Please visit our school website www.gcschool.ae where you will find an abundance of useful and detailed information about the school, our academic calendar, the IB curriculum, our facilities, news updates, student activities and parent support.
The Taaleem Family of Schools
Taaleem was founded in Dubai in 2004 and is one of the largest education providers in the United Arab Emirates. Our main activity is the development and management of high quality early childhood, primary and secondary schools in Abu Dhabi and Dubai.

Taaleem, which means “education” in Arabic, is committed to inspiring students to help them develop their passions and talents. Our schools offer a variety of international curricula including The National Curriculum for England, the American Curriculum, the International Baccalaureate and our custom-made Early Years Programme.

Greenfield Community School was opened in 2007 and our admissions have grown steadily over the past 10 years. We currently have a stable student population of approximately 1,300 students.

Our Mission, Vision and Values
Greenfield Community School (GCS) is committed to building a truly world class IB Continuum School recognised in the UAE for its strong academic ethos and excellent quality of teaching and learning.

GCS is bound by its commitment to develop and equip students with knowledge, skills and values through an effective and challenging curriculum. Instructors use the IB Learner Profile to provide students with a foundation based on a nurturing and caring community environment.

To be a truly world class IB Continuum School, we dedicate ourselves to inspire our students to achieve their personal best, promote a culture of respect and to make purposeful, proactive decisions.

We know that choosing a school can be one of the most difficult decisions facing any parent. We aim to support you through every step of that journey.

As a new member of our community you will immediately notice that we are a true international school, rich with cultural diversity. Our students come from over 80 different countries and we are immensely proud of how they show respect for their individual heritage. Through the values of the IB, they also work together as true global citizens. On a daily basis they demonstrate to us that they are respectful, open-minded and tolerant, and place great value on their education.

As committed IB practitioners, our staff at GCS are experienced international educators and the driving force behind the school’s academic and pastoral success. Our classrooms are vibrant student-centered environments where inquiry-based approaches are balanced with direct teaching. Our teachers actively strive to encourage children’s natural curiosity and love of learning. They take great care to support each child’s social and emotional growth.

We also know how important it is to build strong parent-teacher relationships as we recognise what a pivotal role the teacher plays in the child’s life. As a result, we encourage parents to be active participants in school life and we welcome you to be part of our many family events and class activities.

As a mark of quality assurance, GCS is fully accredited by two of the world’s most highly regarded accreditation bodies; the Council of International Schools (CIS) based in Europe and the New England Association of Schools and Colleges (NEASC), based in the USA. Along with the IB authorisation, the CIS and NEASC accreditation offer you, as parents, a guarantee of quality knowing that your school meets or exceeds international standards.

Once again, thank you for your interest in our school and we look forward to you and your family becoming part of our international community of learners.

A warm welcome from the Principal
Dr. Allan Weston
Principal

“Our teachers actively strive to encourage each student’s natural curiosity and love of learning. They also take great care to support each student’s social and emotional growth.”

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Our Staff

Our team is comprised of talented and highly experienced teachers who are recruited from all over the world. Many have worked in other international schools prior to joining GCS. They come to us with a deep commitment to helping students achieve their full potential in the spirit of international mindedness.

All our secondary school teachers plan and deliver lessons collaboratively that result in rich learning experiences for our students. As an IB authorised school, all of our teachers have undertaken IB training in pedagogy and practice. We demand a high level of English language fluency in all our staff so that our students are well supported in their continuing English language development.

Our Library team forms a central part of the secondary school by guiding all our students in their reading and studying journey, to enjoy time within the library area and extending their learning outside of the classroom.

Professional Development

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of professional development opportunities for educators. The Taaleem group has partnered with the IB to become a recognised provider of training and development. For Greenfield Community School, this means that we have unparalleled access to exceptional quality training for our teachers that enables them to deliver top quality lessons for our students. Professional development is a major consideration that teachers review when deciding on their next school and we have been able to recruit high calibre teachers as a result of this recognition.

