

NORTH LONDON COLLEGIATE SCHOOL DUBAI

Seeks a

Head of Arabic

Effective August 2018

THE UK SCHOOL

North London Collegiate School (UK) was founded in 1850 by Frances Mary Buss in order to offer an academically ambitious education to girls, similar to that available to their brothers. The School has pioneered women's education for over 160 years and remains among the highest achieving schools in the UK. Exam results consistently top the UK league tables and the School has repeatedly outperformed other prestigious schools in terms of Oxbridge success rates. The Sutton Trust has rated NLCS as first in the UK for success in placing students at competitive universities and NLCS is one of only two schools to have been twice named by the *Sunday Times* as 'Independent School of the Year', which described it as 'Possibly the best advertisement for girls-only education in the country'.

In 2011, North London opened its first international 'branch' school in South Korea – NLCS Jeju. Working with an agency of the South Korean government, the school was the first of a number of international schools to be built as part of an ambitious project to transform the island of Jeju into a global 'hub'. The School opened with over 400 pupils and, now entering its sixth year of operation, has nearly 1200 on the roll. NLCS Jeju offers the IB Diploma to all students in the Sixth Form and in its first year of results (after just three years of operation) achieved an average Diploma points score of 36 points per pupil, to rival top-performing jurisdictions such as Singapore. In its second year of Diploma results (and fourth year of operation) students achieved an average Diploma points score of 37 and in its third year of Diploma results (2016), students achieved an average Diploma points score of 38.

In 2017, 8 students from NLCS UK and NLCS Jeju achieved a perfect score of 45, a standard reached by only 146 students of 60,000 internationally last year

THE DUBAI SCHOOL

We aim to be the top-performing IB World School in the UAE, supporting the aspirations and abilities of all students; as a result, they and their families will choose to stay in Dubai throughout their Primary and Secondary schooling.

North London Collegiate School Dubai offers an academically ambitious education in keeping with the aspirational ethos of NLCS (UK), and the same impressive range of extra-curricular activities, to foster well-rounded individuals who are capable of becoming leaders. The School is a coeducational day school for pupils aged 3-18 years, situated within the prestigious Hartland development in Dubai. The School was built and is funded by our partners in the project, a leading Indian property development company, Sobha.

While ensuring academic excellence and intellectual challenge, NLCS Dubai is equally concerned with supporting the development of the whole person and aims to inspire confidence, individuality and self-esteem.

NLCS Dubai is an English-speaking school and is currently a candidate school for the International Baccalaureate Programme with the intention of offering the programme throughout the age range by 2019. A number of lessons per week are devoted to the teaching of the Arabic language, UAE Social Studies and Islamic Education, which are compulsory for all students up to the age of 16, although more lessons are required for students of Arabic descent than for others. (Islamic Education is compulsory for Muslim students only.)

Unlike many UK independent schools, NLCS has a firm commitment to ensuring close links with its overseas 'branch' schools. Every effort is made to replicate the ethos and standards of NLCS overseas. Wherever possible, staff for overseas schools are interviewed in London and always by NLCS (UK) staff, as well as staff from our overseas schools. All teachers, once appointed, are expected to travel to London for induction and training at the UK school and this is generously funded by our partners. Once an overseas branch is open, it is regularly monitored and inspected by the UK school, and close links are formed through pupil and staff exchanges, joint departmental projects, educational visits and extra-curricular activities, such as video-conference debates and jointly-produced student publications.

As the NLCS family of schools expands (with a third overseas school opening in Singapore in 2019), it is hoped that partnership activities will expand so that each school in the group develops links with the others. We also hope to see staff join the group in order to build their career with us and benefit from the many professional development and career-progression opportunities which a group of world-class schools such as ours can offer.

THE ETHOS

The ethos of NLCS Dubai echoes that of NLCS (UK) – every effort is made to recreate the ethos of the UK 'parent' school, whilst taking into account and remaining sensitive to the local culture and context.

At North London Collegiate schools, academic success is gained not through an emphasis on results but by creating an atmosphere of rigorous scholarship, where pupils are encouraged to study beyond the examination syllabus in order to develop their intellectual independence and love of their subjects. The pastoral well-being of students is of the utmost importance and good relationships are fostered between pupils and staff, as well as between the pupils themselves.

The extra-curricular life of NLCS schools is vibrant, both in academic and non-academic fields. Students participate in a wide range of subject-focussed clubs and societies, from weekly book groups to Debating Society, to 'Mad Scientists' to 'Human Rights Society' and 'Model United Nations'. In the UK School, over forty academic clubs and societies operate weekly meetings and events led by the Sixth Form, in order to give students every opportunity to develop their intellectual curiosity, independence of thought and genuine love of subject; there are a large number of student-produced academic journals which reflect the particular interests of these societies.

