


Leadership Search



Founding Head of Secondary School Redbridge School *Lisbon, Portugal*

Application Deadline: April 22, 2022
Start Date: July 2022

ISS is pleased to conduct this full search.
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The Position

Overview

Redbridge School is seeking to appoint a passionate, inspirational, and forward-thinking Founding Head of Secondary to join their school at a pivotal stage in its growth and development, commencing July 2022. The Founding Head of Secondary will be part of the executive committee (ExCom) consisting of the School Principal, the Head of Early and Primary Years, the School Innovation Leader, the School Business Director and the School Legal Counsel.

Reports

The Founding Head of Secondary School will report to the School Principal.

Duties & Responsibilities

- Leading teaching and learning, holding responsibility for educational standards across the Secondary School
- Leading pastoral care with oversight of the behaviour and welfare of all students in the Secondary School
- Being a member of the Senior Leadership Team (SLT) and contributing to the successful development of the school
- Ensuring that every student is valued as an individual, has the opportunity to identify and develop the full range of their talents and fulfils their academic potential
- Maintaining Redbridge School as the leading independent school choice within the school's catchment area
- Playing a major role under the overall direction of the School Principal in formulating and reviewing the School Development Plan and the aims and objectives of the Secondary School by:
 - Establishing all policies through which they shall be achieved
 - Leading and managing staff and resources to that end
 - Monitoring progresses towards targets
- Leading by example through learning visits and feedback sessions to Secondary School staff
- Being responsible for the professional and personal support of Secondary School teaching staff
- Represent the school and stand in for the school principal as required
- Being the line management of all Secondary School staff
- Developing a staff handbook for all Secondary School staff
- Leading, motivating and managing coordinators, teachers, teaching assistants and support staff

- Binding person between staff, unifying the team, ensuring a low turn-over of staff with all members of the team feeling valued, respected and heard
- Developing a culture of performance within the staff notably through the development of an appraisal system for staff for the purpose of informing personal professional development and performance management
- Managing the annual professional review process (PDRs) for teaching staff across the school
- Participating in the recruitment and development of teaching and non-teaching staff
- Engaging supply and cover staff as required to ensure minimal disruption to students' learning
- Leading the teaching and learning strategy across the Secondary School
- Overseeing the development, organisation and implementation of the Secondary School's curricula (French, Cambridge lower and upper curriculum and IBDP)
- Working collaboratively with the Head of Primary to define the right targets at the end of Primary Years to offer a successful transition to Secondary School for all students
- Ensuring that learning and teaching provided by the different teaching team form a co-ordinated, coherent curriculum entitlement for every student
- Having responsibility for the policies and procedures for the Secondary School (when related to teaching and learning)
- Providing guidance and support to Secondary School staff in implementing schemes of work and ensure that statutory and school policies are met
- Ensuring the highest standards of planning, differentiation, target setting, and assessment are practiced by close monitoring and offering guidance and support to staff
- Organizing regular section meetings to ensure continuity in teaching and learning
- Ensuring that information on student progress is used to improve teaching and learning, to inform and motivate students, to inform parent and to support the school Executive Committee in the management of the school
- Overseeing the planning and allocation of resources designed to facilitate the planned curriculum, including advising the School Principal on current/anticipated needs for staff and resources
- Overseeing the planning and coordination of the Secondary School homework policy
- Leading the identification of students with individual needs (SEN, gifted and talented), and liaise with the SEN team leader to ensure that they receive appropriate additional support
- Leading the development, organisation and implementation of policy for the personal, social and emotional development of Secondary School students including pastoral care and guidance
- Ensuring that every student is known, valued as an individual and respected by all members of staff

- Ensuring that Secondary School staff promote and model the School's key attitudes to learning and a personalised approach to learning
- Promoting standards of conduct, discipline and proper regard for authority and the encouragement of good behaviour among students
- Ensuring that staff, children, and parents are aware of the expected standards of behaviour and monitor behaviour at school
- Ensure a consistent response to misbehaviour of students across the school, including defining and implementing relevant consequences in case of behaviour issues
- Developing a culture of high attendance and high achievement
- Handling individual student disciplinary cases that may arise
- Liaising with parents, carers and external agencies as required
- Overseeing Secondary School communications with the school community (parents, students)
- Leading presentations (parents information meetings) as necessary
- Attending meetings as appropriate with parents and the governing bodies, and to provide such reports and information as required

