



# Principal of Secondary

**Commencing August 2027**



## **Vision**

To provide an innovative international education that inspires learners to make a positive impact on the world.

## **Mission**

To provide an inclusive learning community, embracing diversity by offering a challenging IB education which empowers its members to be caring global citizens.

“ IGBIS’s mission and vision create a unique culture and community that lives and learns founded on the 5 pillars of school values and strategic thinking and design. These pillars are: Innovation, Inclusion, International mindedness, Care and Wellbeing/Wellness & Empowerment. IGBIS environment, learning and teaching are a reflection of these values being put into daily choices, actions and ongoing reflection of our community. ”



# About Us

IGB International School (IGBIS) stands as one of the best privately run institutions situated on a 10-acre campus. IGBIS is located in a pleasant residential area of the Klang Valley (Kuala Lumpur and Selangor), in close proximity to neighbourhoods with a large population of expatriate families.

We are unique in Malaysia as the only IB World School to offer all four International Baccalaureate programmes from preschool to pre-university, and are accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). We are also a member of the

East Asia Regional Council of Schools (EARCOS) and the Association of International Malaysian Schools (AIMS). Our faculty at IGBIS is highly esteemed and comprises an impressive 92% of expatriate teachers from a range of diverse countries such as the US, UK, Canada, Australia, and New Zealand. Many of these teachers come with prior IB teaching experience. The student body at IGBIS consists of students from 35 different countries, promoting cross-cultural exchange and understanding.

Since 2014, IGBIS has embraced the IB framework because of its alignment with our educational philosophy. We believe that the goal of education is to empower young people to be curious, open-minded and caring so that they can use their knowledge and critical thinking skills to respond to complex local and global challenges.



# Secondary

At IGB International School, our Grades 6 to 10 students study a broad range of subjects delivered through the International Baccalaureate (IB) Middle Years Programme (MYP). The MYP, first introduced in 1994, is a coherent and comprehensive curriculum framework that provides a rigorous yet flexible academic programme and develops the life skills appropriate to 11 - 16-year-old students. As part of the IB's continuum of international education, the MYP naturally follows the IB Primary Years Programme (PYP) and serves as excellent preparation for the IB Diploma Programme (DP) and IB Career-related Programme (CP).



## Core Programme Positioning

- Addresses students' intellectual, social, emotional and physical well-being holistically.
- Provides students opportunities to develop the knowledge, attitudes and skills they need to manage complexity and take responsible action for the future.
- Ensures breadth and depth of understanding through study in eight subject groups.
- Requires the study of at least two languages, including the language of instruction and an additional language of choice, to support students in understanding their own cultures and those of others.
- Empowers students to participate in service within the community.
- Helps prepare students for further education, the workplace and a lifetime of learning

## Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design.

MYP teachers organise the curriculum with appropriate attention to:

- Teaching and learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- Approaches to learning provide the foundation for independent learning and encourage the application of knowledge and skills in unfamiliar contexts.
- Action and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service, making a positive difference to the lives of others and to the environment.
- Students learn at least two languages.



## MYP Projects

The community project encourages students to explore their right and responsibility to implement service as action in the community.

Each student develops a personal project independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

## Assessment in the MYP

MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students. The MYP encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organised debates, tests and examinations, hands-on experimentation, analysis and reflection.

## MYP eAssessment

MYP eAssessment represents a balanced, appropriately challenging model that comprises examinations and coursework. Two-hour examinations in four subject groups - language and literature, sciences, mathematics, individuals and societies - and in interdisciplinary learning are individually marked by IB examiners. Portfolios of student work for four subject groups - language acquisition, physical and health education, arts, and design - are moderated by IB examiners to international standards.





**The Diploma Programme (DP) for students aged 16-19 provides them with a balanced education that facilitates geographic and cultural mobility while promoting international understanding.**

## The DP Curriculum

A comprehensive two-year programme that enables students to fulfil the requirements of various national education systems around the world, the IBDP's curriculum model incorporates the best elements of several national assessment systems.

Students select six courses that they study for two years while also completing a DP core. Each course lasts two years, from Grade 11 to 12 and in May of the Grade 12 year, the students sit for the IBDP standardised external examinations.