Peter Fremaux - Head of Secondary

With a career spanning over 25 years in the education sector and predominantly in the UK, his home country, Peter has held a number of leadership positions in schools. He has a B.A. (Hons.) degree in History, a Post-Graduate Certificate in Education, Masters in Education and National Professional Qualification for Headship. Peter’s main focus is the academic achievement and pastoral care of the secondary school students including all areas of the curriculum, teaching and learning, and academic achievement. He also overseas and supports the secondary teaching staff to ensure high quality standards of teaching and care for our students. Peter is a passionate advocate for the breadth and values of the International Baccalaureate programme and is highly focused on achieving academic excellence and the further development of student welfare.

Our Secondary Leadership Team

Whole School Principal

Head of Secondary

Assistant Headteacher - Care, Guidance and Welfare

Diploma Programme Coordinator

Business Links and Career Related Programme Coordinator

Middle Leaders: Head of Subjects and Grade Level Coordinators

Teaching Staff Team

Support Staff Team

Regions

- Central/South America - 3%
- Australasia - 4%
- Africa - 10%
- North America - 11%
- Middle East - 14%
- Asia - 16%
- Europe - 42%
- British - 9%
- Middle Years Programme (MYP)

WHO WE ARE

Our Students

Our students are the heart of our school and we are immensely proud of their passion for learning, their high standards of behavior and the respect they show for their teachers, fellow classmates and the wider school community. They are eager participants in all that our school has to offer and they demonstrate the values of intercultural sensitivity, tolerance and empathy on a daily basis.

As an international school we have many new students coming to us each year from all over the world to take advantage of our quality programmes. No one demographic group dominates at GCS but rather our student body is rich in cultural diversity.

Regional Diversity

- Europe - 42%
- Asia - 16%
- British - 9%
- Middle East - 14%
- North America - 11%
- Africa - 10%
- Australasia - 4%
- Central/South America - 3%

Our Leaders

The GCS teaching and administration team has a shared vision for being the most respected provider of education in the region. We embrace a mindset of collegiality in which we acknowledge and use each other’s strengths to enable goals to be accomplished.

The school itself has two main sections: Primary for KG 1 to Grade 5 and Secondary for Grades 6 to 12.

Supporting Dr. Allan Weston, the Principal, are Mr. Peter Fremaux, Head of Secondary and Mr. Andrew Mitchell, Head of Primary. They are responsible for all aspects of curriculum, teaching and learning in the specific sections. Other senior pedagogical leaders include Mrs. Farin Padamsey, Head of Inclusion and Ms. Sanjeera Siddiqui, Head of Technology Integration. The Academic Leadership Team is assisted by a highly qualified and experienced administrative and facilities team.

Mr. Peter Fremaux
Head of Secondary

Mr. Andrew Mitchell
Head of Primary

Mrs. Farin Padamsey
Head of Inclusion

Ms. Sanjeera Siddiqui
Head of Technology Integration
Quality Assurance
GCS in an International Baccalaureate Continuum World School and authorised to offer all four IB programmes.

As with all IB schools around the world the authorisation procedure is designed to ensure that schools are well prepared to implement the programme successfully. Teaching in the IB involves a combination of inquiry-based approaches and direct teaching where students are encouraged to think critically and independently. Lessons are creative and challenging, and are aimed at helping students become caring global citizens. We foster within each student, staff and community member an enduring passion for learning and the attributes of the IB Learner Profile, which describes a broad range of human capacities and responsibilities that go beyond academic success.

The IB programmes
The four programmes are specifically designed to be sequential, although, due to the universal nature of the concepts taught, students can enter the programme at any age irrespective of their current educational system or country.

