RUGBY SCHOOL

JOB DESCRIPTION

LOCATION	**Rugby School Saigon**
JOB TITLE	**MYP Educator**
JOB PURPOSE	An MYP Educator at Rugby School Saigon is responsible for delivering a rigorous, inquiry-based and concept-driven education to students in the International Baccalaureate (IB) Middle Years Programme (MYP). The Educator will play a crucial role in planning, teaching and assessing the MYP curriculum in line with IB programme standards and practices, developing students' approaches to learning (ATL) skills and the attributes of the IB learner profile, and supporting students in their academic and personal growth.
REPORTING TO	**Head of Section, MYP Coordinator**
OTHER RELATIONSHIPS	**Students, Heads of Department, subject-group and grade-level teams, Learning Support and EAL staff, teaching faculty, families (current or prospective)**
PACKAGE	**Competitive and to be discussed at interview**
SAFER RECRUITMENT PRACTICES	Rugby School Saigon is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our recruitment policy. Where possible, interviews will be conducted in person, and they will explore candidates' suitability to work with children. All staff are required to manage effective personal development as part of the school's commitment to invest in staff as the key resource in the organisation. • Each individual must ensure that they meet their statutory responsibilities and school policies with regard to Health and Safety, Equal Opportunities and other relevant legislation. • Hold a current Criminal Background Check or International Police Check or equivalent for countries lived in outside of the UK tracing employment history for previous 10 years. • Complete Child Protection and Safeguarding training as mandated by the school • Any other appropriate duties as allocated by the Head of Section and/or Head of School.
MISSION STATEMENT	**School Mission** As a student-centred, family-focused community, we will guide learners on their journeys towards fulfilling their individual potential, embracing their own independence and internationalism in a safe, supportive, and challenging environment.

General Responsibilities

To communicate effectively with all the school's primary stakeholders and being an ambassador and champion for the school at all times.

An MYP Educator at Rugby School Saigon is responsible for delivering a high-quality education to students in the middle years. This role involves planning and implementing the MYP curriculum, fostering student agency and collaboration, and actively contributing to the school community. The MYP Educator reports to the Head of Section and works closely with students, teaching faculty and families to create a dynamic and supportive learning environment in which everybody can thrive.

Curriculum and Instruction

- Demonstrate a comprehensive understanding of the MYP framework, as set out in MYP: From principles into practice, and of the aims, objectives and assessment criteria in the relevant MYP subject-group guide.
- Collaborate effectively with subject team members, the MYP Coordinator, and other Educators to design, implement and reflect on MYP interdisciplinary units (IDUs), meeting IB requirements for interdisciplinary teaching and learning in each year of the programme.
- Plan and deliver engaging and differentiated lessons that cater to the diverse learning needs of students.
- Develop, document and regularly review MYP unit plans framed by key and related concepts, a global context and a statement of inquiry, and driven by factual, conceptual and debatable inquiry questions.
- Plan explicitly for the development of approaches to learning (ATL) skills (thinking, communication, social, self-management and research) and the attributes of the IB learner profile.
- Connect learning to real-world contexts and give students opportunities to take principled action, including through Service as Action.
- Promote inquiry-based, concept-driven learning and critical thinking in line with the IB approaches to teaching: based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, and informed by assessment.
- Utilise technology and innovative teaching methods to enhance the learning experience.
- Recognise that every teacher is a language teacher, supporting students' academic language development and valuing their home languages in line with the school's language policy.
- Uphold and teach the principles of academic integrity, and implement the school's IB-required assessment, academic integrity, inclusion and language policies.
- To both understand and participate fully in the school’s Performance Management procedures.
- Participate freely in formal and informal classroom observations in a collaborative and positive manner, always exhibiting a growth mindset and a willingness to improve and enhance performance.

Assessment and Reporting

- Design and use a range of formative and summative assessment tasks that are criterion-related, assessing student achievement against the published MYP subject-group criteria (A–D) and achievement levels (0–8), with task-specific clarifications shared with students in advance.
- Provide timely and constructive feedback to students to support their growth and development.
- Collaborate with colleagues to develop and implement effective assessment practices, including internal standardisation of assessed work to ensure consistent application of the MYP criteria.
- Determine final MYP grades (1–7) using the IB grade boundaries and professional judgement based on a body of evidence.
- Supervise students' MYP Community Project as required, guiding them through the project objectives and assessing their work against the IB project criteria.
- Generate informative reports that clearly communicate student achievement against the MYP criteria, ATL skill development and areas for improvement to parents/guardians.
- Communicate effectively with parents, liaising with other staff, as appropriate to ensure there are no surprises.

