



# VIRTUS COLLEGE

The British Sixth Form

## — Applicant Support Pack — Geography & History



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# 01

## Introduction

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Virtus College, The British Sixth Form, is the first Sixth Form College in Spain, offering a British education in small class sizes and year groups. Founded in 2016, we have since helped our students reach their maximum potential, both on a personal and academic level, by providing a very personalised and innovative approach to education.

Over the past nine years, the school has evolved and expanded substantially. Virtus recently moved to a prime location with state of the art premises in Madrid, La Moraleja, starting September 2023. We are progressively expanding our capacity, from 48 students in our current premises to a maximum cohort of 80 students, accounting for 40 Year 12's and 40 Year 13's.

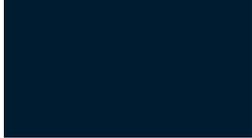
Our aim is to maintain our approach to British Sixth Form education as the key towards every student's success and well-being. Virtus is devoted to allowing every individual to become the best version of themselves: a personal Roadmap, combining all of the different elements at Virtus, is set up for each student; a path which best caters for their specific needs and university goals.

Virtus believes in nurturing and developing our students' passion for the world that surrounds them and the society they wish to impact in the future. Our Mentoring Programme helps students hone their organisational and study skills, as well as offering full support in all aspects of their school life, including all stages of their university applications. The Co-curriculum programme and student-run Clubs and Societies represent a magnificent opportunity for students to gain a global outlook whilst engaging in enriching activities, and provide the chance of impressing universities with tangible skills and experiences.

The integration of state-of-the-art technology into a vanguardist learning environment represents a pillar of our teaching methodology. Our teaching staff enjoys state-of-the-art teaching facilities and continuous opportunities for professional development. The active engagement of our teaching staff in the Mentoring and The Enrichment Programme results in a dynamic and creative role, with multiple chances to develop abilities and interests outside the academic realm.

We pride on the strong, intimate community we have developed, one where all our staff collectively participates in the well-being of students and the fulfilment of these goals.

Students will become resourceful, independent, adaptable and analytical, developing crucial 21st century skills that will not only help them during their A-Level years, but also in their future professional path.



# 02

## Heads Welcome

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A Warm Welcome to Our Team!

Thank you for considering Virtus for your next role. I am thrilled to extend a warm welcome to you as you explore the opportunity to join our school community.

At Virtus, we firmly believe that teachers are the cornerstone of every educational journey. They not only bring knowledge to life and nurture the minds of our students, but are the heart of our school. Our teachers dedication, talent, and commitment contribute not only to our vision but also to the daily operations that make our institution a vibrant hub of learning.

Our vision here at Virtus is not just a mission statement on paper; it is a living, breathing commitment to empowering the next generation with the tools they need to succeed in the 21st century. Our teachers play a pivotal role in translating this vision into reality, inspiring students to nurture their ambitions and achieve their full potential. We encourage innovation, creativity, and collaboration, and we recognize that your expertise is essential in bringing these qualities into the classroom and we aim to give you the freedom to do so. As a technology based teaching institution, you will receive both extensive training and the latest equipment to enhance your teaching; a Macbook, and an iPad with pencil.

We place a strong emphasis on professional development and growth. We understand that education is a lifelong journey, and as such, we provide opportunities and resources for our teaching body to continuously enhance their skills, keep abreast of the latest pedagogical trends, and evolve as professionals. We subscribe to TES for training courses for our teaching body and welcome opportunities to fund other development opportunities for our staff.

We believe in investing in you, just as you invest in our students' futures. As a teacher at Virtus, you will receive free lunches, reimbursement of public transport costs through a monthly expense claim, and a free gym membership, because we believe in nurturing our teachers' wellbeing.

As you consider becoming a part of our school, no matter which position you apply for, know that you will be embraced by a supportive community, where collaboration, respect, and the pursuit of excellence are not just words but lived values.

We look forward to the opportunity of getting to know you better and sharing our shared vision for educational excellence.

# 03

## The Enrichment Programme

Our **The Enrichment Programme** consists of two branches: the **Co-Curricular Options** and the **Stage Space**. They are the cornerstone in providing a window to reality, nurturing a global outlook, and working on vital skills for our students.

