



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

## WORKING AT ST PAUL'S BRITISH SCHOOL OF SÃO PAULO

### THE CITY: SÃO PAULO

São Paulo, founded in 1544, is a classic example of a Brazilian town that grew out of a religious settlement. Centred around a chapel built by the Jesuit José de Anchieta on the hill where the Pátio do Colégio is situated today, São Paulo's first important period of growth was in 1560, when the inhabitants of a neighbouring village were transferred near to the Jesuit college which stood at the side of the chapel.

It continued to grow slowly through the years, until the great impact of the coffee boom in the second half of the last century. Coffee prepared the way for the industrial explosion that began in the 1940's, when São Paulo was transformed into one of the biggest and richest cities in the world. More than 70% of the population of Greater São Paulo are immigrants or their descendants, of whom the most notable groups are the Italians, the Portuguese, the Spanish, the Germans, and the Japanese. Greater São Paulo with its many suburbs covers 7,951 square kilometres (3,070 square miles).

First-time visitors to São Paulo arriving by plane are struck by the biggest concentration of skyscrapers on the

planet. Overshadowed by the more glamorous Rio, São Paulo's sheer size is breathtaking. São Paulo is the largest city in South America, one of the largest in the world, and still one of the fastest growing. It is the industrial and financial heart of Brazil, the locomotive that drives Brazil and which accounts for almost half its economic output. It is the part of Brazil that reminds you that the country is the world's ninth largest industrial economy and a major supplier of food to the world. Today it boasts 22 million inhabitants.

At night the city's cosmopolitan heart pulses with a hundred different rhythms from tango to techno, and the aromas of thousands of cantinas, churrascarias, pizza parlours, Chinese and Japanese restaurants, bars and bakeries mingle in the air. Yet at traffic lights on main roads there is a reminder of how Brazil's wealth is built on poverty, as adults and children offer a variety of goods to those waiting in cars. Over a million people in São Paulo live in favelas and over three million in cortiços.

The website of the Brazilian Embassy in London is excellent, and contains sections (in English) on economics, politics, history, culture and sport as well as tourism [www.brazil.org.uk](http://www.brazil.org.uk). The websites

FUNDAÇÃO ANGLO BRASILEIRA DE EDUCAÇÃO E CULTURA DE SÃO PAULO  
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www.gringoes.com and saopaulo.angloinfo.com also give a wealth of interesting and useful information about living in Brazil.

## ST. PAUL'S SCHOOL

St. Paul's School was formally opened in February 1926, as the *Escola Britânica S.A.* The concept of such a school can, however, be traced as far back as 1867, when thirty children of expatriate railway employees building the British-owned São Paulo-Santos Railway line were given education classes by Canon Morrey Jones at St. Paul's Anglican Church. The number of British families arriving in São Paulo then grew steadily from 1867 to 1926 as British engineers, accountants, bankers and industrialists came to work in the growing city.

The *Escola Britânica S.A.* was established to run a non-denominational school along commercial lines, and to *provide a sound education for the sons and daughters of British parents with the fees being fixed as moderately as possible.* The School began with facilities for sixty pupils and accommodation for twelve boys as boarders. The principal concern of the Board of Directors then became the purchase of land for the new school. Negotiations were successfully concluded early in 1927 with the Mahfuz Brothers, who owned a large amount of land in Jardim Paulistano. The *Escola Britânica S.A.* bought 18,000 square metres facing Rua Juquiá for 50 contos, which Mr. Jorge Mahfuz used to buy shares in the Company.

During the early years of the School, a *dual system of education* was introduced, whereby boys and girls were taught separately. The following years saw the steady development and expansion of the School, with Portuguese language lessons and some Brazilian History and Geography brought into the curriculum. Later still, a *modified form of co-education*

was introduced. Girls were allowed to become boarders, and boys and girls shared the same lessons. It became increasingly clear to the Headmaster that more British children would be completing their education in Brazil and not going to the UK, so the Brazilian *Curso Ginásial* was introduced in the School. This course was taught in the morning, and lessons in English were given in the afternoon.