## The DP Core

- Theory of Knowledge (ToK) - Students reflect on the nature of knowledge and on how we know what we claim to know.
- The Extended Essay (EE) - An independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, Activity, Service (CAS) - Students complete a project and several experiences related to the three concepts over at least 18 months.

## Subjects & Courses

There are six different DP subject groups, and within each subject group, there are a number of different courses. Students make their particular selections based on a variety of factors. Each student will take at least three (but not more than four) courses at a Higher Level (HL), and the remaining at a Standard Level (SL). At IGBIS, we generally recommend most students take three HL and three SL subjects. We offer the following six subject groups with different courses within each subject group:

- Studies in Language & Literature
- Language Acquisition
- Individuals & Societies
- Sciences
- Mathematics
- Arts

Students have the option to choose two science courses within the science subjects without the requirement of taking arts subjects.





The Career-related Programme (CP) is an innovative educational framework for students aged 16 to 19. It provides students with an excellent foundation to support their further post-secondary studies and ensure their preparedness for success in the workforce. At IGBIS, CP combines highly regarded and internationally recognised IB Diploma Programme (DP) courses with university-level courses and a unique CP core.

The CP at IGBIS is a dual-enrolment programme in partnership with universities where students undertake 2-4 IB Diploma Programme (DP) courses and predetermined university courses, respectively, over the 2 years as part of their career-related studies.

At IGBIS, Career-related Programme (CP) students have access to diverse career pathways through collaborations with leading universities.



## Art and Design

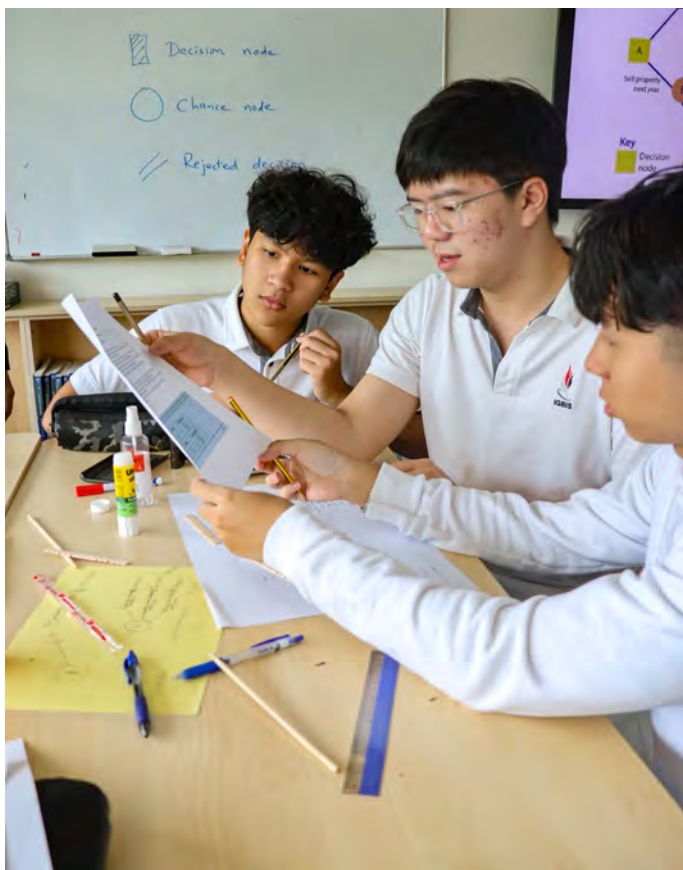
Savannah College of Art and Design supports students interested in creative fields such as foundation studies, advertising and branding, graphic design, interactive design and game development, photography, fashion marketing and social strategy.



## Aeronautics and Engineering

Embry-Riddle Aeronautical University gives students early exposure to areas such as aeronautics, aviation maintenance, engineering fundamentals, unmanned systems, business administration and STEM-related study.





Sustainability  
Management  
School in Switzerland  
BUSINESS SCHOOL

## Business and Sustainability

Sustainability Management School in Switzerland connects business learning with responsible leadership, sustainable finance, sustainable fashion, conservation, hospitality, tourism and ethical decision-making.



Arizona State  
University

## Information Technology, Business and Project Management & Custom Track Studies

Arizona State University offers workforce-aligned pathways in areas such as applied business data analytics, project management, IT support and custom tracks across business, technology, leadership and humanities.



