis -</b> Associate Assistant Head / SL for Humanities
<b>Differentiation</b> <ul style="list-style-type: none"> <li>EAL students and strategies</li> <li>SEND students</li> <li>Most Able Students</li> <li>How to incorporate it consistently</li> </ul>	<b>Nick Taylor - IB</b> Coordinator <b>Julia Moody - EAL</b> Coordinator



# RECENTLY QUALIFIED TEACHERS PROGRAMME

The DBS Recently Qualified Programme (RQT) is designed to help New Qualified Teachers transition to a more independent teacher without losing the focus on development through the teaching career. It will also give an insight on opportunities available to teachers in terms of promotion and progression to equip them with the correct set skills to make the right decision for their career.

Content/focus	Delivered by
<b>Effective Use of Data to Improve Student Outcomes</b> <ul style="list-style-type: none"> <li>Types of data and its use</li> <li>Subject planning and next steps</li> <li>Assessment after levels</li> <li>Accurate data for reports</li> </ul>	<b>Andy Walles -</b> Associate Assistant Head / SL for Humanities
<b>Safeguarding issues and protocol</b> <ul style="list-style-type: none"> <li>What to look for?</li> <li>How to approach safeguarding issues</li> <li>Safeguarding in Qatar context</li> <li>Procedure at DBS and who to contact (refresher)</li> </ul>	<b>Charlotte Davies -</b> School counselor <b>Katy Leighton -</b> Assistant Head Student Welfare
<b>Working with Others</b> <ul style="list-style-type: none"> <li>What is a team? Characteristics of effective teams</li> <li>What motivates you? What motivates others?</li> <li>Performance Management</li> <li>Personal professional reflections</li> <li>Difficult conversations</li> <li>Coaching/ mentoring skills</li> </ul>	<b>Nicola Wilkes -</b> Assistant Headteacher Wider Curriculum  <b>Mohammad Salam -</b> Deputy Headteacher
<b>The Wider School Picture</b> <ul style="list-style-type: none"> <li>What is leadership?</li> <li>Inspirational Leaders – What makes a good leader/good role model?</li> <li>Difference between managers and leaders?</li> <li>Leadership styles - what is your leadership style?</li> <li>What type of leader do you want to be?</li> <li>360 – Assessment Leadership Questionnaire</li> </ul>	<b>Nick Taylor -</b> IB Coordinator  <b>Nicola Wilkes -</b> Assistant Headteacher Wider Curriculum
<b>Next Steps to Leadership</b> <ul style="list-style-type: none"> <li>How to prepare for promotion?</li> <li>Application letter, interviews, presenting for impact</li> <li>What is your vision? How do you sell it?</li> <li>Introduction to School Self Review</li> </ul>	<b>Katy Leighton -</b> Assistant Head Student Welfare



Rita Pierson:

*'Every child deserves a champion:  
an adult who will never give up on  
them, who understands the power of  
connection and insists they become the  
best they can possibly be.'*



# The DBS Way



# THE DBS WAY

The DBS Way CPD Programme is focused on the essential task of developing high quality Classroom Teachers in line with the ethos and T&L vision and culture of the school. It is aimed at staff either new to the school or in their third to sixth year of teaching. The workshops are designed for those wanting to better their practice and establish more confidence in their day to day teaching.

Content/focus	Delivered by
<b>Setting the expectations</b> <ul style="list-style-type: none"> <li>● Getting organised and finding your routines</li> <li>● Students' information and how to record it</li> <li>● Setting a positive Learning Environment</li> <li>● Making students accountable</li> </ul>	<b>Darren Atkinson</b> - Head of Secondary <b>Nicola Wilkes</b> - Assistant Head Wider Curriculum
<b>Outstanding Lessons Every Day</b> <ul style="list-style-type: none"> <li>● Big picture, planning outstanding long term, medium term planning</li> <li>● Individual lesson standards</li> <li>● Setting standards for outstanding behaviour and safety</li> <li>● Quality of teaching over time: how do you evidence it?</li> <li>● Self-improvement through lesson study and action research</li> </ul>	<b>Kerry Walton</b> - Assistant Head / Head of 6th Form
<b>Using data to plan effectively</b> <ul style="list-style-type: none"> <li>● Which data is relevant?</li> <li>● Understand data</li> <li>● How to use the data to inform planning and intervention</li> <li>● How to keep a record of what matters</li> <li>● How to use your data to report on students' progress</li> </ul>	<b>Andy Wallis</b> - Associate Assistant Head / SL for Humanities <b>Nick Taylor</b> - IB Coordinator
<b>Marking and Feedback</b> <ul style="list-style-type: none"> <li>● Why do we mark</li> <li>● What do you mark</li> <li>● WAGOLL and WABOLL</li> <li>● Different types of feedback</li> <li>● DIRT - setting the expectations</li> <li>● Measuring the impact</li> </ul>	<b>Kerry Walton</b> - Assistant Head / Head of 6th Form
<b>Support, Stretch and Challenge</b> <ul style="list-style-type: none"> <li>● How do you identify students' needs?</li> <li>● Strategies for support</li> <li>● Strategies for Stretch and Challenge</li> <li>● How do you measure the impact?</li> </ul>	<b>Kerry Walton</b> - Assistant Head / Head of 6th Form <b>Nicola Wilkes</b> - Assistant Head Wider Curriculum