In addition to the adaptation of the curriculum to meet Brazilian educational requirements discussions were held from 1947 onwards between representatives of the British Community Council and the Board of Directors of the *Escola Britânica S.A.* about changing the legal structure of the School from a Limited Company (S.A.) to a Foundation (*Fundação*). The *Fundação Anglo-Brasileira de Educação e Cultura* was established in 1951, which changed the school's status from that of a limited company to that of a foundation managed by a Board of Governors.

The foundation's stated objective is the promotion of education and intellectual culture and spiritual and physical development of young people in the State of São Paulo within the following activities:

- (a) the maintenance of secondary schools
- (b) the maintenance of educational funds, whose assets and income will be invested in educational activities in order with the aim to maintain the foundation's perpetuity
- (c) the propagation of the language, literature, sciences and arts of Brazil and of the United Kingdom in Brazil

The foundation is an institution devoted to the study, research and propagation of the language, literature, sciences and arts

of Brazil and of the United Kingdom in Brazil under the terms of the diplomatic agreement between the Brazilian and British Governments in 1975 and ratified by the Federal Decree 83.283 of 13 March 1979.

During the 1960s and 1970s the School was run as a co-educational day school for pupils from the age of 4 to 16, terminating with the GCE, later IGCSE, Examinations. As such it was essentially a preparatory school and the pupils would have to move to other schools in Brazil or overseas to complete their pre-university studies. It became increasingly apparent to the Headmaster and the Board of Governors that the School should extend its scope to include a Sixth Form where pupils up to the age of 18 would be prepared for university entrance. Accordingly in the early 1980s two important decisions were taken.

Firstly, to meet the need of the pupils who would be studying abroad the School introduced the International Baccalaureate Diploma. This was chosen in preference to the UK A-Level Examinations as it was more suitable for the international nature of the School population. In addition to being accepted as an entrance qualification by UK universities it was recognised in other European countries and the USA. The first six pupils to complete the two-year IB Diploma course in the Sixth Form did so in June 1987.

Secondly, to meet the needs of those pupils who intended to go to university in Brazil it was important for the School to play its part in the São Paulo educational framework. Accordingly in 1983 the School was registered with the State of São Paulo Education Authorities under the name of *Escola Britânica de São Paulo*. This registration enabled St. Paul's to offer an education suited to the needs of the whole Community whilst retaining its fundamental aims. Official recognition

was further granted in 1985 for St. Paul's to function as part of the Brazilian Educational System as *Escola de Ensino de Primeiro Grau* (up to 15 years) *e de Segundo Grau* (up to 18 years). This procedure led to the first Sixth Formers receiving the *Segundo Grau* in 1984.

The Headmaster has membership of HMC<sup>1</sup> and IAPS<sup>2</sup>, as well as LAHC<sup>3</sup>. The School is an Affiliate Member of the Council of British International Schools (COBIS).

St. Paul's is the only British School in the city, together with three American schools, a couple of other English-speaking international schools, a German, a Swiss, a French, a Spanish and an Italian school. Many pupils have to get up at 6:00, or even earlier, and travel in from the ever-increasing suburbs to arrive for the start of the School day at 8:00 for Senior and Preparatory School pupils and 8:15 for Pre-Preps. Prep lessons end at 15:00 and Senior lessons at 15:05. Pre-Prep end at 2.30.

The Board of Governors is appointed by Trustees of the British Community, and includes parents of current or former pupils, a representative of the British Commonwealth and Community Council, ex-officio members and the Headmaster. Her Majesty Queen Elizabeth II is the current Visitor of the School and Her Majesty's Ambassador to Brazil is the Honorary President.