WORLD ACADEMY

## International Sport Management

World Academy of Sport supports students who see sport not only as participation, but as a possible future field, with learning connected to sport management, performance and development.



IMU  
UNIVERSITY

## Medicine and Health

IMU University allows students to explore healthcare-related areas such as medicine, dentistry, pharmacy, psychology, biomedicine, digital health, healthcare management and nursing.



Berklee  
Online

## Music

Berklee Online gives musically inclined students a structured way to connect serious creative interest with university-level learning in music production, music business, theory, ear training, lyric writing and music history.



# History

IGBIS is owned and operated by Detik Harapan Sdn Bhd, a subsidiary of IGB Berhad (IGB). IGB Berhad is a renowned and highly respected leader in corporate initiatives and property development in Malaysia and beyond. IGB has pursued its corporate social responsibility through the establishment of this premier international school.

Detik Harapan Sdn Bhd received approval from the Ministry of Education to establish IGBIS in 2011. The school opened in August 2014 with one class per grade level from the Early Years to Grade 11 and now has two or three classes per grade level through to Grade 12. The facilities have been developed for 1,450 students, with an enrollment cap of around 800, offering plenty of space for growth and comfort.



# Accreditation



## Council of International Schools (CIS)

The Council of International Schools (CIS) is a community dedicated to enhancing international education through services to schools, higher education institutions, and individuals. Their vision is to foster global citizenship by connecting ideas, cultures, and educators worldwide. In May 2018, IGBIS achieved CIS accreditation after a thorough assessment. This accreditation highlights our commitment to offering students the skills and knowledge to succeed as global citizens and our dedication to high-quality international education.



## New England Association of Schools and Colleges (NEASC)

IGBIS accredited by the New England Association of Schools and Colleges (NEASC), joining prestigious institutions like Harvard and Yale. Founded in 1885, NEASC is an independent organization that maintains high educational standards. NEASC accreditation attests to a school's quality and integrity, reassuring stakeholders of a superior learning experience. Similar to our IB and CIS accreditations, NEASC requires a five-year cycle of self-reflection to ensure continuous improvement and uphold high standards.



# Memberships



## East Asia Regional Council of Schools (EARCOS)

The East Asia Regional Council of Schools (EARCOS) comprises nearly 200 member schools dedicated to fostering intercultural understanding and international friendship. EARCOS promotes collaboration, exceptional educational practices, and global citizenship. IGBIS has been a proud member since 2018, benefiting from EARCOS's leadership and service in inspiring both adult and student learning.



## Association of International Malaysian Schools (AIMS)

Since 2014, IGBIS has been a proud member of the Association of International Malaysian Schools (AIMS), a non-profit supporting international schools in Malaysia. AIMS fosters international cooperation, linking educators and students through cultural, academic, and sporting exchanges, and strengthening ties with the local community.



## Mekong River International Schools Association (MRISA)

We are thrilled to announce that IGBIS has joined the Mekong River International Schools Association (MRISA). Comprising schools from Vietnam, Cambodia, Laos, Thailand, and now Malaysia, MRISA emphasises student cooperation and participation over competition. Our sports programme aligns with this mission, fostering inclusive engagement. MRISA's expansion has provided us this exciting opportunity to collaborate and grow.

# Sports Related Partnerships

## Everton International Academy

IGB International School (IGBIS) is partnering with Everton Football Club (a member of English Premier League). This collaboration, part of Everton's International Academy Affiliate Programme (EIAAP), aims to enhance sports provision through a community-focused programme. Launched in 2020, EIAAP extends Everton's player development expertise globally.



## FirstPoint USA

IGB International School's partnership with FirstPoint USA provides Malaysian student-athletes with opportunities for scholarships at American universities. Since 2001, FirstPoint USA has secured over \$300 million in funding for 35,000+ athletes, guiding them through recruitment and academic processes. Certified by the National Collegiate Athletic Association (NCAA), it connects athletes with 2,500 colleges and universities.



# Student Learning Support Services



## Counselling

Counsellors at IGBIS support students' personal, social-emotional, and academic growth through individual and group counselling, conflict resolution, peer mediation, and post-secondary guidance, fostering a nurturing and inclusive environment.

## Learning Support

IGBIS prioritises inclusive teaching and learning through the dedicated Learning Support team, which provides comprehensive services for students with diverse needs, including learning disabilities, developmental disabilities, social communication difficulties, and sensory challenges, following a tiered model of support aligned with the IB Access and Inclusion Policy.