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>AGES</th>
<th>GRADES</th>
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<tbody>
<tr>
<td>Primary Years Programme (PYP)</td>
<td>3 – 11</td>
<td>KG 1 - Grade 5</td>
</tr>
<tr>
<td>Middle Years Programme (MYP)</td>
<td>11 – 16</td>
<td>Grades 6 - 10</td>
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<tr>
<td>Diploma Programme (DP)</td>
<td>17 – 18</td>
<td>Grades 11 - 12</td>
</tr>
<tr>
<td>Career-related Programme (CP)</td>
<td>17 – 18</td>
<td>Grades 11 - 12</td>
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</tbody>
</table>

The Middle Years Programme (MYP) is a specifically designed curriculum for international students aged 11 to 16.

It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement which are essential qualities for young people who are becoming global leaders.

MYP students are also well prepared for the next stage of their education, whether it be the Diploma Programme (DP) or Career-related Programme (CP).

What are the benefits of the IB Middle Years Programme (MYP)?
The IB MYP holistically addresses students’ intellectual, social, emotional and physical well-being. It provides opportunities for them to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future. It ensures breadth and depth of understanding through study in eight subject groups. At least two languages (English, and either French or German) are also required in order to support students in understanding their own cultures, as well as those of others. The MYP empowers students to participate in service within the community and helps to prepare them for further education, the workplace and a lifetime of learning.
The ten MYP subject areas studied at GCS

- **Language and Literature** (usually English)
- **Language Acquisition** (French or German)
- **Individuals and Societies** (History, Geography, Business, Social Studies)
- **Science** (combining Physics, Chemistry and Biology)
- **Mathematics**
- **Performing Arts** (Art and Music)
- **Design** (Product and Digital Design)
- **Physical and Health Education (PHE)**
- **Arabic** (for passport holders of Arabic countries) or Cultural Studies (for other students)

Classes are organised depending on student needs. For younger MYP students, English, Maths, Science, Performing Arts, and Individuals and Societies classes are mixed-ability and students stay together in the same group (although the teachers may be different). As students progress through the MYP, Maths is split into Core and Extended Maths classes.

All students in grades 6 to 9 take Arabic, as well as either French or German. These classes are arranged based on the abilities of the students, which enables the best possible support.

Design and PHE class organisation will depend on various factors such as the type of sport being played or the number of students allowed in the class. Design and PHE class organisation will depend on various factors such as the type of sport being played or the number of students allowed in the class.

As is mandatory in all Dubai schools, students in Grades 6 to 9 study Arabic Language. Following the Ministry of Education’s requirements and dependent on the passport nationality of the student, native Arabic speakers will receive either Arabic A lessons, or Arabic as a second language (Arabic B) for non-native Arabic speakers. Arabic B classes are organised and tailored to the different ability levels based on the number of years of study and familiarity with the language.

Muslim students also receive instruction in Islamic Studies to further develop their knowledge and understanding of the Islamic culture and religion. Other students use this time to follow a cultural studies course to develop their understanding of world cultures.

With 80 nationalities and over 50 languages spoken, GCS has a diverse student population. Therefore, we actively encourage students to understand and appreciate their own cultures and personal histories, as well as those of others, and to be open to different values, perspectives and traditions. Maintaining and developing language and literacy skills in their mother tongue ensures students’ continuous cognitive development and contributes to multilingualism. We offer the following Mother Tongue classes at various Grade levels throughout the school: Arabic, French, German, Spanish, Italian, Hindi, Urdu, Russian, and Portuguese, with plans to offer other languages in the future.

Technology supports the learning experience and our ‘Bring Your Own Device’ (BYOD) scheme means that students can use modern technology in all lessons. With three computer labs the Secondary School is well resourced in modern technology to enable students to fully develop their skills, the Mac Lab enables students to access the latest software innovations for Digital Design. We have four well-equipped science laboratories and are expanding our resources to develop students’ understanding of future technologies, including Robotics and programming.
The world is ever-changing and future success will be based on students becoming adults that can innovate, be entrepreneurial and confident in STEAM subjects (Science, Technology, Engineering, Arts and Mathematics). These core subjects are at the heart of the UAE National Agenda and we are actively expanding STEAM, not only throughout lessons but beyond. We continue to invest heavily in the technologies needed to promote these areas and expand opportunities beyond the classroom. We offer several extra-curricular activities that allow students with a passion for STEAM to flourish. We are very proud of the success our Robotics club have had in local Robotics competitions. Our students have also extended their Maths skills through participation in the international ‘Koeno’ competition (a grid-based numerical puzzle that uses basic maths operations), the ‘University of Waterloo Problem Solving’ competition and the celebration of ‘Pi Day’, which is a longstanding GCS tradition. We are fortunate to be located adjacent to the site of the 2020 World Expo in Dubai and we are developing our links with their team to further enhance our students’ STEAM experiences.