St. Paul's is co-educational with a roll of just under 1,100 pupils from 3 to 18 years. In terms of nationalities, the School numbers are made up of approximately 75% Brazilians, 10% British and Commonwealth and 15% other nationalities. The teaching staff total is just over 160, of which around 40 describe

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<sup>1</sup> Headmasters' and Headmistresses' Conference

<sup>2</sup> Independent Association of Prep Schools (UK)

<sup>3</sup> Latin American Heads' Conference

themselves as British; around 31 are from overseas as Contract Staff (expatriates). The aim of the School is to provide a British education for British children resident in São Paulo, and for Anglo-Brazilians, Brazilians and other nationalities. The medium of instruction is English, though for most pupils it is not their mother tongue.

The Pre-Preparatory and Preparatory Schools follow International Primary Curriculum, which is linked to the UK National Curriculum. Pupils prepare for IGCSE courses in Form 4 and Form 5, and the International Baccalaureate Diploma Programme in the Sixth Form. All members of staff are expected to contribute to the Extra-curricular Activities Programme, which includes an extensive range of activities both at lunchtime and after School.

Students have gone on to universities in the UK (Oxford, Cambridge, Warwick, LSE, Durham, Bristol, Kent, Edinburgh, Bath, Lancaster and Nottingham), in the United States (Yale, Harvard, Columbia, Tufts, George Washington, University of Pennsylvania and Boston University), Canada (British Columbia and Toronto) as well as universities in Brazil, Argentina and Chile.

Each part of the School has its own floor in the main building: the Pre-Preparatory School (approximately 240) is a self-contained unit on the ground floor, the Preparatory School (approximately 400) is situated on the middle floor and the Senior School on the top floor. The School has around 450 pupils in the Senior School (around 50 - 80 in each year), but the presence of the younger ones swells the ranks and adds to the vibrancy. The general impression when entering the School is that of any other modern British school - it just happens to be in Brazil.

The Prep and Pre-Prep classrooms have

been refurbished to the highest standards, and up to date Science facilities have been installed. The computer provision is complete with over 250 PCs and 10 iMacs networked on site, and every classroom has a *Promethean* interactive whiteboards running *ActiveStudio 3* or *ActivePrimary 3*.

The School Library, which was opened in 1993 by Betty Boothroyd, the then Speaker of the House of Commons, has over 32,000 resources (books, DVDs and CDs and a wide selection of magazines, newspapers and periodicals).

The School has an impressive Art Centre, a football pitch, a Preparatory School Science Laboratory, a spacious theatre and drama studio, music rooms, a gymnasium and an underground car park. There is a large dining facility and a Sixth Form Centre with Computing Suite, examination rooms and a place of worship was inaugurated in 2001 on the occasion of the 75<sup>th</sup> Anniversary of the School.

The School is in the last stages of a significant building development programme to significantly enhance the School's facilities in several areas. The project will take around 3 to 4 years to complete. This will involve upgrading the teaching facilities by creating a new Academic Centre that will include a state of the art IT and Library facility as well as new science laboratories and a brand new Music Centre. The sporting facilities that are currently in the Gymnasium have been relocated to a new underground Sports' Centre. The Sport Centre has two levels which includes a swimming pool, separate basketball and volleyball courts and a multipurpose space.

The School is a busy and hardworking place: standards are high, as are expectations. In September 2012 the School underwent an ISI Inspection following the UK Government's framework for British School Overseas.

The full inspection report can be found on the school website.

St. Paul's School is seen as one of the foremost academic establishments in Latin America, capable of holding its own with the best in the UK. The average score for students sitting IB examinations ranges from 31 to 34. In 2014 at IGCSE the pass rate (Grades A\*-C) was 98.8% with at 50% A\* or A. The Governors are committed to maintaining this position of academic excellence.

## **DUTIES OF A TEACHER AT ST PAUL'S**

The role of the teacher at St. Paul's is to promote at all times and in every possible way the pupils' intellectual and social development and learning, including independent learning skills. This role develops according to the age group, for which the line manager (Head of School) may give appropriate guidance. However, the following apply throughout the St Paul's.

