



**Lolland  
International School**  
lollandkommune

**Job profile for International teacher at Lolland International School**

**Title: Teacher**

**Reporting line: Principal, Dominic Maher**

30 April 2026

## **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. 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.

### **The pupils**

Our student body is diverse with 30+ nationalities, creating a dynamic and inclusive learning environment.

### **Faculty**

The staff comprise of 20+ fulltime teachers, some part-time staff and three pedagogues. The administration consists of a head of administration, head of learning and teaching, and a school principal.

A range of external collaborators work closely with the school team, including colleagues from the Schools and Day Care, PPR, SSP, among others.

## **The role**

As a teacher, you will play a central role in students' learning and wellbeing.

Most of the teacher teaching the Cambridge subjects are 'generalist' teachers, where you will teach a range of core subjects to the to the same group of pupils.

You will be part of a collaborative and international staff team, contributing not only to teaching and learning, but also to the continued development of a growing school.

## **Success criteria – short term**

The current focus is to build on what we have begun, recruiting new quality teachers, 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 21<sup>st</sup> Century Education Skills and integration with the UN Sustainability Goals.

## **Professional competencies**

The ideal candidate will:

- Be an excellent, student-centred teacher.
- Have experience in international schools and/or with the Cambridge International Curriculum and/or the Danish school system.
- Demonstrate an innovative and creative approach to teaching, including the use of 21st Century Skills.
- Have native or near-native proficiency in English (written and spoken); Danish is an advantage.
- Show strong subject knowledge and recognise that all teachers in a bilingual programme are language teachers.
- Respond positively and proactively to the challenges of the school environment.
- Value both academic development and the development of students' character.

## **Personal competencies**

As a person you should be able to demonstrate:

- Inspire, challenge, support, and empower students and colleagues.
- Build strong relationships across the school community.
- Take a solution-oriented approach, working both independently and collaboratively.
- Show enthusiasm and a positive, 'can do' attitude.
- Thrive in an international and diverse environment.
- Possess a global mindset, and a 'can do' attitude.

## **Success criteria**

In the short term, success will be reflected in:

- Establishing strong relationships with students, colleagues, and parents
- Delivering engaging and structured teaching within the Cambridge framework
- Contributing positively to team collaboration and daily school life

In the longer term, success will be reflected in:

- Contributing to the continued development of the school's academic and pedagogical profile
- Supporting student progress and wellbeing in a bilingual setting
- Playing an active role in shaping a strong and sustainable school culture

### **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.