Non-academic activities also thrive as the School aims to create an environment in which the whole personality can grow. Extra-curricular Sport, Music and Drama are all of

excellent quality and over seventy activities happen at lunch times and after school each day, with large numbers of students involved. In the UK, the School has produced sports players at national and regional level as well as nationally-recognised musicians, composers and actors. Since the opening of a state-of-the-art Performing Arts Centre in 2007, productions and concerts have benefited from this professional standard facility with over 40 performances a year in this venue alone.

This ethos and broad range of opportunities have already been effectively recreated at our first satellite school, NLCS Jeju, and are equally central to the offer at NLCS Dubai.

THE CURRICULUM

Our intention is that NLCS Dubai will be an “IB Continuum School” offering the IB Primary Years Programme (PYP) in the Junior School, Middle Years Programme (MYP) in Grade 6 to 10, and Diploma Programme in the Sixth Form. The curriculum reflects the academic ambition and aspirations of NLCS (UK), and schemes of work will broadly reflect the curriculum of NLCS (UK).

As mentioned above, an extensive extra-curricular programme of Sport, Music, Drama and other activities which closely reflects that at NLCS (UK) are provided to enrich and broaden the education offered, developing the talents and confidence of students.

LIFE IN DUBAI

Dubai is fast becoming one of the world’s most sought-after cities to live in. With approximately 90% of the c.2.5 million residents being expatriates, it is a truly international hub. As well as a vast array of activities and sights within the city and desert of Dubai, in less than 4 hours’ travel-time one can be in countries such as Jordan, Oman, India, Cyprus or Nepal. Whilst Dubai and NLCS are internationally minded, the successful candidate will be sympathetic to and considerate of the culture of a Muslim country, in both their personal and professional life.

THE POSITION

NLCS Dubai is looking for a dynamic, well-qualified and committed Head of ARABIC with an outstanding track record of leadership, to take up a position at the School from August 2018. The appointee will demonstrate strong skills in managing the teaching and learning within the ARABIC department.

The appointee will take over the already thriving ARABIC department and lead a team of specialist teachers who will deliver lessons in ARABIC A and B throughout the school, from the youngest students to IBDP level.

The successful candidate will also ensure that the qualities of the IB Learner Profile and the core academic skills of research and enquiry are embedded within the curriculum. It is essential that the Head of ARABIC has the ability to communicate enthusiasm and passion for the subject area.

Previous experience of the IB Middle Years and/or the IB Diploma are an advantage. Of prime importance is an ability to motivate and inspire students and lead staff in order to ensure that academic provision is consistently of the highest standard.

The appointee will manage all aspects of teaching and learning in the Department, in keeping with the overall aims of the School. He / she will also be responsible for supporting members of the Department in all appropriate ways, ensuring that they work together as a cohesive and collegiate team in effectively addressing the aims and priorities of the School.

The appointee will ensure that all members of the Department offer support to the learning and pastoral needs of individual students, in keeping with the School's pastoral policy and the School's aims and values. All members of staff are also expected to be involved in pastoral care within the School community, usually in the role of form tutor or co-tutor, and also to contribute to the extra-curricular life of the School.

In addition to overseeing the day to day running of the department, he / she will have been responsible for the following areas:

- Implementing the whole-school academic strategy and curriculum approach within the ARABIC Department
- Managing the performance management of the team
- Overall strategic leadership and development of ARABIC provision and teaching
- Managing and leading on standards, care and pedagogy
- Leading self-evaluation and school improvement in the Department
- Preparing and evaluating teaching programmes, activities and learning and teaching strategies across the Department
- Differentiating learning and teaching and associated resources in a manner that challenges and interests students and is appropriate to the needs and skill- levels of students
- Ensuring the effective use of resources to support teaching and learning (including the use of ICT) by all members of the Department
- Carrying out a range of formative assessments of students' attainments to acknowledge, inform and guide progress
- Ensuring that marking and assessment across the Department are of the highest standard, and that they are effective in guiding students to further improvement
- Ensuring that examination results and other benchmark data in the ARABIC meet or exceed the School targets
- Leading the process of innovative curriculum development within the ARABIC department, taking an active role where appropriate in sharing innovation across the whole School.

QUALIFICATIONS & QUALITIES SOUGHT

Please see Person Specification

TERMS AND CONDITIONS

North London Collegiate School Dubai has its own salary scale: tax-free salary and a benefits package will be highly competitive and commensurate with the successful candidate's qualifications and experience.