It is envisaged the work of the teacher is in three related areas:

1. Professional/Self-development (including, but not limited to):

Participation in and keeping a record (portfolio) of personal goals, training and development initiatives

2. Pupils' Development and Learning:

- a) Academic Learning (including, but not limited to):

Creating and monitoring lessons and learning activities which are appropriate to a range of learning styles and pupil abilities

Provoking and developing children's sense of curiosity and wonder about

the world

- b) Social Development (including, but not limited to):

Ensuring a safe, stimulating, ordered and supportive environment for learning

Giving ethical direction and pastoral care and encouraging moral and spiritual development

3. Professional Relationships:

- a) with other teachers and staff (including, but not limited to):

Being a "team player" – supporting the work of other colleagues by participating in meetings, covering absent teachers, duties etc; in general, contributing to the life of the whole school.

- b) with parents (including, but not limited to):

Reporting on pupil progress, orally and in writing, as may be required by school policy.

## ***Staff Review and Development***

St Paul's is always striving to enhance the quality of pupils' learning by identifying the needs of the Staff within the context of the School as a whole. The School places a significant emphasis on the development of the teacher through a very generous INSET budget.

## **FINANCES**

### ***General***

Brazil has a moderate free market and export-oriented economy. Measured nominally, its gross domestic product surpasses a trillion dollars, the tenth in the world and the second in the Americas;

measured by purchasing power parity, US\$1.5 trillion, making it the eighth largest economy in the world and the second largest in the Americas, after the United States.

Brazil's trading partners number in the hundreds, with 60% of exports mostly of manufactured or semimanufactured goods. Brazil's main trade partners in 2014 were: Latin America (26% of trade), EU (23%), Asia (19%), the United States (14%), and others (18%).

According to the World Economic Forum, Brazil was the top country in upward evolution of competitiveness in 2009, gaining eight positions among other countries, overcoming Russia for the first time, and partially closing the competitiveness gap with India and China among the BRIC economies. Important steps taken since the 1990s toward fiscal sustainability, as well as measures taken to liberalize and open the economy, have significantly boosted the country's competitiveness fundamentals, providing a better environment for private-sector development.

The owner of a sophisticated technological sector, Brazil develops projects that range from submarines to aircraft and is involved in space research: the country possesses a satellite launching centre and was the only country in the Southern Hemisphere to integrate the team responsible for the construction of the International Space Station (ISS). It is also a pioneer in many fields, including ethanol production.

Brazil has been at the forefront of the Latin American multinationals phenomenon by which – thanks to superior technology and organization – local companies have successfully turned global. These multinationals have made this transition notably by investing massively abroad, in the region and

beyond, and thus realizing an increasing portion of their revenues internationally.

Brazil is also a pioneer in the fields of deep-water oil research from where 73% of its reserves are extracted. According to government statistics, Brazil was the first capitalist country to bring together the ten largest car assembly companies inside its national territory.

Among measures recently adopted in order to balance the economy, Brazil carried out reforms to its Social security (state and retirement pensions) and Tax systems. These changes brought with them a noteworthy addition: a Law of Fiscal Responsibility that controls public expenditure by the Executive Branches at federal, state and municipal levels. At the same time, investments were made towards administration efficiency and policies were created to encourage exports, industry and trade, thus creating “windows of opportunity” for local and international investors and producers.

With these alterations in place, Brazil has reduced its vulnerability: it doesn't import the oil it consumes; it has halved its domestic debt through exchange rate-linked certificates and has seen exports grow, on average, by 20% a year. The exchange rate does not put pressure on the industrial sector or inflation – at 4% a year –, and does away with the possibility of a liquidity crisis. As a result, the country, after 12 years, has achieved a positive balance in the accounts which measure exports/imports, plus interest payments, services and overseas payment. Thus, respected economists say that the country won't be deeply affected by the current world economic crisis.