## English Learning Support

Our school provides English Language Support (ESOL) to students who cannot yet fully access the school's curriculum due to English being a second or additional language, ensuring their academic success through targeted assistance and collaboration between ESOL teachers and classroom instructors.

## Athletics & Activities

Sports run all year long at IGBIS, with the different seasons offering a variety of sports for our students to take part in. We compete locally, nationally and for some sports internationally, such as the AIMS, KLSSL and MSSS competitions. Students are welcome to try out for any sports team, our experienced coaches work hard to help our young athletes improve and gain confidence whilst learning to be part of a team.

Activities at IGBIS are an extension of the four IB programmes, which encourage students to be balanced, and our After School Activities (ASA) programme is a reflection of that. On and off the field, our students exemplify what an IB learner truly is by being fair, honest and humble when competing. Our ASA, which is of more than 30 types, is divided into two main groups – the Athletics and Activities Programme.

IGBIS has its very own Phoenix squad, as well as a team of hardworking students who attend fixtures to help with officiating, scoring and coaching.

## Service as Action

The Service as Action cultivates compassionate individuals who actively contribute to their community and environment, fostering positive change through engagement in local projects that encourage exploration, design, implementation, and reflection, ultimately promoting community participation and enhancing students' awareness of pertinent local issues.



# Facilities

## Swimming Pools

IGBIS is proud to offer two high-quality swimming pools, designed to cater to a full range of abilities, from beginner swimmers to competitive athletes.

### 25m Learn-To-Swim Pool

This salinated pool is ideal for beginners and those still building water confidence. Mostly sheltered and protected from the sun, it has a depth ranging from 0.6m to 1.2m, providing a safe and supportive environment for early swimming development.



### 50m X 25m Competition Pool

Our Olympic-standard 10-lane pool ranges in depth from 1.5m to 2.1m. It is used for swimming lessons, team training sessions, and aquatic sports such as water polo.

## Football Field And Track

The full-size football field is an artificially turfed facility. The field is surrounded by an 8-lane tartan athletics track, complete with a long/triple jump pit and a shotput circle.

## Sports Hall

One of our school's standout facilities is the fully air-conditioned Sports Hall, which features:

- 3 full-sized basketball courts
- 12 badminton courts
- 3 volleyball courts

The expansive space also accommodates other indoor sports and physical activities, including gymnastics, making it a versatile hub for physical education and school events.



## Cafeterias

IGBIS operates four cafeterias to serve students of various age groups. Early Years and Kindergarten students enjoy their meals in the comfort of their classrooms.

Students can choose from Asian, Western, and Vegetarian meal options, with a rotating menu designed to offer variety and balance. Meals and snacks for morning break are also available. All transactions are made electronically, so students do not need to carry cash.



## Visual Arts Studios

Our state-of-the-art Visual Arts facilities include five spacious studios, one of which is dedicated to multimedia art. Equipped with kilns, students can explore ceramics and pottery as part of their creative journey. The studios are designed to be bright, open, and collaborative, encouraging creativity and group project work.



## Performing Arts Studios

Our music rooms provide students with a dedicated space to learn and practice music in a supportive environment which is typically equipped with a range of musical instruments, including pianos, guitars, drums, and other percussion instruments. Besides, the purpose-built drama rooms we have provide a dedicated environment for students to immerse themselves in the world of drama.

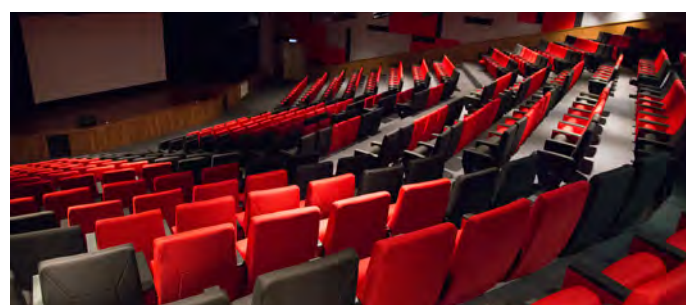


## Science Labs

IGBIS features purpose-built labs for Biology, Chemistry, and Physics, ensuring a safe and well-equipped environment with full-time science technicians and teachers supporting students in their learning.