Skills, Experience, & Attributes Sought

- An inspirational Founding Head of Secondary who leads by example
- A dynamic and forward thinking individual capable of driving growth while consolidating the current basis of the school
- A deep knowledge of academics, curricula contents with a very strong focus on learning
- An ability to work collaboratively and effectively with the Executive Committee (ExCom)
- An ability to manage all teams dedicated to learning (coordinators, medium leaders, subjects' leaders, teachers and learning support team members)
- An ability to work collaboratively and effectively with children and with their parents as the school's primary partners in the education of their children
- A true commitment to target excellence and to help every child to reach their unique potential through continual reflection and improvement
- Demonstrable understanding of leading a school in a diverse culture setting, specifically with three main languages at school (English, French, Portuguese)
- An awareness of financial planning and budget management, Good ICT knowledge and skills to support pupil learning, assessment, and school management
- A strong knowledge of Portuguese and/or French language and/or a strong link with Portuguese and/or French culture would be advantageous

Academic & Professional Qualifications

- Honours degree/QTS (or equivalent)/NPQH (or equivalent)/additional higher education leadership qualification (e.g., MA or Med)
- At least 10 years' successful teaching and leadership experience in the Secondary age range
- Leadership experience in a Secondary School SLT position
- Deep knowledge of academics and curricula contents (French curriculum and Cambridge International as a plus).

Salary & Benefits

The salary and benefits package is competitive and will be commensurate with the qualifications and experience of the successful candidate.

Application instructions found on the final page of this announcement.

The School



Redbridge School offers a warm, holistic and child-centred approach to education and aims to provide a challenging and stimulating learning environment while respecting the needs and developmental pace of each child. It recognises the cognitive and social benefits that multilingualism brings to individuals. This offer is relatively new worldwide and the school is proud to be one of a few schools at the forefront of the drive for the development of a multilingual (English/Portuguese/French) education.

The School has high aspirations for all the children and their achievements are visible and celebrated. The broader curriculum offers a rich and stimulating learning environment in which each child can grow, develop and reach their full potential.

Mission, Vision, & Core Values

Mission

- To nurture and celebrate creativity, confidence and self-reliance so that students can value their potential, believe in their capabilities and cultivate their own talents.
- Promote growth and development in a balanced way – emotionally, physically, socially, intellectually, creatively and spiritually.
- To support them in the mastering of fundamental academic knowledge.
- To empower students to develop a range of transverse skills providing the tools to be effective lifelong learners.
- To provide opportunities for them to work collaboratively, so as to develop their social skills and practice sharing ideas and being caring.
- To allow them to experience special moments of 'awe and wonder', in order to encourage a love of learning and curiosity about the world and its different cultures.
- To ensure students feel secure and motivated, as deeply valued members of the Redbridge community.



Vision



We are an inclusive school with a nurturing, holistic and child-centred approach to education, seeking to develop key attitudes and transverse skills to support students in achieving academic mastery through inquiry-based learning and foreign language immersion.

Core Values

Redbridge School offers an inclusive environment for all children regardless of religion, nationality, mother tongue, ability, and socio-economic background.

Overview

Accreditation

Redbridge School is an accredited member of the AEEP (for Private Schools in Portugal – www.aeep.pt) and AEFE Schools (French Ministry of Education – www.aefe.fr).

Redbridge also holds French accreditation for the French bilingual section and Portuguese accreditation for Portuguese bilingual section. The Cambridge accreditation for English is used for all sections.



Curriculum

In Primary Years and Middle School Redbridge offers two bilingual pathways while supporting a personalised and trans-disciplinary approach where children learn through inquiry and engage in 'Project-based learning':

- The French/English pathway which follows the objectives of the national curriculum of the French Ministry of Education (AEFE).
- The Portuguese/English (1º e 2º ciclo) pathway follows the objectives of the Portuguese Ministry of Education (DGAE).