### *Cost of Living*

To give you an idea of the overall cost of living in São Paulo, earlier this year the investment bank UBS in its annual

comparison of goods and services in major capital cities ranked São Paulo 44th in the world, with London at 10th place<sup>4</sup>.

## **ACCOMMODATION FOR CONTRACT STAFF<sup>5</sup>**

Single teachers or married couples without children are normally provided with a two-bedroomed flat in an apartment block with garage space normally around 60-70 m<sup>2</sup>. Married couples with children normally have a three-bedroomed flat in an apartment block with garage space. Usually located within walking distance (maximum 15-20 minutes) of the School in either in the Jardins or Pinheiros. The School pays for rent and condominium. Each apartment will have the basic furnishings (bed, fridge, cooker, etc) supplied by the School.

## **CLIMATE**

São Paulo's tropical latitude is tempered by the city's altitude of 800m causing distinct seasonal and daily changes.

Winter is not severe (there is never any snow), but it may "seem" cold, particularly as there is no heating in any of the buildings. In other words, you cannot stay at home to keep warm because home is often colder than outside. In July, you will be arriving in the middle of winter. Days will be sunny and warm one moment, and chilly and possibly rainy the next. The average minimum temperature is 15°C, but temperatures can drop to 5°C at night, so you would be well advised to bring some warmer clothes (and even a duvet of that is what you are used to) for the first few weeks.

Summer is hot but tolerable, again tempered by a moderate humidity. An

afternoon shower or thunderstorm is normal, often in the late afternoon. The temperature rarely drops below 25°C in January/February. The evenings are pleasant and considerably cooler.

## **SAFETY AND SECURITY**

The current crime situation in São Paulo centres on street crime (bag snatching, robbery, car theft, etc.). From a security standpoint, visitors should treat São Paulo in the same way as they would treat any large city. Basic security precautions (such as not carrying large amounts of money, avoiding unlit areas, keeping your belongings with you) are as relevant to São Paulo as they are to London, Paris, New York or Rome.

## **TRAVEL**

One of the great advantages of living in a foreign country is of course the opportunity to travel and to get to know the country and the people with much more intimacy than would normally be possible as a tourist. Whether you are looking for mountains, beaches, centuries-old churches, rafting, caving, hot-air ballooning or modern luxury resorts Brazil has something to offer you, and São Paulo is well placed for day trips, weekend breaks and indeed getting away for longer stays. There are various English speaking travel agents who can help with bookings if necessary.

Rio de Janeiro, the Pantanal, the Amazon rain forest, Foz do Iguaçu, Recife, Salvador, Ouro Preto, Fortaleza, Florianópolis as well as beaches closer to São Paulo (especially between Guarujá and Parati) have proved popular destinations for staff travel in Brazil. In addition, there are regular flights to all South American countries from São Paulo.

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<sup>4</sup>[www.citymayors.com/economics/expensive\\_cities2.html](http://www.citymayors.com/economics/expensive_cities2.html)

<sup>5</sup> Sometimes referred to as Ex-Patriot Staff

## **PROFESSIONAL**

## DEVELOPMENT

St. Paul's School sees professional development as one of its most important priorities. The School invests a considerable amount into INSET and Professional Development. Every year we send numerous teachers to training conferences around the world as well as doing online courses. In 2011 we held our own Education Conference at St. Paul's. Speakers included Professor Dylan Wiliam, Dr Carol Ann Tomlinson, Jenny Mosely as well as Mark Church from Project Zero at Harvard. We are repeating the conference again this year in April 2014. For that conference we have secured Dr Guy Claxton, Ben Mardell, Deb Masters, Paul Dix, Martin Skelton, Rhonda Bondie, Tina Blythe and Will Richardson. A commitment to Staff Training and Development at School is expected by all staff at school. The training takes the form of weekly staff meetings, departmental meetings or Professional Learning Communities.

