



THE LISBOAN

INTERNATIONAL SCHOOL



we all belong to a kind and
caring community in which
we learn together



we own our individual
futures which gives us the
opportunity to become the
best version of ourselves.



we act in a positive way that
supports our own growth as
well as those around us.

The Lisbon International School

Rua Fradesso da Silveira, Nº8, Floor 2 A, 1300-609 Lisbon, Portugal

Phone: +351.210 322 250, info@the-lisboan.school



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Location: Lisbon, Portugal
Type: Non-selective, private
Phase: All-through



Funding: Private
Gender: Mixed
Age range: 3-18



[Principal Martin Harris](#)

THE LISBOAN INTERNATIONAL SCHOOL

The Lisbon International School is the second school to open as part of the Artemis Education group of schools based in the Middle East and Europe.

Opening in September 2023 the school will eventually house 1,200 children aged between 3 and 18.

The school is located in an old pasta factory in the Alcantara district of Lisbon, an up and coming district consisting of offices, apartments and many bars and restaurants. The district is well connected to the rest of Lisbon and the surrounding districts by a good public transport system and road network.

Lisbon itself is undergoing a period of rapid development. Foreign investment has been welcomed and the international community is growing. There are a number of international schools located around Lisbon but very few within the city itself. The old factory is not only a sound structure it is also one of few sites large enough to house a school safely within the city itself.

This is a really exciting time to establish a brand new school. The world is moving through a period of change both in society, and within education itself. Whilst we are unable to reshape the whole education model, we are certainly not afraid to approach education differently in order to prepare children for a bright future, that is why being the first staff in place can be exciting!

The school's curriculum will follow an enhanced version of the British Curriculum culminating in the International Baccalaureate Diploma Curriculum at the top of the school.



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The school will be non-selective at entry and yet ambitious for our pupils in all areas of their development. I hope that our alumni will be judged in many ways and not just by their grades in exams.

As important as academic results are the values for which we stand, which are embedded in all areas of school life. The **“BOA” principles (Boa is good in Portuguese):**

B – Belong to a community, collaboration within learning and play at the school.

O – Own the opportunity to become the best possible version of ourselves by developing various skills and intelligences.

A – Act as we are putting into practice what we have learned.

These are transferred to the pupils by our **5 key Values** which are:

1. Kindness
2. Curiosity
3. Connection
4. Resilience
5. Integrity

The school is nothing without its staff. If, after reading this document you are excited by the prospect of being part of the first team here, then I would encourage you to apply for the position.



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LEARNING SUPPORT TEACHER (Junior School, age 3-10)

INFORMATION

Name: The Lisbon International School

Address: Rua Fradesso da Silveira, Nº 8, Floor 2 A, 1300-609 Lisbon, Portugal

Phone number: +351.210 322 250

Email: info@the-lisboan.school

Website: <https://www.the-lisboan.school/>

JOB DESCRIPTION

PURPOSE

The Learning Support Teacher is an empowering advocate for students with specific learning needs. Providing students with the tools, support and expertise to reach their full potential and celebrate difference. The Learning Support Teacher is responsible for contributing to an innovative student inclusion and learning support department. This Junior school role is central to the promotion and protection of the inclusion of all students at The Lisbon. The Learning Support Teacher will allow all students access to progress their learning through supportive policies, varied approaches to learning and pedagogy, specific scaffolds and frameworks for learning, a varied range of learning outcomes and participation activities for all students.

The Learning Support teacher will ensure that:

- a positive and strengths-based environment is created for students and colleagues;
- colleagues understand the importance of inclusion and learning support;
- resources are used impactfully;
- parents understand the role and approach of the Learning Support teacher to meet students' needs;
- individual student progress plans are effective, well planned, measurable and tracked.

EXPECTATIONS

The Teacher of Learning Support will be:

knowledgeable and experienced in delivering learning support for Junior School students preferably in an international school community;

- a good communicator and coach;
- an exceptionally good organiser;
- current in the latest innovations in Learning Support for international school communities;

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- responsible for the successful delivery of staff professional development in the area of inclusion and learning support;
- an enthusiastic contributor to the Lisbon parent workshop series.

LEADING PEDAGOGY AND LEARNING

Responsibilities include...

- provide Learning Support through the Junior School;
- provide pedagogic leadership for colleagues on all areas of learning support;
- create and implement individual education plans;
- collaborate with colleagues on consistent approaches to student learning;
- keep up to date with learning support developments, strategies interventions and resources, particularly in the EU, USA, Australia, UK, and Portugal;
- provide support and assessment during the admissions process;
- be aware of specific learning needs and how they impact students' learning;
- use a range of resources to identify students 'next steps and the interventions needed;
- use formal assessment to identify accommodations and areas of need.

LEADING SELF AND OTHERS

Responsibilities include...

- act as a role model by inspiring trust and confidence through their own practice;
- collaborate closely with the Learning Support Team to ensure a coherent articulation of Learning Support pedagogy and support exists through the school.
- play a key role in growing a culture within the school that promotes inclusion;
- actively promote Learning Support initiatives ensuring that information is communicated in a timely manner;
- provide Learning Support professional learning as part of The Lisbon Professional Learning Community.;
- lead and inform colleagues, staff and students through the IEP cycle;
- update class teachers on individual student progress.

LEADING COMMUNITY

Responsibilities include...

- as part of the Learning Support IEP cycle, meet or regularly update parents;
- lead community parent information on learning diversities;
- ensure that Learning Support has a high profile throughout the school, for example, through presentations, poster campaigns, briefing bites, student focus groups and community collaborations;
- participate in the Artemis Education Learning Support Professional Learning Community
- participate actively and positively in operational and strategic meetings;
- support school events and initiatives through attendance, active involvement and collaboration.

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LEADING SYSTEMS AND PROCESSES

Responsibilities include...

- provide support and assessment during the admissions process;
- contribute to student-led parent conferences and case conference meetings;
- contribute to the development of policies and procedures related to Learning Support;
- use the school data management system to track student progress and monitor IEPs;
- establish a process of observation, referral and assessment leading to Individual Learning Plans;
- maintain and update the Learning Support Register for their section of the school and ensure relevant information is communicated to staff.

Requirements, Talents, and Competencies

A Learning Support teacher will typically:

- have at least 5 years of experience (Bachelor's degree, recognised teacher qualification and a SEN qualification);
- be committed to their own ongoing learning and development;
- be knowledgeable, experienced, and able to apply research-based practices to a school setting;
- have outstanding communication skills;
- be able to collaborate with stakeholders in many different contexts;
- display strong emotional intelligence and interpersonal skills to enable them to work effectively with students, parents, teachers, and other colleagues;
- project calm self-assurance, positive energy, and kindness;
- develop personal growth in others.

The Lisbon reserves the right to add to or amend this list at any time. Exceptional circumstances may dictate that the post-holder will be required to undertake other duties and responsibilities in order to maintain workloads and deliver a high-quality service in certain areas.

The school is committed to providing a high standard of safeguarding and welfare of children and expects all staff to follow this commit.

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