



# THE LISBOAN

INTERNATIONAL SCHOOL



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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.

Ver 10/22

**The Lisbon International School**

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

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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. However, I also recognise that it is not for everyone.

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## JOB DESCRIPTION

### Teacher of Physics with some Maths

#### Purpose

Subject teachers play the most important role in supporting, nurturing and guiding our students to be the best version of themselves, according to our BOA principles – belong, own and act.

#### Expectations

As a leading education professional, a subject teacher will be able to demonstrate that they are a highly effective practitioner who is an expert in their subject area(s), and who is kind, reflective, inquisitive, supportive and collaborative. The areas of expectation for a subject teacher are divided into the following areas:

#### Leading Pedagogy and Learning

You will:

- develop and deliver a broad, balanced and relevant curriculum;
- set students challenging goals, and draw upon varied strategies, resources and technologies to support all students in achieving these goals;
- use assessment - both summative and formative - to inform planning and identify interventions;
- differentiate learning and teaching resources in a manner that challenges and interests all students and is appropriate to the needs and skill-levels of students;
- plan, both collaboratively and individually;
- plan and deliver educational experiences beyond the classroom to extend the learning experience;
- make appropriate use of technology to enhance learning and pedagogy;
- communicate and consult with specialist and outside agencies to implement recommendations;
- promote student agency, reflection and a love of learning.

#### Leading Self and Others

You will:

- plan for the effective use of support staff to support students in their learning;

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- be an exemplary role model to all students;
- maintain high standards of professional behaviour in accordance with our school ethos;
- participate positively in meetings, follow policies and generally contribute to the effective and efficient running of our school;
- be involved in initiatives within our school as part of ongoing professional development;
- respect individual differences and cultural diversity;
- demonstrate a commitment to sustainability and global citizenship.

## Leading Community

You will:

- provide a safe, secure and stimulating environment in which consideration is given to the individual development of all students;
- take a responsive and values-driven approach to pastoral care;
- participate fully in the Lisbon co-curricular programme;
- be a positive member and advocate of our House system;
- value the home-school partnership, working closely with colleagues to establish and manage excellent relationships with parents;
- attend and actively participate in assemblies, staff meetings, parent evenings, school functions and other meetings;
- promote a positive, purposeful and professional working atmosphere that encourages cooperation and challenge whilst valuing the contribution that individuals make to the success of our school;
- value and promote links with charities and our community.

## Leading Systems and Processes

You will:

- follow and implement school policies and procedures in and out of the classroom;
- monitor the attendance and punctuality of each student;
- follow school procedures for assessing, recording and reporting on student achievement, and use this information effectively to convey progress in reports and records;
- monitor the health and safety of the learning environment and facilities, communicating with maintenance and SLT in a clear and prompt manner, when necessary.

## Requirements, Talents and Competencies

- Fully qualified teacher with at least 2 years of experience (Bachelor's degree and recognised teacher qualification)
- Committed to their own ongoing learning and development

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- Knowledge, experience, and the ability to apply research-based practices in a secondary school (age 10-18) environment
- Clear communicator who can work alongside stakeholders in many different contexts
- Strong emotional intelligence and interpersonal skills to work effectively with students, parents and colleagues.
- Ability to project calm self-assurance, positive energy and kindness
- Experience in developing personal growth in others

## Role-Specific Requirements

You will:

- be able to deliver IB HL Physics (experience of AL Physics is acceptable)
- be able to deliver Maths up to IGCSE level
- collaborate with colleagues in other areas of the school to ensure an holistic and student-centred approach.

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