## Theatre

IGBIS has a 534-seat theatre with state-of-the-art sound and lighting and a huge screen for presentations and seminars. The theatre is acoustically treated, making it suitable for a variety of shows and performances. The large stage area backs onto make-up and changing rooms and is joined by the school's Music and Drama studios via a pedestrian bridge. The Drama studios are very large and come equipped with sprung flooring, which is adaptable for dance lessons and performances.



## Libraries

Our school has dedicated library spaces for Elementary and Secondary students. Both libraries contain an extensive collection of nonfiction, fiction, e-books, and audiobooks. Students, families and staff can also access more resources via our online database.

**Design Technology and Maker Space**  
IGBIS provides design technology and maker spaces to cultivate "design thinking" in students. From sewing machines to laser cutters, our workshops offer hands-on experiences with diverse materials and techniques, fostering innovation and self-driven projects.



# Living and Working in Malaysia

Kuala Lumpur (KL), the capital city of Malaysia, is a large, vibrant city. KL is noted for its multi-ethnic society and rich cultural traditions. Although it has a predominantly Muslim population (about 62%), KL functions as a society practising various religions due to the ethnic Chinese and Indian populations. With this cultural wealth, KL is noted for its diverse food and celebrations that represent these various ethnic groups. The national language is Bahasa Malaysia, although various Chinese dialects are spoken widely, as well as Tamil. There are two seasons in Malaysia: wet and dry. The wet season is between October and March. Temperatures remain fairly constant throughout the year, ranging from 24 to 32°C, accompanied by heavy rain sometimes during the wet season. KL is not normally affected by the monsoons that often occur in the South China Sea.



For an urban city, KL is incredibly green, especially in comparison to other Southeast Asian metropolitan areas. You are never far from hiking, biking, or just a view with green in it!

The IGBIS campus is located at Sierramas, Sungai Buloh, Selangor, in the northwest corner of “KL.” Selangor is a state on the west coast of Peninsular Malaysia, encircling the capital Kuala Lumpur. Around 1.8 million people live in this urban jungle, but nearly 8 million live in the metro area, including residential suburbs in the surrounding state of Selangor.

The area around the school is quite suburban but has restaurants and shops in close proximity, including Ra-Ft Cafe, Jaya Grocer, Ativo Plaza, IKEA Damansara, Decathlon, etc.



## Transport

Traffic in KL is constant, with the roads full of cars and motorbikes. The road and highway network is good, and tollways make it even easier to get around. Although KL does experience traffic jams at certain times, particularly on Friday afternoons, the traffic generally is not as bad as in other Asian cities like Manila, Bangkok, and Jakarta. The city centre is well served by a monorail, Light Rail Transit (LRT) and Mass Rapid Transit (MRT), although the school does not have access to these forms of transport. There is a rail line and station very close to the school, and this is currently being upgraded, expanded, and modernised. Most people, however, cannot do without a car in KL. Petrol is very inexpensive - less than USD 0.50 per litre. Taxis are affordable too, but many people now use Grab.



## Getting Away

KL is centrally located in Malaysia, and within a 2-3 hour drive, you can visit places such as historic Malacca or drive over to the east coast where the best beaches are. Various islands are also worth a visit, such as Langkawi, Penang, and Pangkor on the west coast, and on the east coast, Perhentian and Tioman Islands offer a great weekend for relaxation. Malaysian Borneo, Sarawak and Sabah are also worth visiting, where you can explore the rainforests, cuddle orangutans, or climb Mt. Kinabalu, the highest peak in Malaysia.

KL is an air transport hub with several low-cost carriers, making it affordable and easy to escape the city. As are Vietnam, Cambodia, and Thailand, Bali is just over 2 hours away.



## Shopping and Restaurants

The choice of supermarkets, department stores, and shopping malls is endless. KL is a shopper's paradise. The choice of restaurants and food is also endless, ranging from street stalls to 5-star restaurants. There is a choice of non-halal and halal restaurants. Although the majority of places do not sell pork, it is readily available at most supermarkets. You can also explore the market areas around KL for fresh products, handicrafts, and designer clothing and accessories. Night markets (pasar malam) can be found in both the city centre and the suburbs.