The **Stage Space's** aim is to nurture abilities like **intellectual curiosity, communication skills, working under pressure and critical thinking** among others - ones that will allow our pupils to navigate successfully through the challenges of the XXI century. Through our **Debate** (formal **MUN Debating** and in-house debating teams) and **Drama** programmes, in which some teachers actively participate, all students get a chance to work on these abilities with the participation in plays and various debate formats. Some of our students compete in **MUN Debating inter school competitions** at the end of each academic year.

Through our Co-Curricular Clubs, we want our students to deep-dive their chosen fields of study, gain an insight into the trends and aspects of the careers that follow their pursued university path, and acquire skills and experiences with which they can impress universities in their application.

Co-Curricular Options are **designed and led by teachers**, in some cases motivated by previous industry experience some of our staff members bring. Examples include **Coding in Python, Medicine, Psychology, or Young Enterprise** - these clubs build bridges with future career paths and give a taster of what jobs in that field look like, usually via the completion of practical projects.

**High achieving students** with a genuine interest in a particular field might be invited to complete the following co-curricular activities:

Crest Award (Science)

Certificate in Financial Studies validated by London Institute of Banking (we are the first school in Spain to offer this opportunity for students!)

EPQ in Cybersecurity

*Our The Enrichment Programme happens on a weekly basis, and adapts every year based on the particular talents and interests our staff holds. We greatly value personal and academic development outside expertise in the subject, and the flexibility of our programme allows us to materialise these abilities and interests as part of our offer, allowing our staff to truly leave their personal footprint in the community.*

# 04

## The Mentoring Programme



Our Mentoring Programme combines a variety of different objectives, ranging from those in the realm of pastoral care and personal development to academic and university applications support. In simple terms, the Mentoring programme is our main tool to give form to the student's personal **Roadmap**. This is a plan which feeds on the vocational, aptitude and personality tests students complete during the Admissions process and before they join Virtus, which translates into a set of **academic, university and personal development objectives**.

Our Mentoring Programme's aim is to provide solutions to these objectives for each student. It is usually channeled via **weekly 30 minute meetings between Mentor and mentee** individually, although some Mentoring sessions throughout the year, a minority, can be done in small groups attending to shared goals (for example, similar university pursuits).

Some parts of the programme are **pre-defined**, like for example individual sessions to check on the student's study plan and anxiety management before an official examination series; others are **planned periodically to cover issues that arise**, like a Geography exam technique brush-up for a particular cohort or devoting more time to explore university degrees and career options in the case of an undecided student.

Mentors receive **extensive training** and **CPD opportunities** as well as a variety of **different tools and resources** as the first and main link to the student, but the whole staff collectively participates in the fulfillment of these objectives, supporting every mentor in their role. For example, some aspects of our Mentoring programme, like high-end university application support or psycho- pedagogical aid, are supported by specialists within the team, which personally take care of certain aspects. Additionally, subject teachers are critical in delivering most of the academic- related objectives.

*Our Mentoring Programme builds on the strong, intimate connection between mentor and mentee, and the collective involvement of all the team in the fulfilment of our student's goals. We therefore greatly value team working and inspiring individuals with a strong commitment, and take pride in the family-like environment we create every day.*

# 05

## Learning Environment

At Virtus, our approach to learning is characterised by a conceptual framework which offers a balanced approach and which is based on research into metacognition and learning. Our pedagogy is centered around structured lessons, which incorporate assessment, challenge and engagement, and which ensure that students of every ability are supported and intellectually stimulated. Embedding technology within our provision, together with traditional learning tools, facilitates students' development into independent inquiry and research as well as critical thinking.



### Our learning environment

- **Teachers and students work with the best digital tools.** The iPad and its accessories work as a computer, tablet, book, camera, notepad, calendar, and folder... all in one!
- **The use of both traditional and digital resources helps students** relate concepts to reality, expand their vocabulary, synthesize information and critically analyse information.
- **The use of digital resources helps students** relate concepts to reality, and provide a basis prior to classes so that they can work more on evaluation, analysis, and discussion.
- **For students,** it is an effective way of enhancing 21st C skills which require an ability to organise, take notes, and use digital resources to research, critically assess and present information.
- **Our pedagogy is focused on a comprehensive development** of the skills and knowledge of each subject through an approach that gives the student a more active role in the learning process.

