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*International Education Consultancy*

# What International Schools Are Really Screening For

And why strong teachers are still getting rejected

Most rejected applicants are not underqualified. They are simply not positioned to communicate their readiness in the way international schools expect. This guide gives you the two things you need most right now: clarity on what panels look for, and the real reasons applications fail before they even reach an interview.

## Part 1 Five Questions Every International School Panel Will Ask

These questions come up in almost every international hiring panel regardless of school or curriculum. Knowing the question is only half the work. What panels are actually measuring is how well you understand their context, not just your own experience.

### 1. Why do you want to work in an international school specifically?

This is not about your love of travel. Panels want to see that you understand the unique demands of international education. Talk about curriculum philosophy, diverse learner needs, and your genuine alignment with the school mission. Generic answers here end applications quickly.

### 2. How do you differentiate instruction for students from different cultural and academic backgrounds?

International classrooms are rarely homogenous. Panels want evidence that you have done this before, not just that you understand the theory. Have a specific example ready that shows how you adapted your approach and what the outcome was.

### 3. Walk us through how you plan and assess within the IB or British curriculum framework.

Curriculum fluency is non-negotiable. If you are not familiar with the specific framework the school uses, panels will notice it within the first few minutes. Prepare by studying the framework before your interview, not during it.

### 4. How do you build relationships with parents from different cultural backgrounds?

International schools prioritize parent partnership deeply. They want to know you communicate proactively, handle cross-cultural sensitivity with maturity, and understand that parent trust is part of the school brand.

### 5. Where do you see your professional development going in the next two to three years?

This tells panels whether you are a long-term investment or a short-term hire. They want to see that you are growing, reflective, and aligned with where the school is heading. A vague answer signals low commitment. A specific answer signals readiness.

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## Part 2 The 5 Reasons International Schools Reject Qualified Teachers

Being qualified is the starting point, not the finish line. These five reasons explain why so many experienced teachers apply repeatedly and hear nothing back.

### 1. Your CV speaks to a local audience

A CV written for a domestic school system does not automatically translate internationally. International recruiters are scanning for curriculum alignment, global classroom experience, and measurable impact. If your CV reads like a job description of duties, it will be passed over regardless of your actual experience.

### 2. Your LinkedIn profile is invisible to recruiters

International school recruiters actively search LinkedIn. If your headline says 'Teacher at ABC School' with no curriculum keywords, no measurable results, and no indication of international readiness, you simply do not appear in the searches that matter.

### 3. You are applying without curriculum alignment

Sending applications to IB schools without demonstrating IB familiarity is one of the most common and costly mistakes. Schools shortlist candidates who already speak their language. Alignment is not optional, it is the filter.

### 4. Your interview answers focus on effort instead of impact

Panels do not want to hear how hard you worked. They want to know what changed because of your work. Teachers who cannot articulate specific outcomes in their answers consistently lose shortlist spots to those who can.

### 5. You have no strategic application approach

Sending fifty applications with the same documents is not a strategy. International hiring is competitive and targeted. Schools want candidates who have clearly researched them, understand their ethos, and have positioned themselves as a precise fit. Volume without strategy produces silence.

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