# The Arabic Team



# ARABIC & ISLAMIC STUDIES

The DBS Arabic and Islamic Studies Teachers programme is focused on the essential task of developing high quality Arabic and Islamic Studies Teachers and sharing good practice amongst the Schools of Doha British School.

Content/focus	Delivered by
<b>Teaching &amp; Learning vision and culture</b> <ul style="list-style-type: none"> <li>The 5 elements of an outstanding lesson</li> <li>Sharing good practice for Arabic lessons</li> <li>Embedding the culture in every lesson</li> </ul>	<b>Shehata Aly</b> - Assistant Head for Arabic and Islamic Studies
<b>Marking &amp; Feedback</b> <ul style="list-style-type: none"> <li>The vision behind Marking &amp; Feedback</li> <li>Sharing Good Practice</li> <li>Portfolio of What a Good One Looks Like (WAGOLL)</li> </ul>	<b>Shehata Aly</b> - Assistant Head for Arabic and Islamic Studies
<b>Using Data effectively</b> <ul style="list-style-type: none"> <li>What data to use and how</li> <li>Identifying the students who are underperforming through data</li> <li>How to support and stretch the students from the data</li> <li>How to input reliable data</li> <li>How to plan from the data</li> </ul>	<b>Shehata Aly</b> - Assistant Head for Arabic and Islamic Studies  <b>Mohammad Salam</b> - Deputy Headteacher
<b>Support, Stretch and Challenge</b> <ul style="list-style-type: none"> <li>Using the data to identify students who should be supported</li> <li>Using the data to identify students who should be stretched &amp; challenged</li> <li>Sharing good practice around differentiation strategies</li> </ul>	<b>Shehata Aly</b> - Assistant Head for Arabic and Islamic Studies
<b>Review of success</b> <ul style="list-style-type: none"> <li>What has worked well</li> <li>What has improved</li> <li>What is next to be improved</li> </ul>	<b>Shehata Aly</b> - Assistant Head for Arabic and Islamic Studies



**"if we create a culture  
where every teacher  
believes they need to  
improve, not because  
they are not good enough,  
but because they can be  
even better, there is no  
limit to what we can  
achieve"**

Dylan Wiliam,  
University of London



# Middle Leadership



# ASPIRING MIDDLE LEADERS PROGRAMME

The DBS Aspiring Middle Leaders programme is focused on the essential task of developing high quality Middle Leaders. The workshops are designed for those preparing for or new to Middle Leadership. During the course of the programme, you will investigate key responsibilities of Middle Leadership. All sessions are grounded in the reality of school life.

Content/focus	Delivered by
<b>Creating a positive ethos amongst the team</b> <ul style="list-style-type: none"> <li>Do you know the direction of your subject area?</li> <li>Developing strategic plans (SEF)</li> <li>Communication with the team</li> <li>Motivating people</li> <li>Different management styles</li> <li>Team ethos</li> </ul>	<b>Kerry Walton</b> - Assistant Head / Head of 6th Form <b>Nick Taylor</b> - IB Coordinator
<b>Using data effectively</b> <ul style="list-style-type: none"> <li>What data</li> <li>Understand data</li> <li>Drive students' achievement</li> <li>Patterns and trends to look for</li> <li>How to use the data to inform planning and intervention</li> <li>How do you measure impact</li> </ul>	<b>Mohammad Salam</b> - Deputy Headteacher <b>Andy Walles</b> - Associate Assistant Head / SL for Humanities
<b>How to lead on Check &amp; Challenge</b> <ul style="list-style-type: none"> <li>Identifying the strengths of your area</li> <li>Delivering feedback to members of your team</li> <li>The role of students' feedback</li> <li>Identify priorities for improvement</li> <li>How to show impact</li> </ul>	<b>Elodie Jugue</b> - Deputy Headteacher
<b>Managing personnel in a team</b> <ul style="list-style-type: none"> <li>Communicating with staff</li> <li>Creating CPD plans</li> <li>Dealing with parents</li> <li>Difficult conversation</li> <li>Disclosure and confidentiality</li> </ul>	<b>Katy Leighton</b> - Assistant Head Student Welfare <b>Elodie Jugue</b> - Deputy Headteacher
<b>What differentiate a Good Leader from a Great Leader?</b> <ul style="list-style-type: none"> <li>Relationship with others</li> <li>Empowering others</li> <li>Communication</li> <li>Organisation</li> <li>One step ahead mentality</li> <li>The bigger picture</li> </ul>	<b>Elodie Jugue</b> - Deputy Headteacher <b>Mohammad Salam</b> - Deputy Headteacher