Learning Support

Redbridge School has a balanced approach to learning and aims at developing key attitudes and transverse skills supporting children to achieve academic mastery and become fulfilled lifelong learners who contribute to society in a positive way.

Technology

Redbridge School teaches children to master the use of digital tools in a responsible and age-appropriate way. This prepares them to live in a society in which technology is constantly evolving. The use of technology and coding is an integral aspect of the student's learning journey. The technological resources in the school include interactive whiteboards, iPads, programmable toys and robots.



Children learn programming through practical, programmable toys and games in the Early Years. During the weekly technology classes for the children in the Primary School, coding forms part of the curriculum. The objective is for the students to first understand the role of programming, in order to better

comprehend the digital world. Learning coding incorporates being logical, using perspective, anticipating and using trial and error. There is evidence from teachers that the children who learn computer programming are less afraid of taking risks and their confidence in all areas of their learning grows.

Arts, Athletics, & After School Activities

The creative design curriculum is developed in-house and includes arts, music, drama, writing and oral expression. Creative design is a key feature of Redbridge's project-based learning approach. Children are encouraged to design and produce innovative pieces and products linked to the project or topic into which the children are inquiring. The School believes that the arts:

- Familiarises children with artistic techniques and technological tools;
- Develops creativity, self-confidence, individualism, and autonomy;
- Provides children with a sense of accomplishment after they have successfully creating something unique from their own ideas;
- Prepares children for 'real-life' by understanding and accepting that making mistakes and experiencing failure is often an important part of the creative and creation process;
- Allows children to express what may not necessarily be expressed verbally.



Additionally Redbridge also hosts opportunities for drama as a part of their curriculum. Beginning at age three with movement and role-play, and gradually evolving from the age of six to more complex preparations for oral presentations and school performances, Redbridge believes that drama helps develop:

- Language and communication skills by teaching children how to listen and respond appropriately, clearly and confidently;
- Self-control through drama and this often helps those who are more timid to come out of their shell and those who are more boisterous to control impulsive outbursts, encouraging positive social interaction;
- The imagination by stimulating it.

Athletics is also a part of the curriculum and enriched by optional sports clubs (part of Portuguese school sports league). Redbridge also has extensive programming for optional After-School-Clubs. Athletics helps:

- Children learn to express oneself physically, grow in confidence and value their bodies as an important tool for expression;
- Refine motor skills.



Students

The School consists currently of approximately 400 children aged from three to thirteen years old. Redbridge School will be growing over the next years to reach a total capacity of 1,000 children from three to eighteen years old.

In the Early Years, Redbridge follows the guidance offered by the French national curriculum whilst maintaining a strong focus on self-directed play, creativity, autonomy, and the learning of social and emotional skills.

From Primary School up to Secondary School, the School offers two bilingual pathways, undergirding project-based learning:

- The French/English section (from 6 to 18 years old), which follows the objectives of the French national curriculum.
- The Portuguese/English section (from 6 to 18 years old), which is structured as follows:
 - In Primary School (from 6 to 12 years old), they follow the objectives of the Portuguese national curriculum.
 - In Lower and Upper Secondary School (from 12 to 16), Redbridge will follow (starting in Sept-23) the objectives of the Cambridge Curriculum up to the IGCSE.
- For the last two years (starting in Sept-27), Redbridge plans to follow the Diploma Program of the International Baccalaureate Organization (IBO).

Faculty

Redbridge School's educational team is made of teachers who are:

- Knowledgeable,
- Experienced,
- Passionate,
- Lifelong learners,
- Fun and enthusiastic,
- Positive thinkers,
- Open-minded,
- Creative,
- Reflective,
- Respectful and caring.

All teachers and assistants share a strong interest in languages and innovative pedagogies and work together to achieve a common goal: to inspire creativity, a love of learning and international mindedness through a challenging and joyful multilingual learning environment, where children feel happy, valued and secure. The relationships between adults and students within the school are founded on communication, understanding and mutual respect.

