

## Job Description *Inclusion Specialist*

### 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

Inclusion Specialist (IS) Coordinator; Director of Student Success & Inclusion

## Main Working Relationships

Director of SSID, Student Success Teachers (Case Managers), Classroom Teachers, Parents

## 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

### Intervention & Data Fidelity:

- Execute Tier 2 and Tier 3 targeted interventions with 80% protocol fidelity, utilising the IGBIS Technical Toolkit.
- Conduct biweekly (Tier 2) and weekly (Tier 3) progress monitoring to track the Rate of Improvement (ROI) and prevent student stagnation.
- Apply evidence-based practices (e.g., Number-Stacks, linguistic scripting) to bridge the gap between student barriers and strength-based levers.
- Foster an inclusive classroom environment that values diversity and encourages active participation.

## Documentation & Professional Reporting

- Maintain a "Professional Narrative" through mandatory daily notes that capture intentionality and direct connection to IEP SMART goals.
- Submit detailed Cycle Updates every two cycles, utilising the three-part framework: Learning Context, Targeted Observations, and Measurable Outcomes.
- Accurately log all significant interactions and safeguarding concerns via CPOMS in alignment with the "Stay, Stabilise, Signal" protocol.

## Behavioural Regulation & Crisis Management:

- Implement the "Regulation Roadmap," transitioning roles between Coach, Facilitator, and Protector based on a student's arousal state (Green, Yellow, Red, Blue).
- Apply sensory de-escalation techniques, including sensory neutralisation and the non-verbal offering of regulatory tools during crises.
- Collaborate with class teachers to discuss strategies, accommodations, and modifications that benefit the learning experience of students with diverse needs.

## Operational Autonomy & Leadership

- Adhere to the Master Schedule with a commitment to "Duty of Care," ensuring physical handover for ES students and active monitoring during ASAs
- Lead or support one After School Activity (ASA) per semester to foster social inclusion.

## Parent and Community Engagement:

- Maintain open and effective communication with parents and guardians to ensure a collaborative approach to student support.
- Participate in parent-teacher conferences, Individualised Education Plan (IEP) meetings, and other relevant meetings as needed.
- Collaborate with the school community to promote understanding and awareness of inclusive education principles and practices.

## Other Tasks:

- Undertake other tasks assigned by the Line Manager, as and when required.

## Required Qualifications

- Possess a university degree.
- Demonstrated experience in clinical documentation, including the ability to write strength-based reports that avoid assumptions of internal states.
- Must be willing to actively work toward supporting Emotional Literacy training to lead targeted emotional and social interventions.
- Advanced competency in the I&A Technical Toolkit, including the use of Assistive

Tech checklists and digital progress monitoring systems.

- Proven ability to support English Language Learners (ELLs) by distinguishing between language acquisition and neurodivergent processing needs.
- Education (B.Ed.), Diploma in Education (DipEd), Postgraduate Certificate in Education (PGCE), Certificate in Education (Cert. Ed.), or a similar credential.

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 well-being.
- Settings that explicitly promote innovation, making, tinkering, designing, etc. ‘
- Working with diverse learners in a secondary school setting, particularly within the IB framework.

Key attributes and skills to succeed in this role:

- Strong understanding of different learning styles, disabilities, and strategies to differentiate instruction.
- Excellent communication and interpersonal skills to collaborate effectively with students, parents, teachers, and other stakeholders.
- Proficiency in data collection and analysis to inform instructional decisions.
- Ability to adapt to various teaching and learning environments, demonstrating flexibility and creativity.
- Commitment to the philosophy of inclusion and the ability to foster a positive and supportive classroom culture.

## 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.