Job Description
Teacher

Guiding Statements

- **Our Vision**: To provide an innovative international education that inspires learners to make a positive impact on the world.
- **Our Mission**: To provide an inclusive learning community, embracing diversity by offering a challenging IB education which empowers its members to be caring, global citizens.
- **Our Motto**: "Igniting Minds, Impacting Lives"

School Context

IGB International School (IGBIS) is a vibrant Early Years to Grade 12 international school that provides a dynamic, innovative and inclusive learning environment where students are challenged to excel in both their learning and personal growth. An International Baccalaureate (IB) World School, IGBIS was the first school in Malaysia authorised for the full continuum of IB programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Programme (CP). IGBIS is the only school in Malaysia accredited by the New England Association of Schools and Colleges (NEASC) and is also a member of the Association of International Malaysian Schools (AIMS), the East Asia Regional Council of Schools (EARCOS), the Council of International Schools (CIS) and Next Frontier Inclusion.

An IB education aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. This philosophy underpins the curriculum, co-curricular and after-school programmes at IGBIS with the aim to inspire students to become principled, global citizens. IGBIS is committed to providing high-quality international education for our students in an inclusive learning community where they participate in a challenging, caring and holistic educational experience.

Pro-Diversity Statement

As a school with inclusiveness as a Pillar, we are committed to diversity and therefore aim to hire staff as diverse as the students we serve. Our goal is to create an organizational culture that gives voice to the variety of global perspectives from within Malaysia and across the world. We work with a wide range of people who are experienced, qualified and mission-aligned, including people from traditionally underrepresented backgrounds.

Child Safeguarding Commitment

Safeguarding the welfare of children and young people is a priority and we expect all staff to share that commitment. All IGBIS teachers and staff undergo child safeguarding screening including checks with past employers, law enforcement authorities, and other governmental agencies as required.

Reports to

Division Principal

Main Working Relationships

Students, fellow teachers, parents/caregivers, Division Principal, IB Coordinator(s), student services team

Our Shared Responsibility

- Commit to, pursue and positively promote the School's Vision, Mission, Motto and Pillars.
- Model and encourage culture and climate in support of the IGBIS Guiding Statements and the IB Learner Profile to create a sense of belonging for all.
- Develop an environment in which students and staff are challenged, supported and provided with a sense of purpose so as to develop and maintain an enthusiasm for learning.
- Critically reflect on and constantly improve your own knowledge and skills through professional dialogue, collaboration and professional development.
- Build relationships with all stakeholders that promote the success of the School.
- Communicate effectively with students, parents, school administrators and other staff, including the ability to discuss topics which may be sensitive and/or challenging.
- Have the ability to organize tasks and manage your time in order to meet deadlines with accuracy and professionalism.

Position-Specific Responsibilities

At their core, IGBIS teachers must believe in and take responsibility for ensuring the growth and development of all students in a diverse community of learners—including those who require ESOL and/or learning support—by being willing and able to do the following:

Culture and Climate

- Create a welcoming and respectful classroom environment in which students can thrive physically, socially, emotionally and academically.
- Be professionally curious about your students so that they feel "known".
- Develop and maintain an environment in which students feel safe to take risks, free from discriminatory and judgemental behaviour, and conducive to learning from their experiences.
- Create implicit and explicit opportunities for students to take responsibility for their own learning, "learning to learn" and self-manage in line with the IB Approaches to Learning.
- Establish and maintain open, caring communication with students, parents, colleagues and members of the wider, diverse community.
- Recognize our individual impact in promoting the school through being a positive voice

in the community, on social media, taking part in Open Days, etc.

- Contribute to the provision of rich and diverse co-curricular and after-school offerings.
- Protect and safeguard all students in line with the Staff Code of Conduct and Child Safeguarding policies and procedures.

Teaching, Learning and Professional Growth

- Maintain high, but appropriate expectations for the progress and achievement of all students.
- Design curriculum and facilitate inquiry-based learning that integrates all aspects of our Mission, Vision, Motto and Pillars.
- Provide all students with an equal opportunity to learn by knowing them as learners and using that as the starting point for proactive differentiation.
- Design learning environments, experiences, provocations and inquiries to engage students, celebrate and facilitate learning in an authentic, meaningful and relevant way.
- Provide timely, meaningful feedback in class and on assessments to promote student learning and an understanding of what is needed next.
- Monitor student learning using a variety of tools, methods and assessments (informal and formal) to make thinking visible and adjust teaching practices to promote learning based on the information gathered.
- Contribute to ongoing curriculum and unit development, working with colleagues to ensure a trans/interdisciplinary approach to learning.
- Keep accurate records of student learning, share feedback and progress with students and parents, and prepare reports, all in a timely manner.
- Continuously learn, innovate, share and develop so as to improve your ability to “ignite minds and impact lives”.

Personal Attributes, Skills and Characteristics

- Honesty, integrity and compassion, all with a good sense of humour.
- Outstanding interpersonal skills: a good listener who thrives in a collaborative environment.
- Fluency in English with strong oral and written communication skills.
- Have the resilience, flexibility and energy needed to thrive in a growing and dynamic school.
- Ability to establish effective working relationships based on mutual respect with co-workers, students and parents alike.
- Open- and internationally-minded with good intercultural understanding.
- Proven problem-solving skills and the initiative to act on them.

Required Qualifications

Required Qualifications All teacher applicants are required to:

- Hold a university degree;
- Hold a recognised teaching qualification;
- Have degree-level qualifications in their subject area; and
- Have a minimum of three years of teaching experience.

All teacher applicants are preferred to have experience teaching in:

- An IB continuum setting, however, teachers who have worked in other inquiry-based programmes will also be considered.
- Settings that explicitly promote student wellbeing.
- Settings that explicitly promote innovation, making, tinkering, designing, etc.

How to Apply

Candidates should email their application to Human Resources at **recruitment@igbis.edu.my** with the specific position being applied to in the subject line. Please be sure to include:

1. A cover letter specific to the role you are applying for with why you believe you are a fit.
2. An up-to-date CV with no employment gaps.
3. The contact details for three referees including your current/most recent Head of School or equivalent.