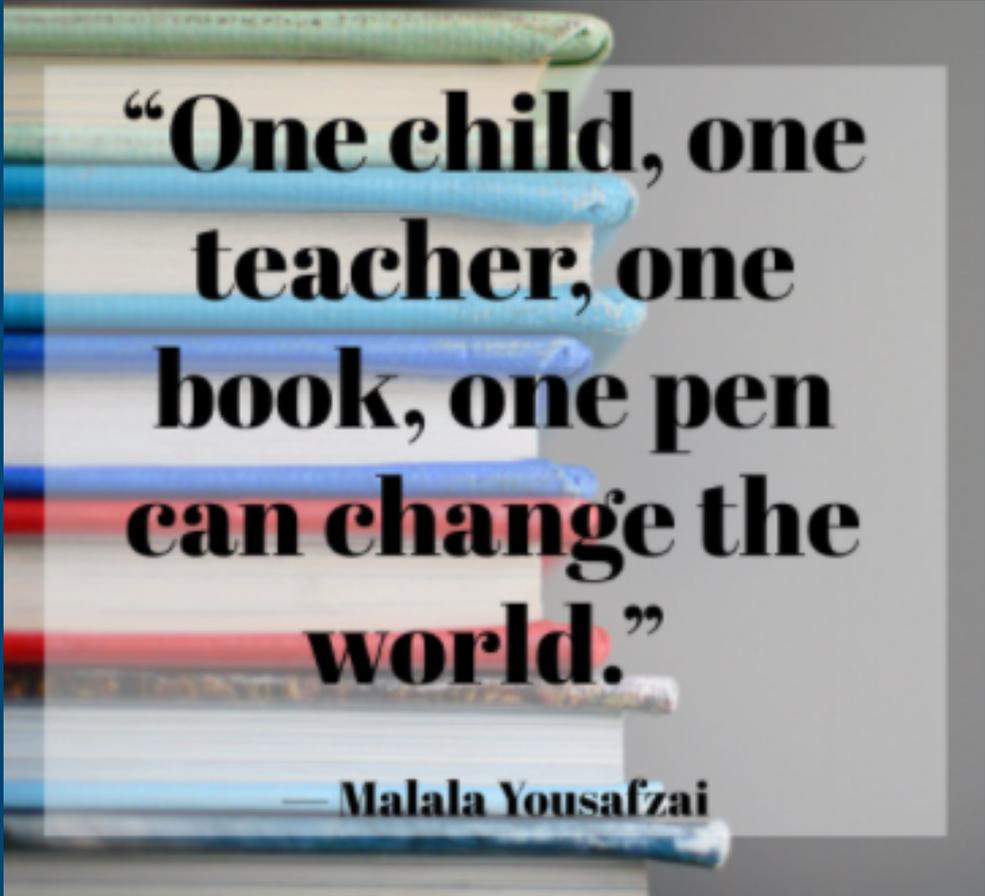


# MIDDLE LEADERS PROGRAMME

The DBS Middle Leaders programme is focused on the essential task of supporting Middle Leaders to become World Class leaders in order to lead their team to a high standard. The workshops are designed for those already in middle leadership positions as a developmental opportunity. During the course of the programme, key responsibilities of Middle Leadership will be investigated and the main focus will revolve around strategy planning.