Another way students are able to experience STEAM is through our dedicated product design workshop and food technology rooms, which are well-equipped with both traditional and modern machines, including 3D printing facilities. Our three art rooms allow students to work with a wide variety of media to further develop their creative talents. In our music rooms, students also have access to a wide variety of traditional and modern musical instruments, as well as the latest software for music composition. Our extra-curricular activities (ECAs) include clubs and activities as a platform to nurture our students’ natural talents.

Assessments in the MYP are an important and integral part of learning and include both traditional exams and assessment of students’ class work and homework. GCS is also introducing formal examinations as part of the MYP Certificate, which means students will gain an accredited qualification at the end of the MYP programme.

Secondary students in the MYP sit a series of external benchmark tests. GCS has chosen progress tests set by GL Education Group which has provided rigorous and high-quality assessments for children’s education on an international level for over three decades.
HOW WE STRUCTURE THE SECONDARY SCHOOL

Class Groups

Student class groups are rearranged at the start of each academic year as a deliberate strategy. It allows for new social groups to form naturally and new students to integrate easily into the school without feeling they are intruding into long-established friendships. Returning students always have one or two students from their previous class follow them into their new class alongside new friends who may be joining the school for the first time. With this approach we can achieve a balance of abilities, genders, languages, different cultures and student needs within each group.

The School Day

The secondary school day begins at 7.45am with homeroom teachers welcoming their students and taking them into class, and finishes at 3.30pm. Students have one break in the morning and a second break for lunch. Extra-curricular activities take place Sunday to Wednesday until 3.30pm, with a second round of buses for those who use school transport.

Behaviour and Rewards

Through a process based on respect, students are instilled to take ownership of their behaviour. There is a well-established framework of expectations so that students know where they stand with regard to consideration for others, demonstrating good manners and taking on their many responsibilities to themselves, other students, staff and their parents. GCS is a highly positive school with a great sense of community, and we seek to immediately remedy rare instances of poor behaviour.

Students will ultimately thrive and be happy when there is a positive school environment. Our rewards system such as the Golden Ticket Award given out during lessons, is designed as an incentive to motivate students towards positive behaviour. We also celebrate success in a regular programme of assemblies for all secondary students, whether it be the achievements of our many competitive sports teams or the success students have had in external events as diverse as science and robotics, poetry reading, Our’an recitals and Taaleem inter-school competitions. Student attendance at the events is highly valued and rewarded through certificates and prizes. Their academic success also receives similar recognition and praise.

House System and School Spirit

Our whole-school House system was a student-led initiative whereby students are placed in one of five houses and remain in them throughout their time at GCS. We recognise that success comes in many ways and our regular House Competitions include sporting, artistic, community-based and academic competitions. Older students support the younger members of their House by building up a network that provides assistance to students as they move up through the grades. Our unique school spirit is also promoted through regular celebrations including National Day, International Day, Green Day, Pi Day, Graduation Day, Winter Picnic and regular performing arts events. GCS is very much a community school and that nurturing, supportive spirit is ingrained in our DNA.

INCLUSION

HOW WE SUPPORT OUR STUDENTS

Enrichment Programme (for able, gifted and talented students)

For able, gifted and talented (AGT) students we provide a wide variety of support. Our AGT register allows us to track these students to challenge and support them in their learning. Through focusing on the level of progress AGT students make and their subsequent attainment, we are able to assist them reach their full potential. Additional activities are provided and our rich extra-curricular programme allows these students to shine, whether they be gifted in an academic subject, music, arts or sports.

