

Job Description

Employee Job Title	Specialist Teacher	Reports to	Principal
		Updated	December 2024

CONTEXT

The Lisbon welcomes a range of student interests and abilities. Our internationally minded learning community strives to imagine better, welcome everyone, aim high and make it happen, work together, and act with kindness. We are committed to living sustainably and championing diversity, equality, and inclusion.

Purpose

All staff play a vital role in supporting, nurturing, and guiding students to be the best version of themselves. All members of The Lisbon team are highly effective practitioners who are kind, reflective, inquisitive, supportive, and collaborative.

SAFEGUARDING

The Lisbon is committed to safeguarding and promoting the welfare of children and young people. As an employee you are expected to share this commitment. The protection of students' welfare is the responsibility of all staff and individuals are expected to conduct themselves in a way that reflects the principles of our organization. All staff commit to implementing and adhering to the Safeguarding Policy.

Core Expectations

- Our students come first and are at the centre of our decisions
- Be positive and open-minded
- Be adaptable, collaborative, and flexible to meet the evolving nature of our school
- Be committed to international mindedness
- Be committed to The Experience

Core Accountabilities

Professional Knowledge: Demonstrate in depth and accurate knowledge and understanding of the curriculum, subject content and the developmental needs of students by providing relevant learning experiences that set high expectations that enable students' use of higher-level skills as appropriate.

Instructional Planning: Plan using the school's curriculum, effective strategies, resources, and data to meet the needs of all students ensuring that lessons are well planned with differentiated instructions, engaging content, planned learning is delivered and a love of learning is promoted.

Instructional Delivery: Effectively engage students in learning by using a variety of differentiated instructional strategies to meet individual student learning needs, including help

for students needing additional learning support, working with colleagues, including EAL and learning differences specialists, to support the learning needs of all students. Create challenge and inspire students of all backgrounds, abilities, and dispositions.

Assessment of/for Learning: Systematically gather, analyze, and use data to measure student progress and learning, guide instruction, provide timely feedback, inform own teaching, and support curriculum development so that both students and the school achieve academic excellence.

Learning Environment: Use resources, routines, and procedures to provide a respectful, positive, safe, and student-centered environment that is conducive to learning. Work collaboratively with colleagues to develop teaching and learning resources for students at different levels, including on-line Virtual Learning Environment-based resources and materials, to address the students' learning needs and the agreed curriculum for shared use in the department.

Professionalism: Maintain a commitment to professional ethics, international-mindedness, and the school's core values and philosophy, with proactive participation in professional growth that results in an enhancement of student learning.

Communication and Advocacy: Communicate effectively with students, school personnel, families, and the community to enhance, promote, and advocate for student learning.

Student Progress: Ensure acceptable and measurable student progress through the setting of appropriate academically stretching goals, based on student data, with progress being monitored throughout the year and end of year achievement of goals being assessed.

Pastoral Care: Provide a safe and stimulating environment for students, rooted in mutual respect, and modeling the high standards of behavior required. Support the school's culture of high attendance and high engagement. Ensure a high level of provision for the pastoral needs and well-being of every pupil. Liaise with parents, carers, and external agencies as required.

Community Engagement: Be fully committed to The Experience, our broad co-curricular program. Contributing to activities to enhance the student experience, in line with contractual requirements.

ESSENTIAL DUTIES

- Implement the aims and objectives of the appropriate programme(s)
- Use conceptual based learning in the delivery of subjects
- Prepare student centered classes: inquiry based, conceptually focused, contextualized, collaborative, differentiated, incorporating student choice, informed by assessment
- Collaborate with the Learning Support Department to plan for differentiated instruction for students with IEPs and EAL needs
- Collaborate with teachers from across departments and year levels to create interdisciplinary links
- Promote international mindedness through the curriculum
- Promote the attributes of The Lisbon within and beyond the curriculum

- Plan for field trips as needed for the implementation of the programme, making the most of Lisbon as an extension of the classroom
- Visit potential field trip venues prior to a visit and complete risk assessments requirements
- Set homework and assignments on the school platform in a timely manner
- Attend all required meetings
- Act as a homeroom advisor to a group of students as assigned
- Take attendance, complete reporting, log behavioral incidents and accidents, and communicate with parents as per the school expectations.
- Teach assigned classes/sessions, in line with contracted expectations
- Contribute to the supervision of students, including via assigned duties
- Contribute to the school's Experience program
- Be available for substitution during the school day when not assigned to other specific classes/sessions/meetings

KEY COMPETENCIES AND SKILLS

- Ability to promote the welfare of all children and positively promote diversity and inclusion
- Communicate clearly with all stakeholders
- Good interpersonal and negotiating skills
- Ability to work collaboratively with colleagues and delegate appropriately
- Ability to work effectively, prioritize and meet deadlines
- Use technology and software efficiently
- Strong organization skills

PROFESSIONAL DISPOSITIONS

- Optimistic: with a high degree of self-efficacy (a belief that you can make a difference)
- Resilient: does not give up or grow discouraged in the face of challenges, setbacks, and hard work; willing to take the long view
- Adaptable: able to change course, make new plans, and try a different way; coachable and open to constructive critique
- Collegial: enjoys being part of a team, celebrates the success of others, and knows how to give and receive critical friendship
- Emotionally intelligent: good listener, with a sense of humour; displays genuine empathy, compassion, and respect
- Enthusiastic: passionate educator, committed to the welfare of children
- Driven: self-disciplined, with high personal standards and ambitious to learn
- Engaged with the community: aware of local and global challenges; willing to pitch in and give back
- Ethical: exercises good judgment, acts with fairness and integrity
- Detail oriented: able to ensure that the school is ready to meet administrative requirements, standards and practices, including assessment & reporting deadlines

EXPERIENCE AND QUALIFICATIONS

- Educated to a minimum of a bachelor's degree (or international equivalent) in a related subject(s)
- Qualified teacher in the appropriate age range and subject area

- Teaching experience in the appropriate age range, preferably in an international setting
- Experience of supporting and engaging parents as partners in their children's education
- Strong IT skills are preferred, good IT skills essential
- Demonstrates consistently high standards of personal and professional conduct
- Fluent in English, verbal and written, demonstrating excellent levels of communication

This job description does not constitute a complete description of duties. Staff members shall carry out the professional duties of their assigned role, including those duties particularly assigned by their direct report, as set out above but not restricted to them. The staff member may be required to undertake other duties as reasonably required by the school.