



**Lolland
International School**
lollandkommune

Job profile for international teacher at Lolland International School

Title: Teacher

Reporting line: Principal, Dominic Maher

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The Sector for Schools and Day Care – Lolland International School

Lolland International School is a bilingual, international, municipal school that opened in August 2021.

The City Council of Lolland Municipality decided to establish Denmark's first international public school to seize the opportunities related to the Fehmarn Belt tunnel. The school is a major political and strategic initiative.

The Fehmarn Belt connection will lead to an increase of international employees seeking to settle into Lolland. The public international school is to ensure that children of international employees are offered high quality education in English. At the same time the school is open to children of other internationals employed in the area as well as Danish students (*seats permitting, as mandated by law.*) The school is established within the jurisdiction of 'KIG-loven' – a law permitting the creation of international public schools in Denmark, driven by the municipality. The school operates with a bilingual programme, certified by Cambridge International Assessment, which entails that teachers must be able to teach in English.

Broadly, the school is a strategic investment to enable the success of the Development Strategy of Lolland Municipality. The establishment of the school is a key component in achieving the overall efforts to make Lolland an attractive place to live and work and thus, sustain the area in a long-term perspective.

Organisationally, the school belongs to the Sector for Schools and Day Care; comprising of schools, village schools, day care and special schools.

The international school has a current capacity of 200 students from grades 0 - 9. Subjects taught in Danish or English according to the curricula of the Danish Ministry of Education and Cambridge International respectively.

Team

Presently, the staff comprise of sixteen fulltime teachers, various part-time teachers, and three pedagogues. The administration consists of the school secretary/project leader, vice principal, and the school principal.

A range of external collaborators work closely with the school team, including colleagues from the Schools and Day Care, Children and Youth, and Health sectors, among others.

Professional and personal profile

As part of a growing school, in its third year, the teacher is expected to take part in the cross-functional activities of building up a new school; with key words being flexibility, collaboration, and creative problem solving. With your enthusiasm and professional contributions, you will form a key part of our joint success.

Success criteria – short term

The current focus is to build on what we have begun, moving in to new facilities, managing growth, developing the curriculum, creating traditions, and extending the physical resources for the program.

Leadership and staff key success factors are:

- Ensuring a happy, safe, and challenging learning environment where students are free to take risks and learn through their mistakes.
- Delivering a balanced bilingual curriculum with assistance for those requiring additional language support.
- Learning, teaching, and co-curricular activities in line with the school's mission and values.
- Learning, teaching, and co-curricular activities utilising 21st Century Education Skills and integration with the UN Sustainability Goals.

Success criteria – long term

Long term key success factors are:

- Managing growth and developing plans as the school grows beyond 120 students.
- Create a sustainable enrolment base to ensure the school is a part of the community and well beyond the lifetime of the current infrastructure projects in the region.
- Securing a pathway for students to access a range of further education.
- Continuous evaluation and improvement based on data and stakeholder feedback.

Professional competencies

The ideal candidate will:

- Be able to demonstrate they are an excellent teacher with a student-centred approach.
- Have experience from international schools, and/or the Cambridge International Curriculum, and/or the Danish school system.
- Display an innovative and creative approach to teaching utilising 21st Century Educational Skills.
- Be fluent/native level in English (written and spoken) with excellent presentation skills. Danish is an advantage.
- Demonstrate excellent knowledge in a subject area(s) and recognise that all teachers in a bilingual program are language teachers.
- Have the ability to respond positively and proactively to the challenges of the school environment.
- Have an interest in developing the character of our students as well as the academics.

Personal competencies

As a person you should be able to demonstrate:

- The ability to inspire, challenge, support and empower students and colleagues towards excellence.
- Excellent interpersonal skills and the ability to establish good working relationships across the school community.
- A solution-oriented approach; ready to solve issues independently and with support from your colleagues.
- Enthusiasm and display a 'can do' approach to challenges.
- Awareness and comfort in the fact that structures and procedures are always evolving.
- Possess a global mindset, in other words you are perceived as an 'easy going', flexible person willing to work in an international and diverse setting.

School website

- <https://www.lollandinternationalschool.dk/>

Reporting and organisational structure

Approximately 40.000 residents live in Lolland Municipality with 3.500 employees in the municipality.

The municipality is headed up by an elected municipal council and a management team comprising a municipal director and three vice-directors.

As the leading strategic management entity, the management team is responsible for:

- Strategic development.
- Operational support to the standing committees.
- Organisational development and leadership development.

Apart from the management, the organisation of Lolland Municipality currently consists of 11 sectors including 30 decentralised units.