In addition to organising and monitoring activities within their classes, the teaching team is involved in all day-to-day activities including educational outings, naps, mealtimes and transitional periods between activities. The School believes that learning occurs at anytime and anywhere, particularly outside the classroom when skills may be practised and knowledge applied in a meaningful, real-life context. The members of the administrative team share a common interest in education and multicultural environments. They are motivated by the desire to provide crucial support to the educational team and are inspired by the mission, values, and pedagogical project of the school.



Community

The School aims to form a close partnership with parents to ensure the success of the children in all areas. Redbridge encourages parents to spend time, every evening, engaging in a pleasurable shared reading activity with their children. This may include listening to their child read, reading to them or jointly reading a magazine, recipe or set of instructions.

Academic Calendar

Beginning of September to the end of June.



Grade Level Overviews

Early Years

Redbridge School follows the guidance offered by the French national curriculum for the first three years of '*maternelle*' whilst maintaining a strong focus on self-directed play, creativity, autonomy and the natural learning of social skills in the Early Years.

Children engage in active-learning experiences where their curiosity is encouraged and rewarded through projects inspired by the children and their interests. The *Movimento da Escola Moderna* (MEM) instruments and democratic classroom principles help structure the school day and week.



Redbridge also uses some Montessori resources to supplement the dedicated classroom areas.

The three-year-old children enjoy the comfort of a completely adapted and personalised nursery classroom and benefit from the caring teaching approach of three dedicated and full-time teachers: one English, one French and one Portuguese.

The other four classrooms are for four- and five-year-old children in a mixed-age set-up. The multi-lingual approach established in the first year, continues with children accessing activities and instruction in all three languages throughout the day. Redbridge facilitates this by connecting pairs of classes so that each pair has two dedicated homeroom teachers (one French and one Portuguese) and two English-speaking teaching assistants between them.

Elementary School



Children are encouraged to share their discoveries and this, in turn, often sparks an interest in a new project or inquiry. All children, during the course of the week, also spend time individually reading with an adult.

Children have a daily time dedicated to reading. Depending on their level of proficiency and preference, they may choose to read independently, in pairs or as part of a small group. There is a range of literature available from newspapers and encyclopaedias to comics and fantasy.

Middle School*

**(current set-up with French curriculum only; international curriculum to be implemented by Sept-23)*

Redbridge offers a French/English bilingual pathway which follows the national curriculum of the French Ministry of Education, while promoting a transdisciplinary inquiry-based learning approach, which aims at incorporating all the curriculum areas in a contextualised way and developing transverse skills through projects.



The Middle School programme is a bridge between the Primary and the Secondary School, which aims to meet the special development needs of early adolescence.

In line with this vision, the tailored provision for Middle School includes:

- National curriculum delivered through a bilingual approach: Mathematics, Music, Art, Digital Literacy being taught in English, in addition to English lessons
- A flexible interdisciplinary curriculum that encourages active learning and student engagement
- A mentoring relationship between teacher and student, by providing students with one assigned teacher who will serve as a mentor/counsellor to help them feel a sense of safety, confidence and purpose in their learning and oversee their overall well-being
- Small learning communities with approximately 20 students per tutor class
- A secure emotional environment with a strong focus on personal, social and emotional growth
- An environment honouring and respecting student voice
- A focus on expressive arts activities, including visual arts, music, dance and drama
- Particular attention to health and wellness

Campus

Facilities & Premises

Redbridge School is made up of two buildings designed using creative, functional and eco-friendly architectural principles to create cosy, child-centred and practical learning environments.

Redbridge has dedicated a pavilion for the early years' students. It is a uniquely shaped wooden building comprising of 500 m², built in the midst of beautiful trees and with the intention of preserving these trees. This building houses five classrooms, all with direct access to the garden, a separate cosy room for naptime, a communal space for the educational



team and a spacious play area for the children located on the roof terrace.



For the Primary Year students, there is a building comprising of 4,200 m². This space includes their classrooms with shared areas including the library, dining area, gymnasium as well as the administrative facilities of the school.

