



HELP INTERNATIONAL SCHOOL

INFORMATION PACK FOR THE POST OF
TEACHER

Required for August 2025



Founded in 2014, HIS is the fastest growing private school in Malaysia and has received the 5-Star SKIPS (Malaysia Private Education Institution Quality System) rating from the Ministry of Education.

HIS started strongly with 500 students in its inaugural intake in January 2014. It now has a total population of 1,300 students of 25 nationalities.

The school was awarded the status of Apple Distinguished School in 2017, 2019 and again in 2022. It received IPC accreditation in 2018 with a Mastery in International Mindfulness. It has been awarded the Eco-Schools Silver Award in July 2018. The school has recently been awarded associate member status with FOBISIA and is in the process undergoing full accreditation with the Council of International Schools (CIS). The school is a member of the Association of International Malaysian Schools (AIMS).

The HIS Board of Governors is a group of senior academics with a long-standing background in education management. The school's academic

Quality and standards are overseen by the Board of Governors and the finances of the school are managed by the Board of Directors. The school Principal, Mr Martin Van Rijswijk, is supported by a robust leadership team overseeing the teaching and learning as well as the pastoral care of the school. He is assisted by the Head of Primary, Head of Secondary (Year 7 – 11) and Head of Secondary (Sixth Form).

The HELP International School (HIS) is part of a group of three schools in Malaysia.

- **HELP International School (HIS)** – Shah Alam, Selangor
- **Tunku Putra-HELP International School** – Kuching, Sarawak
- **Crescendo HELP International School** – Ulu Tiram, Johor





Working with us.

HIS places a special emphasis on the development of its staff members to ensure their capabilities and knowledge are further expanded. Activities and training programmes are part of our core initiatives.

- A strong community built based on trust and respect.
- An opportunity to experience multiple project and strategy implementations.
- We welcome new and creative ideas to further develop the school.

The role.

The new **Teacher** will be joining the school at an exciting time in the school's development. Waitlists exist in several year groups, and as such, space is at a premium.

The school has just completed a building extension which has provided an additional 14 classroom spaces to accommodate any future increase in enrollment numbers.

The school has just started a new and ambitious strategic plan which has a core focus on innovation, particularly in the areas of technology, art, and sports. We aim to have a clear point of difference in the highly competitive market of international school education.



Some highlights of the role's

Supporting the Principal in the development of the school's vision, priorities and targets which are reflected in the strategic plan.



Analysis of school-based student assessment data which impacts upon school priorities, targets and teaching and learning programmes to improve student outcomes.



In conjunction with the Principal and in collaboration with the School leadership team, ensure the best research-based teaching and learning practices are utilised throughout the School.



Liaising with the parent community, in order to keep them abreast of developments and informed about procedures.





Know more about the team.

The school leadership team consists of:

- **Principal**
- **Head of Primary**
- **Head of Secondary (Year 7 -11)**
- **Head of Secondary (Sixth Form)**
- **Assistant Principal (Primary) - Teaching, Learning & Data**
- **Assistant Principal (Primary) - Pastoral**
- **Assistant Principal (Secondary) - Pastoral**

The team is supported by Key Stage Coordinators, Heads of Department, and Heads of Year. The school has an intentional strategy of developing leaders as part of its commitment to career development and succession planning. As such a range of other leadership opportunities exist to help with the organisation and management of the school.

Over the past three years the school has enjoyed consecutive years of improvement in its IGCSE and A-Level results and is exploring ways in which to target further improvement.

The school has recently adopted a new HIS Strategic Plan (see attached) which has been crafted after consultation with students, parents, staff and the Board of Governors. This document sets out the key strategic aims and initiatives which have been agreed upon to drive ongoing improvements in the quality of our educational programmes.

The school's curriculum

HIS uses the National Curriculum of England as the key guide for its programmes of study. The school offers Cambridge IGCSE and A-Level programmes in the upper secondary years. For admissions, students applying for a place in the school are subjected to CAT4 assessment with an English proficiency test as a written component.

The academic progression assessment is supported by year group CAT4 testing in Years 3, 6 and 9 and GL Progress Tests from Years 4 to 9.

HIS is also an inclusive school with a **Special Education Needs offering**: 10% capped seats in each year group to support students with special learning needs.



The school's ethos

The school's purpose captures the holistic intent upon which the school was founded:

To ignite a passion for lifelong learning, so that we can nurture resilient, compassionate, critical thinkers in a constantly changing world.

Central to our educational ethos is a commitment to foster the values of 'Kindness', 'Integrity', and 'Goodness' in our students. Beyond outstanding academic outcomes, HELP's holistic education nurtures in our students a strong Asian foundation with a global outlook.



Malaysia – Our host country

Ranked by Global Capitalist as the country offering the best value to live in world for the English-speaking expatriate who wants services, beautiful shopping malls, amazing tropical weather, and incredible food.

According to the HSBC's recent Expat Explorer survey the expat experience in Malaysia was found to be a sociable one with 61% saying they found it easy to make friends – compared to 53% globally and 55% regionally. In terms of active social life, 44% say they have better social lives now than they did at home compared to 31% globally and 40% regionally.

Expat life in Malaysia has much to offer and provides a great intercultural experience – from discovering the countryside like the tropical islands and rainforests (two of which are World Heritage Sites); colourful festivals; huge shopping malls; and an amazing variety of Malay, Indian and Chinese food options at very affordable prices.

Travel opportunities abound, as Kuala Lumpur is a major transport hub for most of Asia and the Pacific. English is widely spoken, and the Malaysian people very welcoming to visitors to their country.

The lifestyle is such that many expatriate teachers tend to extend their employment contracts. Many of our staff are now in their fourth year of work with the school. This reflects the positive work environment at HIS, but also the comfortable lifestyle that comes with working in Malaysia.

The Best Value Place to Live in the World – Malaysia

Global Capitalist:

<https://www.youtube.com/watch?v=vFw9POWyPsc>

Employment terms & conditions

The initial contract offered to the successful candidate will be for two years, renewable thereafter by mutual agreement between the Teacher, and the Principal and Board of Governors.

The compensation package will be commensurate with the responsibilities of the position and will include the following:

- A competitive salary
- Employer pension contribution (initially 12%) to the Employee Provident Fund (EPF) should the employee decide to embark on this. This can be withdrawn when the employee ceases their employment in Malaysia.

- Housing allowance
- Group PA Insurance, Group Term Life & Group Hospitalisation and Surgical Insurance
- Education for dependent children enrolled with HIS
- Annual return airfare
- Relocation allowance (reimbursement basis)
- Laptop provided by the school.

Visit our school website to find out more about this exciting opportunity:

<https://his.edu.my/careershis/>



Early applications are welcome. Depending on the number of applications received; we reserve the right to bring the deadline forward.

To apply, please send a letter of application, and CV (with contact details of at least 3 referees) as one document (no more than 5 A4 pages in total). Please send as a PDF file attachment directly to **hr@kl.his.edu.my**

Please also fill in and submit the Application Form found on our school website.

Please note that the school reserves the right to make an earlier appointment than the advertised deadline if an outstanding candidate meets the appointment criteria. As such, earliest applicants will receive first consideration.

Job Description: **Teacher**

Reports to:
Principal

Deputised by:
Head of Primary/Secondary

PURPOSE

The Teacher will be responsible to maximise student learning and development through the careful planning, preparation, and teaching of the curriculum to meet students' individual learning needs and achieve specific student outcomes. Teachers teach a range of student abilities and classes and are accountable for the highly effective delivery of their curriculum.

The subject teacher engages in critical reflection to improve their knowledge and skills to better engage students and maximise their learning.



GENERAL



- To have an in-depth understanding of their subject area content, skills and understanding as prescribed in the English National Curriculum, IGCSE and A Level's syllabuses, and the school's schemes of work.
- Proactive and reflective approach to planning of lessons and sequences of lessons to maximise the learning opportunities for each individual student in the class through appropriate differentiation.
- Effectively using Assessment for Learning and other High Impact Teaching Strategies on a regular basis to maximise learning.
- Select relevant resources and digital tools to support and enhance learning.
- Develop appropriate assessment tasks, providing timely and effective feedback that enhances student's learning.
- To promote a growth mindset in the classroom – that all students can and will succeed.
- Take responsibility for a class, supporting, nurturing, and taking a genuine interest in the holistic development of all students in that class, knowing each of them individually as a learner.
- Use flexible groupings and structured inquiry to deliver high quality lessons that develop conceptual understanding, critical thinking skills, knowledge, collaboration, and communication skills.
- Communicate effectively with students, parents, and colleagues in a timely, professional manner.

WIDER PROFESSIONAL ROLES



- Having a thorough and up-to-date knowledge of the teaching of their subject(s), their students, curriculum, most effective research-based pedagogies
- Using a range of appropriate strategies for classroom management
- Maintain a well organised and stimulating learning environment, with displays that reflect the students' learning journeys, current focus areas, and co-constructed essential agreements.
- Taking responsibility for own professional development and using the outcomes to improve teaching and students' learning.
- Making an active contribution to the policies and aspirations of the school
- Ensuring administration of classroom procedures are completed efficiently and in a timely manner.
- Collaborating with members of the school community to build a team environment that supports students' learning.

ADDITIONAL RESPONSIBILITIES



- Managing a homeroom class or assisting in an aspect of daily school management.
- Assisting Heads of Year, Heads of Department, Pastoral Coordinators, Principal, Head of Primary/Secondary, and Assistant Principals with the performance of specific functions
- Assisting with or managing a specialist function such as sport, careers, student welfare, excursions, or camps coordination
- Supervising a range of student activities including support and welfare programmes
- Developing a school transition programme and facilitating the associated orientation programme
- Support colleagues in the planning, implementation and review of teaching and learning programmes.
- Contributing to the development of curriculum policies and programmes
- Contributing to the school-wide professional development programme



Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The Teacher will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the CEO, the Principal, and the Teacher.

PERSON SPECIFICATION



The ideal candidate would be expected to show evidence of many of the following skills and qualities.

The following table demonstrates qualities that would be considered essential or desirable and how these will be tested during the recruitment process.

Qualities and Attitudes (tested in covering letter, application form and interview)	Essential	Desirable
Possess an in-depth understanding of content, skills and understanding relevant to their area of specialism (subject area)	√	
The ability and willingness to teach across the full range of grade levels		√
A real interest in and care for individual students, and relate well to them, and be responsive to their academic and pastoral needs	√	
A desire to form strong relationships with students, parents, and staff across the whole of the School community and beyond	√	
An understanding of, and full agreement with the ethos and values of the school	√	
Sensitivity to the cultural differences found in Malaysia and the willingness to develop and maintain a cross cultural approach to work	√	
A reflective practitioner	√	
A willingness and commitment to contribute fully to the life of the students and school beyond the academic day, including active participation in the academic enrichment and co-curricular programmes	√	
To maintain a personal commitment to professional development	√	
To maintain consistently high standards and expectations of the students	√	

Skills and Experience (tested in covering letter, application form and interview)	Essential	Desirable
Demonstrable ability to be adaptable – a problem solver, not a problem maker	√	
Demonstrated positive approach to change; show a genuine willingness to learn, acquire and apply new knowledge and skills in their daily practice	√	
Good interpersonal skills		√
Good communication skills, both written and oral	√	
Willingness and ability to share expertise, skills & knowledge with colleagues. Ability to work independently and as part of a team.		√
Meticulous record keeping	√	

Vita ad Plenitudinem

LIFE IN ALL ITS FULLNESS