LOCATION

This post will be based at NLCS, Nad Al Sheba, Dubai.

TENURE OF APPOINTMENT

Three years.

PARTICULARS OF THE SEARCH

Applicants are invited to submit:

1. a letter of application, addressed to the Principal of NLCS Dubai, Mr Daniel Lewis
2. a fully completed application form - available from the school website www.nlcsdubai.ae

The application form should contain the name, email address, postal address and day-time telephone number of two referees who may be contacted with the candidate's permission; these should be direct supervisors or persons in senior positions of responsibility – not peers - who can validate the applicant's suitability for the role.

Emailed applications are preferred to: recruitment@nlcsdubai.ae

The closing date for applications is 12:00pm (UAE) on Sunday 4th February 2018.

PERSON SPECIFICATION

HEAD OF ARABIC

North London Collegiate School Dubai

NLCS Dubai seeks an enthusiastic and highly-qualified Head of ARABIC. The Head of ARABIC will have responsibility for designing and implementing effectively a comprehensive ARABIC A and B programme that advances the academic and cultural education of the school and is engaging and relevant to every student at every level.

The successful candidate will have an international outlook and an appreciation of the richness that a diversity of cultures brings to a school. The successful candidate will have considerable experience in teaching all levels, with a clear passion for their subject. He / she will be educated to degree level or above and may also have other relevant professional qualifications.

The post holder will be an outstanding practitioner who has a proven ability to lead by example and has the ability to manage, inspire and motivate others in delivering high quality teaching and learning.

The successful candidate will be expected to have the following capabilities in terms of personal qualities, professional experience and skills:

Personal Specification

Professional Qualification

- ARABIC teaching qualification
- KHDA approved
- Bachelor Degree or higher in relevant subject
- Proficient and experienced at teaching, ideally with experience of the IB Diploma and/or MYP, with an outstanding track record of examination success
- Experience teaching all levels, with high academic success
- Experience of implementing a range of pedagogical techniques, with a track-record of innovation in teaching and learning
- Recent participation in continuing professional development

Professional Experience

- Proven track record of outstanding teaching across all age groups
- Recent experience of managing students from a variety of cultures
- Commitment to issues of equity and working with culturally diverse families
- Exemplary communication skills, both verbal and written
- Able to work effectively with students and parents, outside agencies and colleagues
- A good team player and team leader
- Experience of developing and enhancing the practice of staff
- Committed to raising the achievement and standards of pupils and staff
- Experience of developing a broad, balanced and academically ambitious curriculum
- Have a strong classroom presence and be able to model excellence in the classroom
- Have a good knowledge of curriculum initiatives

- Talent for leadership through example and inspiration is essential: the successful candidate will have a strong classroom presence and be able to model excellence in the classroom

Specialist Knowledge and Understanding

- Have a commitment to high standards and inclusive education;
- Ability to inspire colleagues and pupils,
- Work effectively as a member of a team and lead others
- Courage to introduce and manage change and innovation
- Ability to show good cultural understanding and differentiation between students from various backgrounds and abilities
- Offer substantial commitment to extra-curricular activities

Personal Qualities and Skills

- Excellent leadership skills
- Flexible, inclusive and pragmatic style
- High level interpersonal skills
- Articulate and a strong communicator
- Confident in meeting and communicating with others
- Possess good organisational skills, manage time efficiently
- Excellent English

JOB DESCRIPTION

HEAD OF ARABIC

North London Collegiate School Dubai

The Head of ARABIC will play an important role at NLCS Dubai. His/her principal duty will be to manage all aspects of the teaching and learning process of the ARABIC Department in the School.

He /she should be an outstanding practitioner who is prepared to lead by example, thus inspiring and enthusing the department and all pupils in the School.

The Head of ARABIC is responsible for the overall strategic direction of the Department. He/she ensures clear leadership of and a coherent ethos within the Department.

The responsibilities include:

- fostering and supporting the School's ethos, values, rules and guidelines
- promoting academic provision across the Department which is consistently of the highest standard, leading to exceptional student achievement
- meeting regularly with the Department to lead discussion and development
- oversight of the work of teachers within the ARABIC Department
- overall responsibility for the organisation and development of school trips and of extra-curricular opportunities to support ARABIC provision, including liaison with the relevant school society committees
- responsibility for the administration of the ARABIC budget, and ordering of resources
- ensuring the effective use of resources to support teaching and learning (including the use of ICT) by all members of the Department

The successful candidate will plan and perform at the highest level of professional academic and pastoral care, ensuring integration and alignment of subject -area curriculum and classroom instruction with the overarching, school-wide standards and curriculum framework.

