

Job Description

Homeroom 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.

Diversity, Equity, Inclusion & Justice (DEIJ) at IGBIS

At IGB International School, Inclusiveness is one of our central pillars. We are committed to diversity, equity, inclusion, and justice (DEIJ) in everything we do.

We actively seek, recruit, and support educators who reflect the global perspectives of our international student body and welcome applicants from all backgrounds, including those underrepresented in international education. Our hiring is grounded in merit and alignment with our mission, and we are proud of the wide range of nationalities, cultures, and experiences represented among our team.

We advertise all vacancies both internally and externally to ensure equal access to opportunities. Beyond hiring, we foster a supportive and inclusive environment through structured onboarding, community events, and ongoing efforts to ensure every voice is heard, respected, and valued.

Together, we are building a diverse and equitable school community for the benefit of all.

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

Coordinators, Subject Leaders, Teachers, Associate Teachers, 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 organise tasks and manage your time in order to meet deadlines with accuracy and professionalism.

Position-Specific Responsibilities

At IGBIS, all teachers are considered to have the capacity to be Homeroom teachers; the designated role and responsibilities are directly related to the IGBIS mission statement and the objectives of the welfare program.

The mission of the Student welfare programs at IGBIS: "aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect".

IGBIS Welfare Programme objectives:

The programme is based on the Transdisciplinary themes of the PYP and the Global contexts of the MYP, where relevant and appropriate, to encourage students at IGBIS to



become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The role of the Homeroom Teacher is to ensure that:

- The school climate is characterised by fairness, trust and well-being.
- There is effective communication that fosters a productive home-school partnership and a positive learning community.
- The school's Welfare Programme is supported and delivered to students in support of the school's mission and objectives.

The Homeroom teacher will work to achieve these objectives by supporting students' daily routines through, but not limited to, the leadership and management of student behaviour; homeroom time and the welfare programme.

The Homeroom teacher also communicates with parents' individual student issues and homeroom updates; distributes information about trips and activities, and collates requested information from students and their families as required.

Administrative role and responsibilities:

- To be in the homeroom classroom each morning.
- Take attendance daily.
- Ensure students have received and understood daily student notices.
- Check uniforms and communicate with parents if necessary. (see behaviour management)
- Ensure homeroom and lockers are clean, tidy and locked.
- Check and monitor homework diaries/ManageBac and discuss any concerns about personal organisation with the student, and, where appropriate, the Head of Grade and the student's parents.
- Keep the class notice board up to date.
- Liaise between the subject teacher, support staff, parents and students regarding academic progress.
- Attend student services meetings when necessary or initiate one through the referral process.

Supportive role and responsibilities:

Behaviour Management, Academic Progress and Student Information

Homeroom teachers encourage students to participate in school activities, create a safe and inclusive learning environment, and model the IB Learner Profile.

- Know and understand the student behaviour expectations and guidelines for student behaviour management
- Communicate these expectations to students and parents



- Assist in the implementation of behavioural expectations
- Assist in the proper recording and communication of behavioural incidents and their consequences as relevant
- Assist in making sure that the school celebrates students' efforts and achievements in meaningful and culturally sensitive ways
- Know and understand the referral process.
- Engage with students in discussing their general welfare and communicate any concerns to the Head of Grade, Head of Student Services of Students and Counsellors as needed.
- Attend and/or provide information for students of concern meetings with relevant staff, as directed
- Liaise with subject teachers regarding classroom interaction when necessary.
- Follow-up assistance is offered to students.
- Support the orientation programme when new students arrive.
- Contact home to ensure that any new students have settled in.

Communication

- Communicate, via email, weekly parental updates within the appropriate guidelines
- Communicate with parents to discuss student concerns and/or to gain further information about the student's welfare as needed within school guidelines
- Ensure communications with parents are known to the Head of Grade and that they are properly recorded and stored
- Write meaningful homeroom comments for Report Cards within school guidelines

Activities, Events and Service

- Ensure that all students are aware of the lunchtime, after-school and Saturday morning activities programme.
- Encourage every student to take part in a range of activities.
- For the MYP, Service, Activities/Athletics coordinator and Head of Student Services, distribute, collect and collate information, as requested, and remind students to return such information.
- Have an input in organising and running School Camps.

Welfare Programme

- Support and deliver the Programme during homeroom time
- Give feedback to the Head of Grade and the Head of Student Services about the effectiveness of the Welfare Programme in light of the school's Mission and Objectives.

Other

- Undertake other tasks relevant to this role as directed by the Line Manager.

Personal Attributes, Skills and Characteristics

- Homeroom teachers should have a deep sense of empathy and patience to understand and relate to the emotional and developmental needs of their students, especially when addressing individual challenges, concerns, and behavioural issues.
- Strong organisational skills are crucial for managing schedules, student records, and administrative tasks related to their advisory group, ensuring a smooth and efficient classroom environment.
- The ability to lead and guide students in character development and effective conflict resolution skills is essential for fostering a positive and inclusive classroom environment and addressing conflicts among students.
- Being culturally sensitive and aware helps homeroom teachers create an inclusive environment that respects and celebrates differences, promoting diversity and inclusion in the classroom.
- Effective communication skills, both with students and parents, including providing regular updates on students' progress and advocating for their well-being and educational needs, are vital for ensuring a holistic approach to student development.
- 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

Minimum Academic/Professional Qualification

- Possess a university degree.
- Hold a recognised teaching certification.
- Demonstrate expertise in their subject area through degree-level qualifications.
- Incumbents in teaching positions requiring a work permit must possess a Bachelor of Education (B.Ed.), Diploma in Education (DipEd), Postgraduate Certificate in Education (PGCE), Certificate in Education (Cert. Ed.), or a similar credential.

Related Experience



- A minimum of 3-5 years of teaching experience, preferably in an IB or similar international educational setting, is often expected.
- Any experience related to student support services, such as academic advising, behaviour management, or counselling, is beneficial for understanding and addressing students' diverse needs.

Competencies (Knowledge, Skills & Abilities)

- A solid understanding of child and adolescent development is crucial for providing age-appropriate guidance and support to students, taking into account their unique developmental needs and stages.
- Knowledge of curriculum standards and grade-level expectations is essential for assisting students in meeting their academic goals and ensuring effective teaching and support in the classroom.
- Strong communication skills, including active listening and providing clear instructions, are vital for engaging with students, parents, and colleagues effectively, fostering a positive learning environment.
- The ability to provide academic advising and guidance to students on course selection, goal setting, and career planning is important for helping students navigate their educational journey.
- Proficiency in resolving conflicts among students, promoting healthy peer relationships, and demonstrating patience in working with students facing academic or behavioural challenges are essential for maintaining a harmonious classroom atmosphere and addressing individual student needs.

Additional Notes

This job description details responsibilities but is not prescriptive. The incumbent may be required to undertake other duties and responsibilities commensurate with the scope of the post. This job description may be subject to amendment to meet the changing needs of the school, following appropriate consultation.

IGBIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share and demonstrate this commitment.

