



**AISB**  
AMERICAN INTERNATIONAL  
SCHOOL OF BUDAPEST

The American International School of Budapest (AISB) seeks to appoint a High School Social Studies Teacher.

## **The American International School of Budapest**

Founded in 1973, AISB is a private, non-profit educational institution. It is accredited by the Council of International Schools (CIS), and the Middle States Association of Colleges and Schools (MSACS.)

AISB is an International Baccalaureate (IB) World School and offers the Diploma program in addition to the American High School Diploma. AISB's basic tenet is to offer an international education through an American pedagogical approach, which highlights critical thinking skills, creativity and inquiry-based learning.

The School is a member of Central and Eastern European School Association (CEESA), Sports Council of International Schools (SCIS), International Baccalaureate (IB) and the International Schools Theatre Association (ISTA).

AISB occupies a single campus of 13.3 hectares on the northern outskirts of Budapest. The Middle/High School building houses 51 classrooms, library, cafeteria, computer rooms, double-sized gymnasium, single-size gymnasium, 25-meter swimming pool, 350-seat theatre, and performing and visual arts facilities. The Elementary building has 27 classrooms, library, cafeteria, computer rooms, double-size gymnasium and performing and visual arts facilities. On the grounds there are 2 soccer fields, an athletics track with lights, 4 lighted tennis courts and a basketball court.

AISB has a very strong Student Support Program, and Service Learning Program running throughout the entire school. AISB graduates are welcomed each year to a broad range of the World's most selective colleges and universities.

### **Governance**

AISB is governed by an 11 person Board of Trustees who are elected or appointed for two-year terms up to a maximum of 6 years' tenure.



## School Mission, Vision and Values

### MISSION

We empower our learners  
to build their futures  
and contribute  
to a better world.

### VISION

[Under Development]

### VALUES

Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

We pursue **EXCELLENCE** in all that we do.

We uphold high standards and act with integrity.

We invest in ourselves and take pride in our pursuits.

Our resilience is built through failure, perseverance, and achievement.

We promote **WELLBEING** so people flourish\*.

\*flourish - verb (SUCCEED)

We define flourish as reaching the highest levels of personal attainment, coupled with the highest levels of wellbeing.

We flourish when we have a purpose and feel safe, valued, and connected.

We emphasize kindness to ourselves and each other.

We are at our best when we maintain a healthy balance in our lives.

We design learning that challenges each individual to **GROW**.

Each of our learners is supported and stretched to reach their fullest potential.

Learning is about continuous adaptation and growth; it brings joy and meaning to our lives.

Learning is engaging when it is relevant and authentic.

We commit to **INCLUSION**\* so that everyone belongs.

\*Inclusion - noun

At AISB, inclusion means that everyone is seen, heard and valued. We create a learning environment where individual needs are prioritized, so everyone has access to all that AISB has to offer. We want everyone to feel connected and see their identity, culture, and beliefs valued in our community.

Our diversity is our strength. Each and every voice matters.

We respect and embrace our uniqueness, ensuring equity and access for all our students.

We are a caring community where everyone can find their place now and always.

We develop **GLOBAL CITIZENS** to make a positive impact together.

We act because we care.

We achieve more when we work together towards a more sustainable future.

We empower our learners to be catalysts of positive change in our community and beyond.



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## **Enrollment**

Current enrollment is 909 (ES: 368; MS: 232; HS: 309) there are 60 nationalities in the school with the top three being American (20%), Hungarian (19%), and Chinese (14%).

## **Faculty**

In the 2021-22 school year, there are 114 full-time and 3 part-time faculty. 46% of faculty are U.S. citizens, 15% are Canadian, 14% are British. The remaining 25% of the faculty are from 12 other countries.

## **Non-Discrimination Policy**

AISB does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, sex or marital status in its educational programs, activities, and services or its employment practices.



**Job Title:** High School Social Studies Teacher

**Reports To:** High School Principal

**Start Date:** August 1, 2022

### **Position Overview:**

The teacher's primary function is to provide an environment that fosters the growth of each student academically, socially, and emotionally. The teacher works collaboratively with all faculty, staff, parents, and students to effectively implement the curriculum and to ensure all interactions meet the needs of all students in line with the Mission, Vision, and Values of the school. The position is somewhat flexible and could include the teaching of Social Studies at grades 9 and 10 and an IB Diploma Group 3 course. In addition, the teacher would be expected to work as part of a grade level team in the advisory program, with responsibility for 10-12 students.