CORE RESPONSIBILITIES OF THE POST

The Head of ARABIC is responsible for the efficient running, development and performance of the Department, supporting all members of the Department in their responsibilities, and directing, as appropriate, the work of those colleagues to ensure successful and effective teaching and learning.

An ideal candidate will have extensive experience and success designing and implementing a dynamic and relevant curriculum for a variety of contexts, managing and coaching classroom teachers, and the use of data to improve teaching and therefore learning outcomes.

- Overall leadership and development of provision within the Department, including teaching and learning, schemes of work and teaching programmes, extracurricular enrichment, and support for university applications
- Overall responsibility for the assessment, examination and homework policy in the Department
- Oversee, manage and evaluate all teaching staff within the Department, ensuring that they consistently maintain high levels of professionalism

- oversight of the work of the teachers within the Department
- Assist with the recruitment, assessment and appointment of Arabic personnel
- Liaise with the Pedagogical Leadership Team to guide the creation and implementation of effective, differentiated professional development opportunities
- To actively engage in Department Self Review on a regular basis, to confidently review the quality of teaching and learning and identify strategic goals that will facilitate the creation of exceptional learning experiences for students
- To act upon the findings from Department Self Review to maintain the highest quality of teaching and learning across the department
- To engage colleagues to discuss and evaluate their teaching and the impact that it has on pupil learning
- To involve all colleagues in Department development planning
- Encourage regular shared best practice via Department meetings
- Discuss and employ strategies to engage all pupils
- Lead by example at all levels, including the delivery of academic extension and lessons to prepare students for university application in this academic area
- Ensure that all pupils are taught according to the agreed syllabuses and prepared accordingly for the relevant external examinations
- Have a good working knowledge of performance data mechanisms in order to carry out effective pupil tracking and retrospective analysis of examination performance and performance in other key indicators
- Encourage excellence 'beyond the classroom' for colleagues and pupils
- Co-ordinate links with relevant staff in the Junior School to ensure appropriate vertical articulation of academic provision
- Ensure that data is used effectively as useful measure of progress, though never as a blunt instrument and always accompanied with a deep understanding of the pupils as individuals
- To have particular responsibility for the appraisal, professional welfare and training and development of members of the Department, especially new and student teachers
- To ensure members of the Department adhere to the criteria as set out in the Department Handbook with particular regard to the setting and marking of work and reporting procedures
- To bring to the attention of the Vice Principal (Curriculum) any difficulties which arise within the Department
- To hold regular meetings to discuss Department matters and to ensure that the Department takes a collegiate approach and works effectively as a team. Minutes of these meetings to be sent to the Vice Principal (Curriculum) and the Principal
- To be responsible for the drawing up of syllabuses/schemes of work; teaching materials within the Department; the Department handbook; display and the general appearance of the Department
- To ensure that all members of the Department use resources to support teaching and learning (including the use of ICT) effectively
- Appraise each colleague annually in keeping with the School's appraisal policy
- To undertake observations of colleagues, and to put in place a programme of mutual lesson observation within the Department
- Drop-in to colleagues' lessons on a regular basis and carry out work scrutiny and pupil interviews, as directed by the Vice Principal (Curriculum)
- Provide appropriate support for any colleague who is underperforming or who is struggling with any aspect of their teaching role

- Ensure that all colleagues are setting appropriate differentiated teaching and homework tasks, and that high quality feedback is given in line with the department marking policy
- Liaise with parents as appropriate.
- To co-operate with other departments and faculties in cross-curricular activities and in promoting the horizontal articulation of the curriculum
- To keep up to date with educational developments and changes within the subject area
- To review examination results and other benchmark data within the Department and implement remedial action when necessary
- To ensure that base-line data is being used to monitor, and where possible improve, performance of the Department and the pupils within it
- To present a strategic analysis of examination results to the Principal and pedagogical leadership team, and discuss them as requested
- To communicate achievements and results in assemblies, end of term notes, website etc
- To organise the induction and supervision of newly qualified teachers, any teachers new to the School and those joining the School on a temporary basis and to review their work within the department
- Oversee the process for assessing, monitoring and evaluating student performance
- Monitor and track the progress of students, co-ordinate interventions where necessary and take appropriate action to ensure students achieve their best
- To encourage and organise activities and events associated with the subject (eg exhibitions, clubs, societies etc) and organise pupil participation in internal and external events and competitions, as appropriate
- responsible for setting appropriate standards of health and safety within the Department and ensuring that health and safety initiatives are implemented effectively so that all students and staff maintain these standards

As with all posts, the Principal will reserve the right to vary the precise responsibilities should needs change and opportunities arise.