Content/focus	Delivered by
<b>Leading Check &amp; Challenge Reviews</b> <ul style="list-style-type: none"> <li>Organising the review and the role of each element of the review</li> <li>How do you interpret your findings</li> <li>How do you write the report</li> <li>Communication and reviews</li> </ul>	<b>Elodie Jugue -</b> Deputy Headteacher <b>Katy Leighton -</b> Assistant Head Student Welfare
<b>What is your vision? How to deliver it?</b> <ul style="list-style-type: none"> <li>How do you create a vision?</li> <li>What is the purpose behind it?</li> <li>What is your vision for your area of responsibility?</li> <li>What is your SIP?</li> <li>Communication plan and timeline</li> <li>Achievable goals and review of your goals</li> </ul>	<b>Elodie Jugue -</b> Deputy Headteacher <b>Darren Atkinson -</b> Head of Secondary
<b>How to support your team?</b> <ul style="list-style-type: none"> <li>Empowering team members</li> <li>Supporting team members who are not successful yet</li> <li>Communicating with staff</li> <li>How does the team support your vision?</li> <li>How do you know/show impact? The next step?</li> </ul>	<b>Kerry Walton -</b> Assistant Head / Head of 6th form <b>Darren Atkinson -</b> Head of Secondary
<b>How do you raise the profile of your area within the school?</b> <ul style="list-style-type: none"> <li>The school culture and organisation</li> <li>Sharing good practice and supporting the School</li> <li>Enriching the ethos of the school</li> <li>Marketing and communication</li> </ul>	<b>Mohammad Salam</b> - Deputy Headteacher <b>Darren Atkinson -</b> Head of Secondary
<b>How do you prepare for SLT?</b> <ul style="list-style-type: none"> <li>Evidence of success: where do you find it?</li> <li>Place for research</li> <li>Different management styles</li> <li>Team ethos</li> </ul>	<b>Darren Atkinson -</b> Head of Secondary



A stack of several books with colorful spines (green, blue, red, white) is shown. A white rectangular box is overlaid on the books, containing a quote in bold black text.

**“One child, one  
teacher, one  
book, one pen  
can change the  
world.”**

**— Malala Yousafzai**



# Senior Leadership



# ASSOCIATE ASSISTANT HEADTEACHER

Each year, an Associate Assistant Headteacher is appointed. This post is a developmental opportunity for anyone on the Middle Leadership team who wants to have a flavour of what the role as Senior Leader entails. As a result, the successful candidate spends a year focusing on a project which supports the School Improvement Plan and leads on this project for a whole year (January to January).

On top of the responsibility of the design, implementation and evaluation of their impact, the Associate Assistant Headteacher gets the opportunity to:

- attend SLT briefings
- attend SLT weekly meetings
- lead on CPD
- weigh on discussions
- shadow the line management of a Subject Area
- support a House as the SLT link

This role is a great stepping stone to Senior Leadership to give an insight, knowledge and overview of the accountability, responsibility and impact of Senior Leaders. It can combine well with an NPQSL and give the candidate the necessary platform to lead on a whole school change.



# PREPARING FOR SENIOR LEADERSHIP

The Preparing for Senior Leadership CPD Programme will support the development of aspirant senior leadership by providing an insight into the diverse range of opportunities at senior leadership level, examining theoretical models of leadership, developing leadership skills through the examination of case studies, supporting the pursuit of a practical school based leadership project, with the support of a school based mentor, enhancing understanding of current and future local and international agendas and increasing confidence in leadership skills in a whole school context

	Content/focus	Delivered by
Session 1	<p><b>Outline and introduction - what is your leadership style?</b></p> <p>This session will give an outline of the course content and give an introduction to the theory behind how successful business models can support and transform schools.</p>	Paul Sherlock – Executive Principal DBS
Session 2	<p><b>Leading student support services</b></p> <p>In many ways this is the most unpredictable area of senior leadership. The session identifies key principles and explores how they inform decision making and areas such as attendance, behaviour and exam success.</p>	Paul Sherlock – Executive Principal DBS Katy Leighton – Assistant Head DBS AK
Session 3	<p><b>Leading Teaching and Learning</b></p> <p>The session explores how to make sense of this core activity of school life. With a constantly changing landscape and both external and internal pressures, colleagues will be shown how to prioritise teaching and learning issues in a way that will have maximum impact for the student population.</p>	Paul Sherlock – Executive Principal DBS Jordan Davies – Lead Head of Primary School
Session 4	<p><b>Leading Curriculum change</b></p> <p>One certainty is that the curriculum will always be evolving to reflect a range of demands and needs. The session presents a model for leading any significant change then applies this specifically to curriculum development.</p>	Paul Sherlock – Executive Principal DBS Darren Atkinson – Lead Head of Secondary - DBS
Session 5	<p><b>Managing critical incidents and handling difficult conversations.</b></p> <p>Senior staff share their experiences of handling the more challenging aspects of their role. As well as the chance to discuss real issues, this session will also give colleagues practical advice on how to deal with difficult conversations and conflicts in schools.</p>	Paul Sherlock – Executive Principal DBS Steven Miles – Principal DBS <u>Wakra</u>
Session 6	<p><b>Leading Quality Assurance</b></p> <p>This session examines systems and processes to identify the strengths and areas for development across a school. A QA model for whole school use is examined and the way this impacts on school improvement is explored.</p>	Paul Sherlock – Executive Principal DBS Darren Atkinson – Lead Head of Secondary - DBS



WHO DARES TO  
*teach*  
MUST NEVER STOP TO  
*learn*

John Cotton Dana



# Sharing Good Practice



# TEACHMEETS

At DBS, in an effort to keep our practice rich, challenging and relevant, we regularly meet to share good practice, in order to support each other, inspire one another and ensure our students always get a fresh approach.