Classroom Management and Student Support

- Cultivate a positive and inclusive classroom environment that fosters student engagement and well-being.
- Establish clear expectations for behaviour and implement appropriate classroom management strategies.
- Support students in setting and achieving personal and academic goals, and in reflecting on their growth in the IB learner profile attributes.
- Provide guidance and counselling to students as needed.

Professional Development and Collaboration

- Engage in ongoing professional development to enhance teaching strategies and stay abreast of MYP developments, including completing IB-recognised MYP professional development (Category 1, 2 or 3 workshops) as required.
- Collaborate with colleagues to develop and share best practices.
- Actively participate in department meetings, school-wide initiatives, and professional learning communities.
- Contribute to the continuous development and improvement of the MYP programme, including horizontal and vertical curriculum planning, the IB programme evaluation process and the review of school IB policies.
- Demonstrates a consistently positive, proactive and collegial attitude, contributing to a supportive and collaborative school culture and climate.
- Approaches challenges with a genuine 'can-do' mindset, showing flexibility, initiative and a willingness to go the extra mile when needed.

School Culture and Mission

- Embrace and promote the school's mission, vision, and values.
- Foster a positive and inclusive school culture that celebrates diversity and promotes international-mindedness, in alignment with the IB mission and learner profile.
- Participate in school events and extracurricular activities.
- Communicate effectively with stakeholders and represent the school professionally.

Additional Professional Responsibilities

- Actively support breaktime or lunchtime supervision duties, as required and directed.
- Offer a range of Enrichment (co-curricular) Activities as directed by the Head of Section.
- Actively promoting the school positively (including meetings with professional bodies, individuals and on social network sites) at all times.
- Working with fellow colleagues in a spirit of collaboration and positivity to maintain and enhance a pleasant professional working environment.
- Substituting for absent colleagues as directed by the Head of Section
- Attending required meetings punctually as agreed in the contract and as reasonably requested by the Head of Section.
- Participating in after/out of school events such as, but not restricted to; staff team briefing, staff team meetings, parents' evenings, residential/educational visits, as requested by the Head of Section.
- Undertaking any other reasonable tasks as allocated by the Head of Section and/or Head of School.

Quality of Learning

- Ensure all children develop their English language proficiency. Plan lessons to ensure a high level of student engagement and participation.
- Ensure instruction is differentiated to ensure the needs of a wide range of learners are met and each child is appropriately challenged.
- Ensure children are encouraged to think critically, to embrace enquiry to problem solve both individually and collectively.
- Ensure all students are provided with opportunities for both collaborative and independent learning. Together we achieve more.
- Work collaboratively with other Educators and teaching assistants to support quality learning.
- Approaches challenges with a genuine 'can-do' mindset, showing flexibility, initiative and a willingness to go the extra mile when needed.
- Ensure students are given the appropriate level of homework to support the curriculum goals and intended learning outcomes.
- Maintain a safe, nurturing learning environment that is conducive to quality instruction and learning.
- Communicate progress through written reports, parent consultations and other, as required by the school.

Pastoral Care

- Be a first point of contact and provide pastoral care to the children in your class(es).
- Maintain a purposeful, safe and nurturing learning environment for the children.
- Promote the general progress and well-being of individual children and of the class, as a whole.