## DEPENDENTS AND A WORKING VISA

The current legislation in Brazil only allows dependents to enter into the country for an extended period. Unless a couple is married or in a civil partnership then it would not be possible to stay longer than 180 from the moment they enter the country. Under the terms of the Working Visa dependents are not allowed to undertake paid employment in Brazil.

## SUMMARY OF SALARY AND BENEFITS PACKAGE FOR CONTRACT STAFF

The remuneration package for contract staff compares very favourably with other international schools. Economy class air tickets are provided to and from Brazil at the beginning and end of each two-year

contract for teachers and family members, and each family member is entitled to a baggage allowance. Visa expenses are fully reimbursed.

### Accommodation

Normally a 2-bedroom flat (60-70m<sup>2</sup>) near the School – Jardins or Pinheiros

Rent and condominium paid for by the School

Basic furnishings (beds, fridge, cooker etc) are supplied by the School

### Salary

Staff receive a monthly salary, in addition, they also receive the what is referred to as a 13th Salary which is equivalent to their monthly salary and which is split over the months of December and January.

In the times when the exchange rate was very unfavorable to those from the UK it was decided to have part of the monthly salary linked directly to the UK Consumer Price Index called the Sterling Allowance. At present the Sterling Allowance is £1050 per month and is paid in local currency.

The monthly salary is made up of this allowance plus the normal salary (commonly referred to as the local salary). The lowest of this range assumes the member of staff has a relevant university degree, a PGCE and QTS. The monthly salary is taxed at source (at present 27.5%).

SALARY (as of March 2014)	
Local Salary	Ranging from R\$4,811* to R\$6,131
Sterling Allowance	Equivalent to £1067
Total Monthly Salary	Local Salary + Sterling Allowance
Annual Salary = 13 × Total Monthly Salary	Ranging from R\$113,588 (£30,866**) to R\$130,748 (£35,529**)

\*This minimum assumes the teacher has a university degree, a PGCE plus QTS, or equivalent qualifications.

\*\*Using a 6 month average of £1 = R\$3.68

### Life, Accident and Disability Insurance

The School provides cover equivalent to 24 times the current monthly salary (local salary plus Sterling Allowance). Members of Staff may opt to pay for a further 12 months.

#### *Medical Cover*

For Member of Staff, spouse and children.

#### *Dental Treatment*

For the Member of Staff only and the cost shared by the School (75%) and Member of Staff (25%)

#### *Moving Allowance*

Initial trip: US\$917/adult (US\$479.50 per child). Return to the UK: US\$1,578 adult (US\$789 per child)

#### *Pension Scheme*

The School covers the employer's portion on a Brazilian corporate pension scheme.

#### *Children of Teachers at St. Paul's*

The children of teachers employed at St. Paul's can be educated free of charge for the duration of the contract according to the Union Agreement to a maximum of two.

#### *Start of Contract*

For the First Term classes normally commence around early August. Contract Staff are flown out to be in São Paulo around 27th July to give time for induction and orientation. If you foresee this to be an issue then please say so on the application form.

In the Second Term we would require staff to be in São Paulo by 21st January.

- Can I cope with friendship and family ties over a long distance?
- Do I mix easily with strangers? Will I find it simple to make new friendships abroad?
- What financial commitments do I have at home? Are they so large as to make it difficult for me to enjoy my new posting?
- Am I flexible, tolerant and patient enough to adapt to a different society?
- Will I be able to adapt to living with a foreign language? Will I have the interest and the energy to learn enough Portuguese to be able to really enjoy living in Brazil?
- Do I expect a tourist experience, or a good deal of hard work, with ample opportunity to experience another culture?

Updated by Paul Morgan  
January, 2015

## **FINAL CONSIDERATIONS**

Please think carefully about the information we have given you before proceeding with your application, especially if you have not lived abroad before. You might wish to consider the following: