

Job Description *“Inclusion Aide”*

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. To do this, we encourage a wide range of candidates to apply, including people from traditionally underrepresented backgrounds. We consider all applications in a manner that is as respectful as we pursue hiring the best available people who are experienced, qualified and mission-aligned.

Child Safeguarding Commitment

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

Reports to

The Head of Student Services

Main Working Relationships

The students' teachers, case manager and Student Services

Our Shared Responsibility

- Commit to, pursue and positively promote the School's Vision, Mission, Motto and Pillars.
- Model and encourage a 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

The purpose of an Inclusion Aide is to maximize a student's potential through assisting with:

- Working closely with the class teacher to accommodate students' needs
- Interacting appropriately with peers and teachers
- Collaboratively planning strategies for differentiation that allow the student to access the curriculum.
- Working in line with the student's learning plan

It is expected that all Inclusion Aides in consultation with the classroom teacher will:

- Consult regularly with the Case Manager
- Consult Case manager and teacher(s) as needed for academic and/or behavioural concerns.

It is expected that the Inclusion Aide will:

- Inform and make appropriate suggestions to teachers about the student's work progress.
- Understand the student's strengths and weaknesses
- Know and work towards the targets in the SSP
- Communicate with parents by email regarding minor day to day matters (if appropriate), teachers and the Student Services Team (SST)
- Implement differentiated tasks and strategies planned collaboratively with the teacher

- Use initiative and differentiate tasks if a task requires instant differentiation, communicate with the teacher via email or oral communication that this has been done.
- Maintain confidentiality of identified student and all other students in the class
- Attend meetings as deemed appropriate
- Prepare materials if required for supporting students
- Attend school even if the child is absent in order to be prepared with missed work
- Record and share data such as student's understanding, where the student has had difficulties, home issues that the student may have communicated to you.
- Maintain anecdotal evidence of progress.
- Be focused on the lesson content, be a role model for all students and not be distracted with personal tasks while the class is in operation.
- Assist with behaviour management.
- Assist with gathering data on student progress such as photos or videos of the student completing tasks, work samples and other data as required by the case manager or classroom teacher.
- Accompany the student to follow any After School Activities

An Inclusion Aide may assist a student in class to:

- Participate appropriately in class
- Stay focused
- Participate in a peer or group task that may involve working with other students in some situations by prompting or directing the whole group.
- Complete tasks (this may involve taking the initiative to reduce or alter set tasks in order for the student to gain key concepts)
- Record or dictate his/her work and provide prompts to help the student answer the various parts of the question (If this causes a distraction to others take the student out of the classroom)
- Start their work (but also not do the work for them). Build in stand back observation time but if student is having obvious difficulties assist again with a demonstration, sentence starters, writing frames, note taking and note taking, showing where to find information.
- Understand the task by breaking it down into sequential steps
- Reflect on their work by giving specific verbal feedback in order to build confidence.
- Self-advocate and ask for assistance from his/her teachers;
- Problem solve
- Complete assessments in consultation with the teacher.

Other duties:

It is noted that the Inclusion Aide can be asked by the School to fulfill other duties (e.g. recess and lunch duties, etc) as deemed necessary and which are specified in the contract.

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.
- Literacy and numeracy skills
- The ability to deal with challenging behavior
- Creative and practical skills for activities and displays

Required Qualifications

All applicants are required to:

- Bachelor's degree or equivalent in special needs education, nursery nursing, teaching assistance, childcare or play work
- At least 2-3 year(s) of working experience in the similar field.

All applicants are preferred to have:

- Previous work experience in a Special Educational Needs setting would be a definite advantage

How to Apply

Candidates should email their application to Human Resources at humanresources@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.