Desired Qualifications and Experience

Experience/ Knowledge	
• BEd degree or similarly recognised degree plus PGCE	Essential
• Experience in teaching the MYP programme for at least 3 years specific to the subject area applying for	Highly Desirable
• Strong subject knowledge of the specific subject to be taught, and of the relevant MYP subject-group guide, objectives and assessment criteria	Essential
• Range of teaching experience across different year groups, especially the MYP/ IGCSE and Diploma Programme, and completion of an IB MYP Category 1 or 2 workshop in the relevant subject group.	Desirable
Skills	
• Good classroom practice and pedagogy, including inquiry-based, concept-driven teaching and MYP unit planning	Essential
• Ability to prioritise workloads and to work on own initiative	Essential
• Excellent communication and interpersonal skills.	Essential
• Ability to differentiate instruction to meet the needs of diverse learners.	Essential
• Familiarity with educational technology tools and their integration into teaching.	Essential
Qualities specific to a multi-lingual and multicultural learning environment	
• Relish the prospect of collegial planning and teaching with Vietnamese and English language colleagues	Essential
• Be open to new ideas, embracing professional development	Essential
• Be creative in the design and delivery of the curriculum	Essential
• Knowledge of TESMC or similar training/ experience in bilingualism	Highly Desirable
Personal Attributes	
• High levels of personal integrity	Essential
• Good organisational and time-management skills	Essential
• Ability to work under pressure and remain calm	Essential
• Positive attitude	Essential
• A growth mindset and a commitment to modelling the IB learner profile attributes	Essential
• Be energetic and prepared to go the extra mile in shaping the school's future	Essential

RUGBY SCHOOL

JOB DESCRIPTION

LOCATION	**Rugby School Saigon**
JOB TITLE	**MYP Coordinator**
JOB PURPOSE	The purpose of the Middle Years Programme (MYP) Coordinator role is to serve as a pivotal leader and facilitator in the implementation and ongoing development of the MYP curriculum within the school. This individual acts as a liaison between the school's administration, teaching staff, students, and the International Baccalaureate Organization, ensuring that the programme's standards and practices are upheld and integrated across all subject areas. The MYP Coordinator also holds overall responsibility for the planning, delivery and assessment of the MYP Community Project.
REPORTING TO	**Head of Secondary**
OTHER RELATIONSHIPS	**Head of Secondary, PYP and DP Coordinators, Heads of Department, Head of Learning Support, teaching faculty, students, families (current or prospective), and the International Baccalaureate Organization**
PACKAGE	**Competitive and to be discussed at interview**
RECRUITMENT PRACTICES	Rugby School Saigon is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers in accordance with our recruitment policy. Where possible, interviews will be conducted in person, and they will explore candidates' suitability to work with children. All staff are required to manage effective personal development as part of the school's commitment to invest in staff as the key resource in the organisation. • Each individual must ensure that they meet their statutory responsibilities and school policies with regard to Health and Safety, Equal Opportunities and other relevant legislation. • Hold a current Criminal Background Check or International Police Check or equivalent for countries lived in outside of the UK tracing employment history for previous 10 years. • Complete Child Protection and Safeguarding training as mandated by the school • Any other appropriate duties as allocated by the Head of Section and/or Head of School.
MISSION STATEMENT	**School Mission** As a student-centred, family-focused community, we will guide learners on their journeys towards fulfilling their individual potential, embracing their own independence and internationalism in a safe, supportive, and challenging environment.

General Responsibilities

To communicate effectively with all the school's primary stakeholders and being an ambassador and champion for the school at all times.

Key Responsibilities

- Leading the day-to-day management of the MYP in the Secondary School (Grades 7-9), working closely with the Head of Secondary.
- Attending weekly meetings and fortnightly Pedagogical Leadership Meetings.
- Ensuring focus on student learning, best practice in teaching, and on achieving the aims of the School Mission and Vision.
- Mentoring teachers and modelling good inquiry practice in the classrooms.
- Leading professional development sessions for faculty.
- Overseeing curriculum review and facilitating curriculum development across the MYP, in coordination with the PYP and DP.
- Supporting teachers in the development of assessment tools in line with the school's assessment policy.
- Ensuring that Grades 7 to 9 have a well-organized curriculum that is articulated with the IB PYP and IB DP, ensuring that there is concurrency of learning between classes in the same subject and level.
- Ensuring that the planning and teaching of the IB Learner Profile (LP) and of Approaches to Learning Skills (ATL skills) show a coherent development from Grade 7 to Grade 9.
- Developing and using assessment results to lead curriculum review and development and ensuring that the resulting data is used, where appropriate, to reflect and improve teaching practice.
- Supporting and advising teaching staff regarding the administration of the MYP.
- Facilitating collaborative planning when working with the schedule at the beginning of each year.
- Facilitating key elements of the MYP, including an Approaches to Learning (ATL) map and the development of the IB Learner Profile across the secondary school.
- Taking full responsibility for the MYP Community Project, including planning the timeline, launching it with students and families, and overseeing its completion and final exhibition.
- Allocating, training and supporting Community Project supervisors, and ensuring every student receives regular, appropriate supervision.
- Ensuring Community Project assessment follows IB criteria, leading internal standardisation and managing any IB submission requirements.
- Maintaining Community Project guidance, academic integrity procedures and student records in line with IB requirements.