# 06

## Teacher Values



### Passion

Our teachers show a passion for their fields beyond their academic expertise, and for education as a whole, inspiring students to achieve academic excellence.



### Commitment

Teachers collectively participate in the wellbeing and objectives of our students, through an empathic and teamworking approach. We devote all our efforts in helping them become the best version of themselves.

### Creativity

Teachers at Virtus make the most of our learning environment, participating in methodological innovation and the integration of new technologies in the classroom, and showing adaptability and dynamism to approach solutions in their mentor role.



# 07

## Equality, Diversity and Inclusion

At Virtus, we encourage and promote Equality, Diversity and Inclusion across the school amongst the staff and student body. We adhere to the British values of tolerance and acceptance and therefore do not tolerate any discrimination based on any ground including but not limited to racial, gender, religious, sexual and belief systems.

We aim to reduce barriers for everyone. Our goal is to develop inclusive jobs that bring together people with different experiences and backgrounds; recognising the rich and varied contributions which a diverse staff body offers.



### Our EDI values means that:

- We offer equal job opportunities and fairness for employees and job applicants.
- Applicants from different backgrounds are warmly welcomed as we value those differences that can make our community richer.
- At Virtus, there are strategies to avoid bullying, harassment or discrimination as we adopt a zero tolerance approach to discrimination.

# 08

## An independent school

Virtus is a fully independent British School, not governed by an external organisation, and one of the few schools with this status remaining in Spain. We believe that the autonomy that such a status provides is imperative in ensuring the success of our educational model and in making sure that we do not compromise our standards.

While we are fully independent, we do recognise the benefits in our chartered relationship with the Schools Trust, which has proven to be an ideal source of added value over the years. The Trust is a UK registered organisation that supports schools worldwide. Together, we pursue a common vision of excellence, fuelled by the proposition that every student should be inspired to achieve extraordinary success. This is realised by instilling in them a love for learning, a relentless pursuit of ambitious goals and a respect for core values in line with the very best of our British educational heritage.



WORLD LEADING SCHOOLS



# 09

## General Characteristics

### Geography & History

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**Salary:** €34,000–€38,000 (annual gross salary; permanent contract). The final salary will be determined based on the candidate's experience and in line with current market conditions. A salary increase scheme of an additional €1,500 gross per year is offered, subject to performance, for each of the first three years after signing the contract. Bonus scheme included, with conditions to be confirmed at the start of the academic year.

**Schedule:** On site 08:15 to 16:30 Monday to Friday, with some later finishing times for occasional events and teacher meetings.

**Start date:** August 2026.

**Days of Work:** Two hundred (200) days, including one hundred and ninety (190) teaching days per academic year.

**Teaching hours:** Standard offer is 20 hours/week – 5 hrs/week for each group . Additional roles may substitute teaching hours.

**Groups:** History AS, History A2, Geography AS, Geography A2.

**Additional 20 hours** every year in occasional extra lessons. These could happen in the form of after-school clinics, subject to teacher availability.

**Additional 5 hours/week** in Mentoring Programme, The Enrichment Programme and Student Clubs & Societies.

#### Example:

2 hours/week for Mentoring of 4 students.

2 hours/week for teaching an enrichment programme course.

1 hour/week for supervising a Student Club/ Society.

The concrete allocation of these hours will depend on specific candidate interests and abilities.

Total: 25 hours of contact time/week\*.

*Does not include weekly staff meetings and occasional CPD training.*

# 10

## Job Description

### Teaching

#### KNOWING THE SUBJECT

In line with Teaching Standards, this aspect involves understanding the taught syllabus; content, skills and exam technique, necessary for successful student outcomes, and being able to effectively translate that knowledge to the students.