### **Qualifications and Experience:**

#### Personal Attributes

- Demonstrates strong organizational and time-management skills
- Establishes cooperative and collaborative working relationships with staff, students, and parents through strong communication and empathy skills
- Exemplifies commitment to Professional Learning Community principles
- Communicates effectively in English, both in written and oral form
- Accepts and manages change effectively
- Demonstrates initiative, flexibility, and a positive attitude
- Maintains a solution-based approach to problem solving
- Openly accepts and considers different perspectives
- Contributes to a positive school climate
- Seeks continuous improvement
- Demonstrates an interdisciplinary mindset/thinking: inquisitive beyond content area, possesses wide interests, and is a connector and collaborator beyond disciplines
- Engages in action research
- Demonstrates an understanding of and commitment to inclusive learning

#### Knowledge

- Demonstrates solid understanding of the C3 Framework for Social Studies and the IB Diploma programme
- Demonstrates strong content knowledge and pedagogy in social studies, IB Diploma Group 3 courses, and a proven ability to make connections within and across disciplines
- Understands Backward Design planning and the importance of collaboration for the program to be successful
- Understands Standards-Based Teaching, Grading, and Reporting
- Can unpack standards/benchmarks and communicate learning objectives in student-friendly terms



- Demonstrates an understanding of typical developmental characteristics of adolescents

### Qualifications & Experience

- Holds a valid teaching certification (or equivalent)
- Recent experience teaching social studies in High School (minimum two years)
- Experience teaching Group 3 courses in the IB DP or similar (AP, GCSE, etc.)
- Technology literate in Web and Google Applications

### Preferred Skills and Experience

- Master's Degree in subject area or in education
- Certification and/or experience supporting English Language Learners
- Experience teaching Theory of Knowledge (ToK) could be an advantage
- Experience with Course Management software (e.g., Veracross, Google Apps) and online grading
- Recent IB training preferred
- Experience with online curriculum documentation (e.g., Atlas Rubicon)
- Experience with Advisory and Community Service programs
- Demonstration of ongoing professional development in areas of best practice

### Key Responsibilities for all Teachers

- Implements school policies and procedures to support AISB's Mission, Vision, and Values
- Actively incorporates current research-based teaching practices and department essential agreements into daily teaching and learning
- Promotes an inquiry-based approach to teaching within a standards-based curriculum
- Collaboratively plans with teaching partners and other faculty members
- Effectively prepares long-term and short-term lesson plans; maintains overall units on Atlas using the UbD format
- Teaches, assesses, and reports on the standards and benchmarks for the course as well as Learning Identities
- Provides ongoing feedback to students that encourages growth and development
- Maintains accurate and complete records of student progress and development for ongoing communication with parents, including but not limited to: goal setting, report writing, portfolios, and conferences
- Maintains and regularly updates their online course management tool (Google, Veracross)
- Implements differentiation techniques for students who excel and for those who need additional support, including English Language Learners
- Collaborates with the divisional counselor and other teachers to ensure the social, emotional, and educational needs of students are met
- Integrates technology with intentionality, as appropriate, to leverage learning
- Manages student behavior in the classroom through establishment of expectations and reinforcement of standards of conduct in alignment with the behavior expectations of the school



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- Responds to misbehavior in an appropriate manner that respects student dignity, while reinforcing the responsibility of making the right choices
- Performs certain pastoral duties (in line with the school guidelines) as an advisor for a small group of students
- Performs additional duties effectively (during and outside the regular school day) as required by the school
- Proactively participates in and/or leads extracurricular activities, including participation in overnight Fall Tips in grades 6-12
- Proactively participates in faculty meetings and parent meetings as required

***AISB takes child safeguarding measures seriously.  
Appointments are subject to satisfactory enhanced criminal checks.***

*The school reserves the right to appoint a candidate to the position ahead of the announced deadline, should a suitable applicant be identified.*

*Updated November 2021*