Curriculum Planning and Implementation

- Lead the development, evaluation, and continuous improvement of the MYP curriculum within the school.
- Ensure that the programme's framework is coherently integrated across all subjects, promoting interdisciplinary teaching and learning.
- Collaborate with faculty to develop unit plans, assessment tasks, and teaching strategies that align with MYP guidelines.

Professional Development

- Organize and facilitate professional development workshops and training sessions for staff on MYP philosophy, assessment, and teaching methodologies.
- Act as a mentor to teachers new to the MYP, providing guidance and support in curriculum planning and classroom practices.

Assessment and Evaluation

- Oversee the implementation of MYP assessment strategies, ensuring that practices are fair, ethical, and aligned with IB standards.
- Guide teachers in developing authentic assessment tasks that reflect the programme's criteria and objectives.
- Coordinate the moderation and standardization of assessments within the school.

Communication and Collaboration

- Serve as the liaison between the school and the International Baccalaureate Organization, ensuring compliance with all programme requirements and updates.
- Communicate effectively with all stakeholders, including students, parents, faculty, and administration, about MYP-related matters.

- Foster a collaborative community of learners, encouraging feedback and involvement from students and parents.
- Engaging with all stakeholders (students, teachers, parents) in working to support MYP students.
- Providing outreach to the wider IB educational community through discussion forums, e-mail and school visits.
- Establishing/maintaining links with other schools in the region.
- Providing content for newsletters, webpages and other school related publications.
- Ensuring that appropriate student records are maintained through Toddle and ISAMS.
- Demonstrates a consistently positive, proactive and collegial attitude, contributing to a supportive and collaborative school culture and climate.
- Approaches challenges with a genuine 'can-do' mindset, showing flexibility, initiative and a willingness to go the extra mile when needed.
- Work collaboratively with other Educators and teaching assistants to support quality learning.

Administrative Duties

- Manage MYP authorisation, the IB programme evaluation cycle and ongoing IB requirements, including registrations, submissions and programme documentation.
- Prepare reports and documentation for internal and external evaluations.

Student Support

- Supporting students through regular and appropriate communication between home and school.
- Working with the Head of Learning Support to ensure that teachers are aware of students with specific learning needs and ensuring that these needs are being met through the use of appropriate teaching and learning strategies throughout Grades 7-9.

Teaching Load

- To teach at least 11 hours per week, as agreed with the Head of Secondary.

Desired Qualifications and Experience	
Experience/ Knowledge	
• BEd degree or similarly recognised degree plus PGCE	Essential
• At least 3 years' experience teaching in the MYP, including experience supervising or leading the Community Project or Personal Project	Highly Desirable
• Strong subject knowledge in at least one MYP subject group	Essential
• Range of teaching experience across different year groups, especially the MYP/ IGCSE and Diploma Programme; prior experience in an IB coordination or middle leadership role, and completion of IB MYP Coordinator workshop training.	Desirable
Skills	
• Good classroom practice and pedagogy	Essential
• Ability to prioritise workloads and to work on own initiative	Essential
• Excellent communication and interpersonal skills.	Essential
• Ability to differentiate instruction to meet the needs of diverse learners.	Essential
• Familiarity with educational technology tools and their integration into teaching.	Essential
Qualities specific to a multi-lingual and multicultural learning environment	
• Relish the prospect of collegial planning and teaching with Vietnamese and English language colleagues	Essential
• Be open to new ideas, embracing professional development	Essential
• Be creative in the design and delivery of the curriculum	Essential
• Knowledge of TESMC or similar training/ experience in bilingualism	Highly Desirable
Personal Attributes	

• High levels of personal integrity	Essential
• Good organisational and time-management skills	Essential
• Ability to work under pressure and remain calm	Essential
• Positive attitude	Essential
• A growth Mindset	Essential
• Be energetic and prepared to go the extra mile in shaping the school's future	Essential