#### PLANNING THE LESSON

This aspect of the job description involves careful planning of the lesson, taking into account the overall Scheme of Work as well as the various needs of the students. At Virtus, lessons are characterized by ACE (assessment, challenge and engagement). It involves planning the lessons to be structured yet creative. Lesson objectives are included with a clear starter activity which facilitates retrieval, and the lesson is designed using a range of suitable activities which enable you to assess, challenge and engage the students.

#### MANAGING THE LESSON

This element involves managing every aspect of the lesson during class time. This includes creating a positive atmosphere conducive to learning, where students feel valued and enjoy learning. It also comprises managing the pace and timing of differentiated activities, using resources effectively, addressing misconceptions and ensuring learning objectives are met while maintaining discipline.

## INTEGRATING ICT

Integrating ICT into teaching and learning involves using appropriate tools, platforms and materials to plan and implement lessons and homework with the aim to achieve desired learning outcomes. At Virtus we are technology focused and use a hybrid model of traditional tools such as textbooks, together with effective use of ICT, to develop competent 21st Century learners.

## ASSESSMENT

Assessment of and for learning can take the form of either summative or formative assessments, and within these headings there are a wide variety of choices. In this role you would design the assessments within and outside of lessons, against the wider curriculum goals, in line with the taught syllabus. There are moments of centrally designed formal assessments such as mock examinations, so other assessments would fit around these. It is expected that you provide regular feedback to students, including a mix of quantitative and qualitative feedback.