Special Educational Needs (SEND)

GCS has a dedicated team led by an Inclusion Champion that works on a graduated response to identify and remove any barriers to learning. We use the information based on assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based upon their level of development and experience of SEND. To support students identified as experiencing SEND we develop personalised individual education plans (IEPs). We also ensure students who experience SEND are actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers through social interactions in age-appropriate common learning environments.

English as an Additional Language (EAL)

Our House system is also central to promoting students’ identity and understanding of support. It allows for new social groups to form naturally and new students to integrate easily into the school with a great sense of community, and we seek to immediately remedy rare instances of poor behaviour.

Care, guidance and welfare of our students is at the heart of our school community. Students’ Grade Level Coordinators and Home Room Tutors are at the centre of their school life so that they not only achieve excellent academic results, but also that they thrive and are happy.

Pastoral Support, Counselling and Mindfulness

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**UNIVERSITY AND CAREERS COUNSELLING**

For the majority of our students their time at GCS leads to university or college. With so many nationalities, it is important that we provide the correct advice for the countries that students wish to move to for their further education. Our full-time Careers Counsellor supports students and parents throughout the whole process; from the initial research into university options through to their very last day in school. In the MYP, the guidance begins with individual meetings for students in Grade 10 and a variety of information sessions on which are the most suitable courses to follow after the MYP. In Grades 11 and 12, these regular information sessions and one-to-one meetings continue. Students will also attend university fairs to explore the options available to them. In addition, representatives from universities around the world visit GCS to meet students face-to-face. We work with all students during the application process ensuring they meet the deadlines and requirements for the courses they wish to follow.

**University Acceptances**

GCS has a proven track record of helping our students be accepted at prestigious universities around the world, including leading institutions in the UK, Europe, and in North America. These include:

**UK**
- University of Edinburgh
- University of Nottingham
- University of Portsmouth
- University of Chester
- University of Southhampton
- University of Windsor
- University of Northampton
- University of Westminster
- Nottingham Trent University
- Brunel University London

**Europe**
- University of Groningen
- Bocconi Italy
- University of Amsterdam
- Bonn Germany
- University of Groningen Netherlands

**North America**
- Georgia Institute of Technology
- George Washington University
- School of the Art Institute Chicago
- The University of Arizona
- University of Toronto
- University of Alberta Canada
- University of San Francisco
- Radboud College
- University of British Columbia

Our extensive, exciting and curriculum-complementing Extra-curricular Activities (ECAs) offer students a variety of options to develop existing interests and explore new ones. We continually review our programme to incorporate innovation, new technology, and unique approaches to traditional activities. The purpose of the ECAs is to enhance and grow students’ unique talents and aspirations, and provide a platform for them to practice these with confidence.

GCS teacher-led ECAs are included in the tuition fees. Other ECAs are provided by a local external company, East Sports Management (ESM), and are charged separately. They are the leading sports management and coaching company in the UAE and provide sports training academies conducted by professional coaches for both children and adults of all levels. These sporting activity programmes include tennis, football, swimming, cricket, rugby, climbing, various holiday camps and much more.

We encourage parents to share their children’s leisure interests and talents with the school so that we can build an ECA programme that is rich in content and variety.