Redbridge is currently developing a second inner-city campus which will be dedicated to the Secondary School with an estimated delivery date in September 2024.

Environmental sustainability

The entire Redbridge School is built with CLT (cross-laminated timber) and produces a low-carbon footprint. These buildings are also the largest CLT structures in Portugal.

Fast Facts

Year Established	2017
Accreditation Agency	AEFE, Agence pour l'Enseignement Français à l'Étranger Ministério da Educação (ME) in Portugal Cambridge Assessment International Education
School type	Trading company (LLC)
Language of Instruction	French bilingual section: French and English (Portuguese as a third language) Portuguese bilingual section: Portuguese and English (French as a third language)
Student Age Range	3-13 (as of current school year)
Total Enrollment	381
Lower School Enrollment	306
Middle School Enrollment	75
Student Nationalities	26 nationalities
Percentage Home Country Nationals	30%
Percentage Annual Student Turnover	6-7%
Average Class Size	20
Student to Teacher Ratio	1:6
Number of Faculty	48 teaching staff. 14 non-teaching staff
Faculty Nationalities	18 nationalities (Portuguese, French, English, South-African, American, Indian, Canadian, Finnish)
Percentage Annual Faculty Turnover	5-6%
Number of Board Trustees	7

Yearly Tuition Fees (2021 - 2022)

Early Years: € 7.022; Primary Years: € 9.085; Middle School: € 10.388

Annual Operating Budget

4Mn

Follow Redbridge School to Learn More



Application Instructions

Effective Date: July 2022

[Application Deadline: April 22, 2022](#)

Pauline O'Brien, Director of ISS Global Recruitment and Beth Pfannl, ISS Vice President of Global Recruitment will serve as the lead consultants for Redbridge School Founding Head of Secondary search. They will be assisted by members of the ISS Administrative Search Team.

Instructions for Former Candidates

If you have a previous account with ISS-Schrole Advantage or the ISS Admin Search Team and have not yet logged into ISS EDUrecruit here is the [link](#) to get started! You will need to use the email address associated with your ISS-Schrole Advantage account or your ISS Administrative Search account to access your new ISS EDUrecruit account. You will be prompted to update your password and accept the Terms and Conditions.

Once you are logged in, please select the following link to apply to this position:

[Redbridge School Founding Head of Secondary School](#)

Instructions for New Candidates

If you are a new candidate to ISS, here is the [link](#) to register for an account so you can apply to this search. **There is no fee to apply for this position. ***

Once you are logged in, please select the following link to apply to this position:

[Redbridge School Founding Head of Secondary School](#)

Instructions for ISS EDUrecruit Candidates

If you already have an ISS EDUrecruit account, [here](#) is the link to login.

Once you are logged in, please select the following link to apply to this position:

[Redbridge School Founding Head of Secondary School](#)

ISS has had a longstanding commitment to diversity, equity, inclusion, and justice. One step in our ongoing journey toward more antiracist behavior and outcomes is the removal of photos from candidate profiles. **As such, we request the resume and cover letter you upload to your candidate profile not include your photo. ****

Our considerations:

- International Schools Services (ISS) is strongly committed to all aspects of child protection and safeguarding. Applications will be thoroughly and rigorously screened.
- International Schools Services (ISS) reserves the right to withdraw an applicant's candidacy if supervisory referees are not provided.
- International Schools Services (ISS) reserves the right to withdraw an applicant's candidacy at any time should information be forthcoming that may suggest the candidate is not suitable to progress in the process.

- Hiring is contingent upon a successful background check.

Applicants are asked to apply as early as possible, as International Schools Services (ISS) and Redbridge School reserve the right to close the selection process at any time.

Be sure to use our new contact details if you require any assistance via this handy [form](#) – and remember, we are here to help you with any questions.

* If you are interested in a full candidate membership you can upgrade at any time for USD\$75.

** ISS is committed to “Making a World of Difference” in the international education community. We are experiencing a catalytic moment in history and ISS has committed to addressing the systemic prejudices and biases in ourselves, in schools, and in organizations around the world. You can read more about our commitments [here](#).