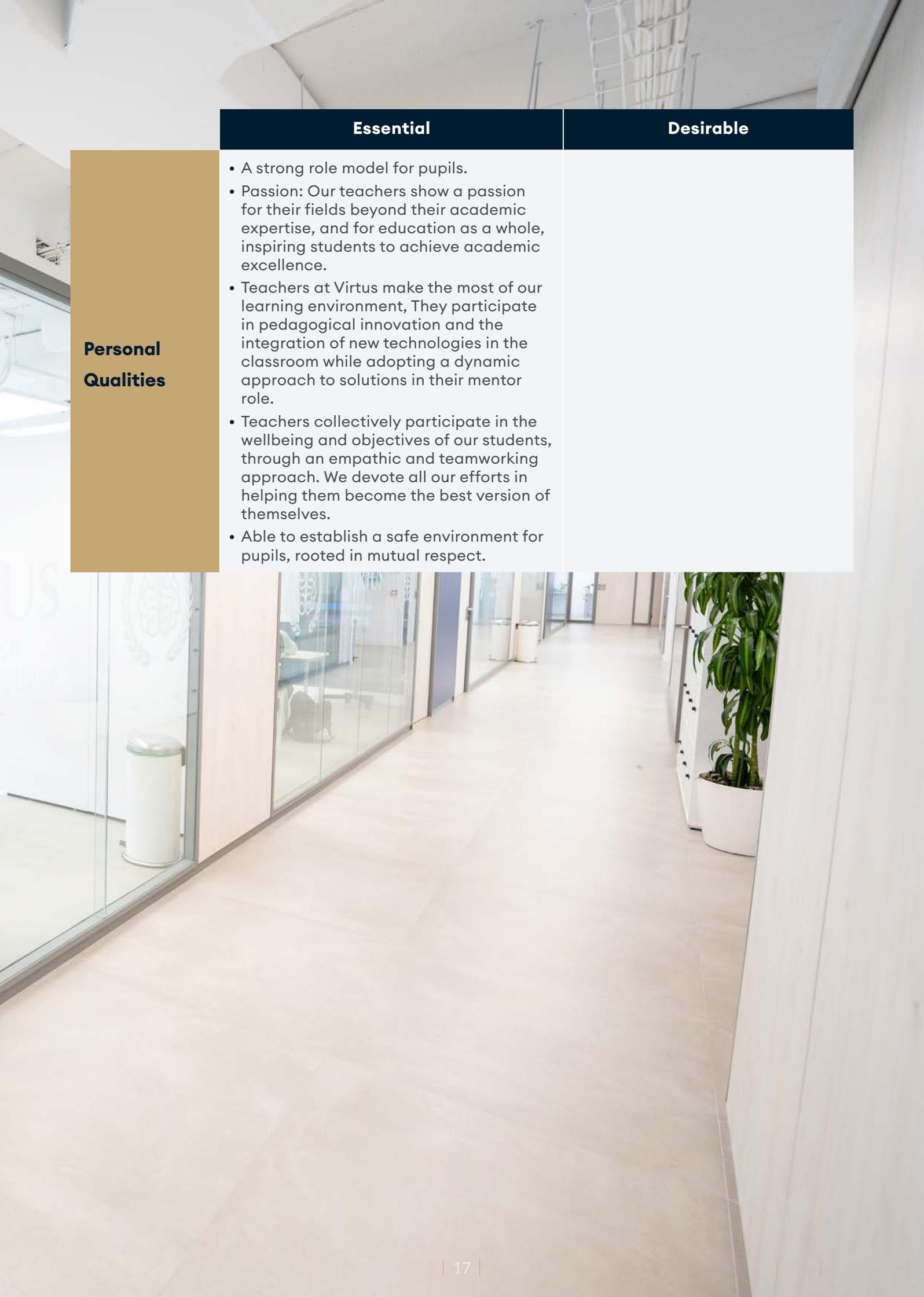


## Other responsibilities

- Lead by example, ensuring that the ethos and values of Virtus are preserved and enhanced.
- Promote an atmosphere of trust, respect, support and friendliness throughout the School.
- Take active part in professional development and complete appropriate training courses as required.
- Actively protect the welfare of all students, keeping up to date with all safeguarding responsibilities.
- Take holistic responsibility for your mentees, working closely with the Head of Mentoring in tackling their individual objectives.
- Share in pastoral responsibility for all students, supporting the community in becoming the best possible version of itself.
- Design and teach Co-Curricular options to the best of your ability.
- Carry out supervisory responsibilities as required, upholding standards of conduct and appearance at all times.
- Report fully on the progress of pupils when required, including at parents.
- Attend staff meetings as required.
- Maintain a full understanding of all relevant policies.

# Requirements

	Essential	Desirable
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Strong, degree-level qualification directly related to Geography and History.</li> <li>• Postgraduate professional qualification e.g., PGCE or UK QTS.</li> <li>• Experience as a Geography and History classroom teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 A -Levels at grades C and above (or equivalent). Successful candidates generally exceed this requirement.</li> <li>• Previous experience working with digital devices, such as iPads, and Apple-TV.</li> <li>• Previous industry experience related to Geography and History.</li> <li>• Previous experience participating in Mentoring programs.</li> <li>• Experience of taking part in co-curricular activities.</li> <li>• Experience of working in more than one school.</li> </ul>
<b>Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to work under pressure and to deadlines.</li> <li>• High expectation of self and others.</li> <li>• Excellent punctuality.</li> <li>• An understanding and commitment to the protection and safeguarding of children and young people.</li> <li>• Strong interpersonal and communication skills.</li> <li>• An ability to innovate and create new approaches to teaching and learning.</li> <li>• An ability to deliver engaging and inclusive lessons that support, stretch and challenge pupils of all abilities and specific needs.</li> <li>• An ability to present information clearly, adapting style to suit individual situations and needs.</li> <li>• Knowledge and understanding of what constitutes high quality educational provision and strategies for raising students' achievement.</li> <li>• An ability to inspire confidence in the pupils so that they may ask questions and articulate their own understanding.</li> <li>• An ability to analyse student and assessment data and to report on the outcomes clearly.</li> <li>• Able to contribute significantly to the wider life and The Enrichment Programme at Virtus.</li> <li>• Willingness to take on new qualifications within each teacher's personal development pathway if required.</li> <li>• Excellent time management and organisational skills with a high level of efficiency, planning and foresight.</li> <li>• Adaptability to new and unfamiliar situations, with the ability to work accurately under pressure with attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent evidence of personal developments in main subjects.</li> <li>• Specific training/qualifications relating to diversity and inclusion.</li> <li>• Competence in the use of ICT to support teaching and learning and as a data tool.</li> <li>• A good understanding of the career opportunities in their field of study.</li> <li>• The ability to develop a trustworthy relationship with the students, understand their needs, and adapt the Mentoring sessions accordingly.</li> </ul>



