

The College

Established forty-four years ago, Dubai College now has a national and international reputation as a world class learning organisation. We are an independent, coeducational, not-for-profit, selective school for boys and girls aged 11-18. We follow an adapted English National Curriculum and our vision is to be “leading British education overseas”, underpinned by four pillars of sporting, creative, philanthropic and academic endeavour. Named British International School of the Year 2019 by Independent School Parent magazine, the school has since featured twice in the Spear’s Schools Index as one of the top 100 private schools in the world. Our work on wellbeing was recognised when we were awarded the International School Award for the Initiative to Support School Wellbeing and Safeguarding in 2020 and we were recently named Best British Curriculum School in the UAE 2021 in the SchoolsCompared Top School Awards 2021. This year we have been shortlisted for the International School Awards 2022 for our work on diversity, equity, inclusion and justice.

Dubai College is a forward-thinking and self-improving school for whom the needs of our students are at the heart of every decision we make. We were founding members of the UAE Research Schools Network and our reputation is based upon our commitment to keep learning first. As a consequence, we have a generous CPD budget which is used to create and support continuous learning opportunities for staff. Our Deputy Head: Learning and Teaching, supported by Specialist Leaders in Education, mentors and supports staff in digital skills, oracy, stretch and challenge and the science of learning. Teaching staff are encouraged to undertake action research projects and apply for part-time master’s degrees in education-related fields and aspiring leaders are guided through the reformed National Professional Qualifications. Working collaboratively within departments during professional learning days as well as increasingly reaching out across a network of other not-for-profit British schools in Dubai, the College is continually striving to create systems for the sharing and creation of knowledge.

The British Schools Overseas inspection of the College (conducted in October 2021) rated the school as ‘Outstanding’ in every category noting that “pupils are exceptionally articulate”, that “relationships between pupils and teachers are very positive” and that “pupils are exceptionally well cared for by the school’s staff”. The number of students on roll is currently 1043 and comprises students in the 11 to 18 age range with 261 in the Sixth Form. The College operates an eight-form intake of 176 students in Year 7. Approximately 45% of the students are British, but 52 other nationalities are represented. The GCSE and A Level courses followed are those of one of three examination boards (Edexcel, AQA, and OCR). Examination results are consistently outstanding and in 2019* Dubai College’s GCSE performance was comparable to the **5th best UK co-educational independent school** according to The Telegraph league table. Our excellent A Level results mean that 53% of Dubai College Year 13 students starting university in 2021 went to the top 1% of universities worldwide (according to QS World University Rankings 2021) and 18% of our leavers are going to universities in the Top Ten global rankings, including Oxford, Cambridge, Imperial and Stanford. The summer of 2021 was also a record-breaking year both in terms of the number of students heading to the USA (24% of the cohort, including 12 students heading to Ivy League schools) as well as those heading to countries outside of the US and UK (13% of the cohort). In terms of absolute grades, Dubai College remains the top performing school in the United Arab Emirates achieving 94% grades 9-7 (A**/A*/A) at GCSE and 73% A*/A grades at A Level this year. (*the last year of public examinations).

While we do invite all our students to rise to the challenge of our academically rigorous curriculum, in the true spirit of independent schools we also champion the importance of our flourishing extra-curricular programme to which all staff contribute at least one extra-curricular activity per week. Classes are small and the facilities, resources and teaching environment are very high quality. It is therefore no surprise that the College has developed a very strong regional and international reputation for drama, music and sport as well as academic outcomes. We are a member of HMC, COBIS (Council of British International Schools) and BSME (British Schools of the Middle East).

