

Job Description *Teacher*

(last revised April 2025)

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 their core, IGBIS teachers must believe in and take responsibility for ensuring the engagement, growth, and empowerment 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 as aligned with our definition of High Quality Teaching and Learning and the IGBIS Teaching Standards:

Culture and Climate

- Create a welcoming, inclusive, and respectful classroom environment in which students can thrive physically, socially, emotionally, and academically.
- Be professionally curious about students so that they feel “known,” valued, and understood as individuals and learners.
- Develop and maintain a learning environment where students feel safe, supported,



and empowered to take risks, explore ideas, and learn from experience—free from discriminatory or judgmental behaviour.

- Create both implicit and explicit opportunities for students to take ownership of their learning, reflect on their progress, and self-manage in line with the IB Approaches to Learning.
- Establish and maintain open, caring, and respectful communication with students, parents, colleagues, and members of the wider, diverse community.
- Recognise our individual and collective impact in promoting the school through being a positive and informed voice in the community, on social media, and during school events such as Open Days.
- Contribute to the provision of rich and diverse co-curricular and after-school offerings that support student agency, exploration, and holistic growth.
- Protect and safeguard all students in line with the Professional and Personal Code of Conduct and Child Safeguarding policies and procedures, ensuring a learning environment where all feel respected and secure.

Teaching, Learning and Professional Growth

- Maintain high, yet appropriate expectations for the progress, agency, and achievement of all students.
- Design curriculum and facilitate inquiry-based learning that integrates all aspects of our Mission, Vision, Motto, and Pillars, while aligning with the IGBIS definition of High-Quality Teaching and Learning.
- Provide all students with an equal opportunity to learn by knowing them as individuals and learners, using that as the starting point for proactive and purposeful differentiation.
- Design safe, stimulating, and inclusive learning environments, experiences, provocations, and inquiries that engage students and celebrate learning in an authentic, meaningful, and relevant way.
- Provide timely, meaningful, and constructive feedback in class and on assessments to promote reflection, growth, and an understanding of what is needed next.
- Monitor student learning using a variety of tools, methods, and informal and formal assessments to make thinking visible, inform next steps, and adjust teaching practices to promote deeper understanding and engagement.
- Contribute to ongoing curriculum and unit development, working with colleagues to ensure a transdisciplinary or interdisciplinary approach that supports inquiry, collaboration, and application in real-world contexts.
- Keep accurate records of student learning, share feedback and progress with students and parents, and prepare reports, all in a timely and transparent manner.
- Actively engage in self-reflection and professional development to stay current with best practices, continuously enhancing teaching and learning across the school.



- Continuously learn, innovate, collaborate, and grow to improve your ability to “ignite minds and impact lives.”

Additional Duties and Responsibilities

In addition to the core responsibilities outlined above, IGBIS teachers are expected to contribute to the following areas:

- Actively engage in collaborative initiatives with colleagues, attend team meetings, and participate in professional development sessions to foster a culture of shared learning and growth.
- Contribute to the planning and execution of school events, including but not limited to assemblies, workshops, and parent-teacher conferences, to promote a sense of community and involvement.
- Participate in relevant school committees or task forces, lending your expertise to enhance various aspects of school life, such as curriculum development, extracurricular activities, or special projects.
- Support and mentor colleagues, especially new teachers, by sharing insights, offering guidance, and fostering a collaborative and supportive professional environment.
- Perform other tasks as and when required by the line manager.

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

- Possess a university degree.
- Hold a recognised teaching certification.
- Have a minimum of three (3) years of teaching experience.
- 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.

- In an IB continuum setting, however, teachers who have worked in other inquiry-based programmes can also be considered for the position.
- Settings that explicitly promote student well-being.
- Settings that explicitly promote innovation, making, tinkering, designing, etc.

Competencies (Knowledge, Skills & Abilities)

- Understanding of IB's inquiry-based, student-centred approach, and proficiency in adapting content to meet IB standards.
- Skilled in employing diverse teaching strategies that foster critical thinking, creativity, and problem-solving among students.
- Embraces cultural diversity, promoting global perspectives and inclusivity in the classroom.
- Ability to clearly communicate with students, parents, and colleagues, fostering a supportive and collaborative learning environment.
- Focused on developing the whole child, supporting both academic growth and social-emotional well-being.
- Works well within interdisciplinary teams, contributing to curriculum planning, assessments, and shared goals.
- Comfortable integrating technology and new teaching methods to create engaging, relevant learning experiences.
- Committed to student safety, understands and follows child safeguarding policies, and promotes a secure learning environment.

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.



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