Essential	Desirable
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**Personal Qualities**

- A strong role model for pupils.
- Passion: Our teachers show a passion for their fields beyond their academic expertise, and for education as a whole, inspiring students to achieve academic excellence.
- Teachers at Virtus make the most of our learning environment, They participate in pedagogical innovation and the integration of new technologies in the classroom while adopting a dynamic approach to solutions in their mentor role.
- Teachers collectively participate in the wellbeing and objectives of our students, through an empathic and teamworking approach. We devote all our efforts in helping them become the best version of themselves.
- Able to establish a safe environment for pupils, rooted in mutual respect.

# 11

## Staff Benefits



A strong commitment to professional development.



Permanent contract under the Spanish public system, with pension, unemployment, and healthcare benefits.



Substantial fee remission for eligible child who is offered a place.



Substantial fee remission for eligible child for after-school tutoring at Think Ahead Academy.



Public transport costs covered.



Free access to extensive sports facilities across the region through Wellhub (Silver Plan).



Full support on legal and administrative visa processes.



Free cooked lunches and hot drinks every day.

# 12

## Application Process

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### Application

Candidates should submit their CVs and Cover Letters via:

[applicants@virtuscollege.es](mailto:applicants@virtuscollege.es)

### 01

#### PHONE SCREENING

(10 - 20 Min.)

First, we will hold an informative call in which we will tell you about us, our project, and the conditions we offer for the position to which you have applied. We will ask you a series of questions to understand your suitability for the role and solve any doubts you may have.

### 02

#### HR interview

(30 - 45 Min.)

We will conduct an interview in which you may ask any questions or doubts, and discuss your academic background, your professional experience, and the role you have applied for.

### 03

#### Headteacher's Interview and Trial Lesson

(60-120 Min.)

We will conduct an interview with our headteacher to give you a better understanding of the school's day to day life. We will then carry out a simulation in a lesson context. To do so, we will give you a topic that you must prepare in advance.

# 13

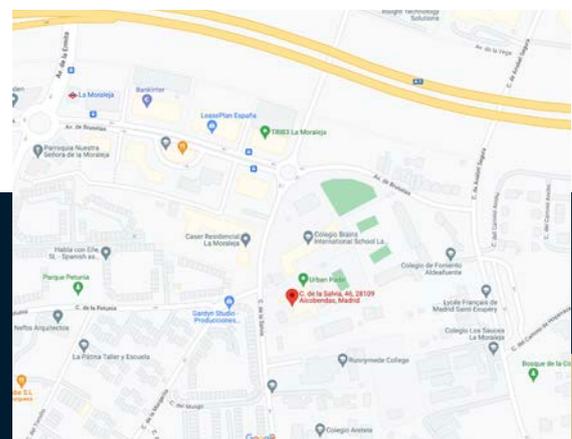
## Location and Premises



Virtus is based in La Moraleja, the most premium neighbourhood in Madrid, located in the outskirts of the city, whilst being within easy reach of the city centre and near junctions of the A1 and M-30. The Moraleja Metro Station is near the school and is part of the number 10 line, one of the best communicated lines in Madrid, running from north to south of the city. We also have two bus routes connecting the North-East and North-West areas of Madrid with our school.

We are surrounded by many other British and IB schools as La Moraleja is considered to be the epicenter of international education in Madrid. Our campus is located on a road of particular relevance as it connects most of the British schools around the area. We share our campus with Brains Nursery School, a British school specialized in the infants and primary stage of education, although our buildings and playgrounds are completely independent.

Our new building marks an inflexion point in our journey as a school. We have put a lot of heart into the design of a tailor-made architectural project that is completely adapted to the educational needs of our Sixth Form students. The aura of a family school, focused on the student, permeates all the spaces; from its classrooms to the theatre and the library. Top quality as a criteria has dominated in the selection of our facilities in order to generate harmony and guarantee both aesthetic and functional comfort.



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