The College occupies a nineteen-acre site on the coast very close to the Palm Jumeirah at the mid-point between Dubai Marina and the iconic Burj Al Arab. In August 2020 we opened our new Sports and Performing Arts Centre of Excellence the (SPACE) which includes a 150-seater black box theatre, music practice rooms, drama, spinning and aerobics studios, an extensive gymnasium, a double width sports hall, a cafeteria and 25m swimming pool equipped with electronic timers. Elsewhere on campus we have a multi-purpose auditorium capable of seating over 1000 audience members, purpose-built science laboratories, a recently refurbished Sixth Form centre, a new flagship English department

featuring a full-size Harkness table which serves as a statement of intent for future renovation. A new administration building opened in 2018 created the space for our innovative regional teaching and learning hub and a new sports pavilion was completed in 2015. We are also fortunate enough to have extensive grass playing fields and the full range of classrooms you would expect in a school of our size.

Ethos

As a College we are aiming to engineer balance in the lives of students who are academically very able. There is no blueprint for a Dubai College student rather we are aiming for students to discover for themselves who they are and who they want to be. By creating a wealth of opportunities for students to participate in as broad a range of experiences as possible whether they are sporting, creative, philanthropic or academic, we are enabling them to discover their own place within the school community and in time within the world outside. We never lose sight of the fact that our academically gifted students aspire to perform as well as possible in public examinations and we continuously champion the academic. However, the ability to work as a member of a team, to manage set-backs and failure and to recognise personal strengths and weaknesses will be as important in enabling them to live their life with integrity and is consequently a core focus of what we do here. As a result our students leave us as confident individuals with the knowledge, skill set and outlook to succeed at the very best universities and eventually in their chosen, often very challenging, career paths. When asked what standards we expect of one another as professionals DC staff demonstrate a real sense of vocation, that working at Dubai College is not a job but a lifestyle choice. Teachers believe strongly that they should be able to fulfil their academic responsibilities to their students and must be accountable for the outcomes of every one of their students. The next most important expectation of staff at Dubai College is that they should embrace whole school life and contribute fully to the extra-curricular programme both during and after school hours.

Working at Dubai College is intense; it is not a 9-5 job and for it to continue to feel like a real community staff must be willing to give freely of their time in exchange for working with very able students. Staff believe they should also display excellent professional courtesy to one another and their students: every subject is on the timetable for a reason and no-one should speak out of turn about somebody else's academic discipline; we work in an Islamic country and staff should dress professionally in line with cultural sensitivities and staff should treat one another and their students as they would hope to be treated themselves. Staff also feel that they each have a responsibility to go beyond the baseline: the national curriculum is a jumping off point not an end goal, an exam syllabus is a dot to be joined up to a bigger picture, the working day is the start but not the end of a day's work, an ALPS prediction is a minimum for a student to achieve. As practitioners staff feel they should be looking to develop, to enthuse, to inspire, they should be craftsmen with a passion for their subject and whatever their position in the school they feel they all ought to feel equally responsible for the outcomes of the College. As members of a school which feels more like an extended family than an institution we hope to educate well-mannered citizens who are empowered to fulfil their aspirations. The "not-for-profit" status of our organisation perfectly embodies our ethos: everything is invested in the school and the students with nothing left over.

While this all sounds ideal it is important to understand, however, that Dubai College is not perfect. The post itself is an extremely challenging one and the College is tremendously busy. If you dislike hard work – sacrificing weekends and evenings for the sake of the students – and are concerned by working with highly able, intellectually demanding students, this post is simply not for you. Equally it must be clearly understood that the College is a restless and self-improving school and I would encourage you to take a look at our new [3-year strategic vision](#) to get a sense of the upcoming scope of our ambition. The successful applicant must both embrace and play their significant part in contributing to this plan but without damaging, in any way, the core essential ethos of the school. It should be noted that, although we certainly embrace change, we do not run with every innovation emanating from the UK – we cherry-pick initiatives that suit our selective and highly able student body. However, it should also be noted that we are subject to whatever changes the UAE government chooses to make on an annual basis which can make for a very fast-paced educational landscape.

The College really does have a great feel about it. It already has an exceptionally strong national and international reputation and if you feel you have the potential to build on our reputation as a centre of excellence on the global stage we would very much like to hear from you.