

Job Description

Student Success 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

Director of Student Success and Inclusion Department

Main Working Relationships

Principals, BMT, IB Coordinators, Subject Leaders, fellow teachers and associate teachers, Student Success and Inclusion Team, students, parents/caregivers

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

The **Student Success Teacher** is a key member of the Student Success and Inclusion Department, dedicated to supporting students' academic achievement, social-emotional development, and overall success within the IB curriculum. This role combines targeted Tier-2 support, screening/benchmarking and inclusive teaching practices to empower students with diverse learning needs.

The Student Success Teacher collaborates closely with classroom teachers, parents, and other teachers and specialists to develop and implement evidence-informed Tier 2 interventions and Student Success Plans, while contributing to initiatives that foster a culture of student agency and holistic growth.

Job includes, but is not limited to:

Student Success and Academic Support

- Provide proactive, evidence-based academic support to students with diverse learning profiles, ensuring equitable access to and success within the IB curriculum.
- Design and implement **intersecting support strategies** that address academic, social-emotional, and behavioural domains to promote holistic student success.
- Collaborate with classroom teachers to **co-design differentiated and diagnostic instructional approaches**, ensuring that interventions are targeted and data-informed.
- Facilitate push-in and pull-out small-group sessions and short-term one-to-one sessions as needed, that build academic independence, critical thinking and self-regulation skills.
- Promote a growth mindset and inclusive learning culture that values diversity, belonging, and student agency.

Individualised Education Planning (IEPs) and Case Management

- **Contribute to the development and implementation of Student Success Plans**, or equivalent Tier 2 plans; supports consistency of implementation in collaboration with classroom teachers and external specialists.
- Coordinate with parents, teachers, administrators, counsellors, and external specialists to align Tier 2 strategies that address academic, behavioural, and social-emotional goals.
- Monitor student response to Tier 2 intervention using baseline data, progress monitoring and quarterly reporting; recommend adjustments or consideration for additional support and/or referral when warranted.
- Maintain accurate and confidential documentation related to student success plans, intervention logs, session notes and progress data.

Diagnostic and Data-Informed Practices

- Use screening tools, curriculum-embedded measures and formative assessment to identify learning strengths, gaps and patterns
- Collaborate with teachers to interpret assessment data and co-create targeted strategies that improve student outcomes.
- Lead early identification and intervention processes, ensuring timely and coordinated responses to student learning needs.
- Collaborate to maintain a student success database to monitor progress, evaluate intervention effectiveness, and inform grade-level and school-wide improvement initiatives.

Inclusion Leadership and Supervision:

- Model and support inclusive, inquiry-based strategies in classrooms through push-in collaboration with teachers, bridging academic and social-emotional support.
- Mentor and collaborate with Student Success Partners and other support staff as appropriate, to ensure consistent, effective implementation of Tier 2 practices.
- Conduct regular observations and feedback cycles focused on the consistency of interventions and student engagement.
- Advocate for **Universal Design for Learning (UDL)** principles and differentiated instructional approaches across classrooms.

Professional Learning and Departmental Growth

- Engage in ongoing professional learning in the areas of academic intervention, screening/diagnostics, inclusive education, and student success research.
- Share expertise and co-lead workshops with the Student Success and Inclusion Department to strengthen whole-school capacity for inclusion and academic excellence.
- Collaborate with the **Student Success and Inclusion Team** to refine tiered frameworks, groupings and workflows; contribute to strategic initiatives that enhance student achievement and well-being.

Parent and Community Engagement:

- Build strong, collaborative partnerships with parents to support student success both at school and at home.
- Communicate assessment insights, Tier 2 progress, and next steps clearly and regularly through progress monitoring updates and quarterly reports.
- Facilitate parent education sessions to enhance awareness of learning diversity, supports, and student success pathways.
- Engage with community partners and external professionals to enrich the network of resources available to students.

Other Tasks:

- Undertake other duties assigned by the Line Manager to support the mission and strategic goals of the Student Success and Inclusion Department.

Required Qualifications

Minimum Academic/Professional Qualification

- Bachelor's degree in Education, Special Education, Psychology, or a related field.
- Demonstrate expertise in inclusive education, learning support, or academic intervention through degree-level qualifications.
- Postgraduate studies or professional certifications in **tiered frameworks, screening/benchmarking, educational assessment or student success/intervention frameworks** are highly desirable.
- Training in data-informed progress monitoring, small-group intervention design and collaboration with general education settings is preferred but will be provided in ongoing professional development

Related Experience

- Minimum of three (3) years of experience teaching, supporting, or intervening with students across diverse learning needs and academic levels.
- Experience in **developing, implementing, and progress monitoring** and quarterly reporting.
- Familiarity with the International Baccalaureate (IB) programs and philosophy is a plus.
- Experience mentoring or supervising support staff (e.g., Inclusion Aides) is desirable.

Competencies (Knowledge, Skills & Abilities)

- Strong understanding of child and adolescent development to provide **age-appropriate, holistic academic, behavioural, and social-emotional support**.
- Knowledge of curriculum standards, grade-level expectations, and differentiated instruction to support diverse learners effectively.
- Ability to **identify learning needs and analyse screening/formative data** to inform targeted interventions and grouping decisions.
- Excellent communication and collaboration skills to engage students, parents, teachers, and external specialists in supporting student success.
- Proficiency in **developing inclusive learning environments** and fostering student agency, independence, and a growth mindset.
- Ability to provide **academic coaching and guidance**, helping students navigate learning pathways, address gaps, and build effective study and self-regulation strategies.
- Skills in conflict resolution, problem-solving, and fostering positive peer relationships to maintain a supportive, inclusive classroom atmosphere.
- Capacity to contribute to professional learning, collaborate with colleagues, support school-wide initiatives that enhance student success and inclusion.

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.