Our TeachMeets are centered around our T&L culture and explore each element of that vision on a fortnight basis, organised in 2 blocks of 5 sessions across the year.

<b>TeachMeet - Bloc 1</b>
Spark
Exposure
Exploration
Elaboration
Evaluation

<b>TeachMeet - Bloc 2</b>
Spark
Exposure
Exploration
Elaboration
Evaluation

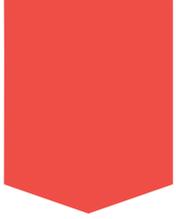


# NEW STAFF INDUCTION

At DBS, we are conscious that schools deploy different systems and approaches and in an effort to deliver consistently world class service to our students and parents, we deliver a New Staff Induction on the key areas that we deemed important to us.

<b>New Staff induction</b>
Welcome to Doha
British Embassy Talk
Delivering Lessons in the Blended Model
ISAMS (data/reports)
Google Suite
Introduction to IB
Day to Day Expectations (Duty, ECA, Registers, HP, Communication with Parents)
Absence and Cover procedures
Parents evening





# Specialism Focused CPD



# SUBJECT FOCUSED CPD

In order to keep our practice as up-to-date as possible in our specialism, we meet regularly as a team of specialists to discuss, research and improve each subject area of the school. Subject Leaders organise the professional development of their team through one of those 6 foci:

**1**

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Standardisation

**2**

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Moderation

**3**

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Sharing Good Practice

**4**

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New Pedagogy Research

**5**

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Exam Specification Updates

**6**

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Curriculum update



# IB FOCUSED CPD

We are very proud of delivering the international Baccalaureate as part of our 4 KS5 pathways. To ensure a high level of delivery within the programme, our IB Coordinator organises regular workshops and meetings to support our staff in understanding, embedding and representing the ethos of the IB through their lessons. These workshops entail:

**1**

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What is the IB?

**2**

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The support platforms of the IB

**3**

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Kognity

**4**

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Extended Essay Supervisor workshops

**5**

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TOK training

**6**

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TOK workshops



# WIDER CURRICULUM CPD

In order to keep our practice as up-to-date as possible within our Pastoral system, we regularly meet as and when with our specialist to support the development of our care. These sessions include:

**1**

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SEND workshops

**2**

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Reference writing for UCAS  
and Universities

**3**

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Mental Health workshops

**4**

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CAS supervisor workshop

**5**

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Invigilation training

**6**

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Trips and Visits workshops





# Mentoring & Coaching opportunities



# MENTORING AND COACHING OPPORTUNITIES

As part of our best practice, we offer mentoring opportunities for our Newly Qualified Teachers and each mentor receives training in order to support their mentee to develop in the best practitioners they can be.

Furthermore, we offer coaching for teachers who want to improve their professional practice.

**1**

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Observation

**2**

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Feedback

**3**

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Termly Assessment

**4**

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Time Management

**5**

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Organisation skills

**6**

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Pastoral Care





# CamStar programme



# CAMSTAR PROGRAMME

Based at the University of Cambridge Faculty of Education, CamStar (Cambridge, School Teachers and Research) is a national network of primary and secondary schools who believe school based enquiry to be the foundation of sustainable professional development for teachers – at every stage of their career.

**1**

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Outline of research area

**2**

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Completion of background reading and finalisation of research question

**3**

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Methodology and research

**4**

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Identification of findings and recommendations

**5**

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Presentation of findings ready for CamStar Café (infographic)

**6**

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CamStar Café





# External CPD



# EXTERNAL CPD

Doha British School is also keen to support its members of staff to reach beyond the school and beyond Qatar.

As part of our commitment to develop our staff, and as part of our BSME Schools and IB school accreditations, we have a network of developmental support in place such as the programmes named below:

**1**

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NQPML programme

**2**

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BSME webinars

**3**

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NQPSL programme

**4**

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IB online course

**5**

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NQPH programme

**6**

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Cross schools networks





## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: 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 provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - 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 an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>





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