**EXTRA-CURRICULAR ACTIVITIES (ECAS)**

<table>
<thead>
<tr>
<th>FOOTBALL</th>
<th>NETBALL</th>
<th>GERMAN READING CLUB</th>
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</thead>
<tbody>
<tr>
<td>MARTIAL ARTS</td>
<td>RUGBY</td>
<td>BASKETBALL</td>
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<tr>
<td>MUSICAL MOVEMENT</td>
<td>ROBOTICS</td>
<td>ARABIC STORY TELLING &amp; QUR’AN CLUB</td>
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<tr>
<td>COMPUTER CLUB</td>
<td>VOLLEYBALL</td>
<td>ARTS AND CRAFTS</td>
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<tr>
<td>ORCHESTRA</td>
<td>PUBLIC SPEAKING</td>
<td>CHESS</td>
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<td>CHAISE</td>
<td>ART CLUB</td>
<td>CRICKET</td>
</tr>
<tr>
<td>DRAMA CLUB</td>
<td>TABLE TENNIS</td>
<td>AND MORE...</td>
</tr>
</tbody>
</table>
PARENTS
HOW WE COMMUNICATE WITH YOU

Home School Communication
Our secondary parents receive regular communication, usually by email, from the Home Room teachers, which includes updates on what has taken place in class and what is planned for the following week. Managebac, the leading planning, assessment and reporting platform for the IB continuum, is the online tool that we utilise to provide information on what students are learning, curriculum information and day-to-day information on homework and student progress.

At the start of each new unit a detailed overview is sent to parents with ideas about the best ways parents can support and encourage learning at home. There are regular information sessions put on the school's calendar for parents to learn more about educational topics and school life. There is also a wealth of information on our school website, the school communicator application, and on our GCS Facebook, Twitter, Instagram and WordPress blog pages.

Our Parent Community
GCS welcomes active participation and cooperation with our parents. We are proud of the strong parent-school partnerships that have grown and flourished in our school. Our GCS parents are given plenty of opportunities throughout the year to be actively engaged in their children’s education ranging from parent-teacher conferences through to our International Day and Food Fairs. Teachers notify parents when ideas about the best ways parents can support and encourage learning at home. Home Room tutors and Grade Level coordinators are the essential day-to-day link; they are responsible for formally communicating to our students’ achievement, experiences and communicate with your current school if needed. Applying to Greenfield Community School is a simple three-step process:

Step One
Online Application Form
You will need to complete the Online Application Form via our website www.gcschool.ae/admissions/apply-now

All applications are digital and once we have received your online application we will contact you within 24 hours.

You will also receive a confirmation email sent to the email address you provided on the Online Application Form. The email will provide a list of the documents you will need to submit to complete the Application Form to contact our Admissions Team to make an appointment for 1. Assessment and 2. Payment of the one-time non-refundable and non-transferable Application Fee. All students applying to Greenfield Community School are required to be assessed, regardless of age, grade, school or country they are from.

Step Two
Contact the Admissions Team: confirmation of Assessment Appointment and Payment of Application Fee

As soon as the date and time for your child’s Assessment has been agreed, the following documents will need to be submitted on or before the assessment appointment:

• Four recent passport-sized photos
• Passport copies
• UAE Residence Visa copy
• Emirates ID copy
• Recent medical record and of child vaccination card copy
• Copy of most recent school report/report card printed on school’s letterhead - signed and stamped
• Copy of diagnostic testing or educational assessment (if applicable)
• Copy of psychological assessment reports (if applicable)

For both parents/guardians:
• Passport copies
• UAE Residence Visa copies
• Emirates ID copies

Application Fee (for new students only):
• AED 525 payable by cash, cheque, or credit card including 5% VAT added as per government regulations. Please note that the placement assessment can only be undertaken once the application fee is received.

To submit the documents, please either:
• Scan and email to admissions@gcschool.ae and arrange payment of application fee
• Print hard copies and bring them to the school’s Admissions Office, together with the application fee

Tuition Fees
Fees for the coming Academic Year
Full details of the current tuition fees can be found on our school website www.gcschool.ae or by contacting the Admissions Team.

Please note the following deadlines for term fees, which can be paid by cash, post-dated cheque or credit card:

First term fees due on or before: 31st July
Second term fees due on or before: 30th November
Third term fees due on or before: 28th February

Once a seat is offered for the coming academic year, a non-refundable tuition deposit/registration fee is required to reserve the seat until full tuition payment is made before 31st July, which is deductible against first the term tuition fee.

Extra-curricular Activities (ECAs) and some educational visits agree, the following documents will need to be submitted on or before the assessment appointment:

Sibling Discount
We are pleased to offer parents a sibling discount of 10% on tuition fees for the third (youngest) and subsequent child in each family who are paying full fees and attending any Taaleem school in Dubai.

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Greenfield Community School is an extraordinary place to work. As a staff member you will be surrounded by wonderful, engaged and highly-motivated students, along with positive, friendly and hardworking colleagues.

For teaching positions at GCS or any other Taaleem school - or indeed any school in the UAE - it is vital that you hold the correct qualifications and have the requisite experience. We would normally anticipate a minimum of two years qualified teaching experience at a reputable school. All candidates must have completed 12 years of Primary and Secondary education and hold a Bachelor’s Degree in Education, or equivalent, specialising in the relevant educational field. Holding a subject degree alone will not qualify you to teach in the UAE, although teachers with extensive experience who hold a Certificate or Diploma of Education may be recognised as qualified. Any offers made would be subject to receiving the approval of the UAE Ministry of Education in accordance with their formal process and stipulated criteria in approving the relevant teaching qualifications.

All successful candidates will be expected to complete the school’s medical form, duly certified by a General Practitioner and be passed fit for working overseas. Occasionally the authorities will require you to supply a recent chest X-Ray. Candidates must also provide a police clearance certificate or similar proof of non-criminality.

If you would like to apply for any vacancies at either GCS or any other Taaleem school, please visit the Taaleem Careers Portal www.taaleem.ae/en/careers

OUR FACILITIES AND SERVICES

Size: Primary and Secondary schools are dedicated buildings located on the same 42,078 sq ft campus with indigenous trees, foliage, and courtyard seating with large expanses of shaded and open areas

IT: Fully wireless campus, ICT Laboratories, student laptops and iPads, interactive whiteboards in classrooms

Sports/PE: Large multi-purpose sports hall, large AstroTurf sports field, mini AstroTurf sports pitch, tennis courts, six-lane shaded competitive swimming pool, shaded learning pool, long jump pit

Performing Arts: 350-seat Auditorium with performance stage complete with AV and lighting systems, music suite with private music practice rooms, and a dance and drama studio

Other learning facilities: Two stimulating and engaging libraries, design and technology workshops, art and design studios, science laboratories, food technology lab, spacious and modern classrooms, large break-out spaces outside classrooms for group work including an outdoor amphitheatre

Additional facilities: Two Mindfulness rooms, two student medical clinics, indoor and outdoor play areas and equipment, and a shaded outdoor play area for kindergarten.

Cafeteria: Two cafeterias in MYP and PYP. Our outsourced catering partner prepares wholesome, nutritious hot and cold meals. GCS promotes healthy eating and we encourage parents to provide nutritious packed lunches. We are a nut-free facility and allergies are respected.

School Buses
Greenfield Community School and Taaleem have a contract with Arab Falcon Bus Rental LLC, a highly experienced and well-established transport company. For student’s safety and attendance, all buses have CCTV cameras and a tracking system. The drivers are authorised and fully trained by the RTA, and a bus nanny travels with each vehicle to supervise the students.

Safety and Security
Safety and security at school are of utmost priority. We employ a professionally trained security team who patrol the campus 24/7 in addition to extensive CCTV cameras monitoring the campus. All parents and visitors are issued with colour-coded lanyards and security ID cards when signing in at the main gate, in addition to GCS staff who wear their identification lanyards at all times. Full fire safety equipment and procedures are in place, which are rigorously and regularly tested and maintained, in addition to mandatory staff training. Lockdown procedures are also in place to safeguard our students and staff.

Uniforms
We have an official GCS school uniform, which is available from a local supplier. All GCS students are required to wear it in accordance with our Uniform Policy. We are aware of how quickly our students can outgrow their school uniforms and PE kits; hence the GCP organises regular second-hand uniform sales to redistribute uniforms and apparel that are in good condition.