# IGBIS Principal of Secondary Candidate Profile

## Primary Role Purpose

The Principal of Secondary provides strategic, data-informed, and operational leadership for the Secondary Division as IGBIS scales toward a 900-student model. The Principal is directly responsible for embedding standardized instructional excellence, driving longitudinal student growth, establishing scalable administrative systems, and maintaining an equitable culture of professional accountability across all secondary departments.

## Core Responsibilities & Technical Performance Standards - [Link](#)

1. **Strategic and Operational Leadership**  
Provides strategic and operational leadership to ensure the Secondary Division delivers high-quality education aligned with the School's Vision, Mission, IB philosophy, and strategic priorities.
2. **Enrolment Growth, Strategic KPIs & Collaborative Advocacy**  
Partners actively with Admissions and Marketing to drive student recruitment, enhance division retention, and achieve divisional growth KPIs.
3. **Institutional Health, Culture & Courageous Leadership**  
Prioritizes student achievement and institutional health over staff preference, navigating professional friction with clarity, equity, and documented decorum.
4. **Stakeholder Engagement and Communication**  
Builds transparent, data-informed partnerships with parents and ensures collaborative alignment across the whole EY–12 learning community.
5. **Instructional Coaching, Performance Management & Accountability**  
Executes a rigorous, evidence-based evaluation framework that replaces informal praise with documented appraisals, HOD coaching, and active management of underperformance.
6. **Scalable Systems Architecture & Operational Excellence**  
Establishes centralized, transparent operational systems and enforces strict planning lead-times to eliminate administrative friction as the school scales.
7. **Data-Fluency, Academic Rigor & Accreditation**  
Triangulates longitudinal learning metrics (MAP, WIDA, IB criteria) to eliminate soft grading, elevate academic challenge, and ensure continuous curriculum compliance.
8. **Risk Management and Compliance**  
Proactively enforces child safeguarding, legal compliance, and operational risk mitigation across all secondary activities.
9. **Crisis and Incident Leadership**  
Provides decisive, composed leadership during emergency situations, ensuring student safety, clear communication, and uninterrupted operational continuity.
10. **Change Leadership**  
Guides the faculty through strategic organizational and pedagogical evolutions (such as AI integration) with clear communication, staff support, and sustainable implementation.



## 11. Student Voice

Empowers authentic student agency and leadership, establishing structured channels to integrate student feedback into division-level decision-making.

## 12. Additional Responsibilities

Serves as an institutional ambassador, supports policy development, and executes strategic duties assigned by the Head of School to advance the school's mission.

## Required Qualifications:

- Master's Degree or higher in Educational Leadership, School Administration, or a related field
- Minimum of 5 years of successful secondary school teaching experience
- Minimum of 5 years of successful experience as a Principal or Deputy Principal in an international school offering the IB MYP and DP frameworks
- Language proficiency: English

## Preferred Qualifications

- Knowledge and experience with the CP framework
- A teaching license
- Experienced international school leaders

## Leadership and Personal Qualities:

- Demonstrate and promote the highest standards of personal and professional conduct, serving as a positive role model for students, staff, and the wider school community
- Visibly model professional discretion, and adherence to institutional policies, acting as an authoritative standard-bearer for the Senior Leadership Team

- Exemplary emotional composure and executive integrity while courageously resolving conflicts and enforcing professional standards equitably across all staff

## Required Skills and Experience:

- In-depth knowledge and experience in IB MYP and DP
- Instructional Leadership & Performance Management: Demonstrates technical mastery in instructional coaching, objective performance evaluations, PIP management, and building data-fluent middle leaders
- Systems Architecture & Operational Excellence: Proven track record of managing large-scale, complex organizational structures (500+ students) and utilizing complex educational platforms (e.g., MAP, Managebac, Open Apply...) to drive measurable student progress
- Data-Fluency & Curriculum Quality Assurance: Displays advanced analytical capability to triangulate complex student datasets, enforce IB vertical alignment, and maintain whole-school accreditation standards
- Change Management Expertise: Proven ability to lead complex cultural and pedagogical shifts, such as AI adoption or wellbeing frameworks, within a large, diverse faculty
- Experience with school accreditation processes
- Experience with IB MYP and DP authorization and/or re-authorization processes



# Application Process

In the interest of identifying the best candidates for this position the IGB International School (IGBIS) has selected Search Associates to assist in this process with Dr. Lana Al-Aghbar and Mr. Steve Razidlo serving as the Search consultants. Please note, the consultants will not recommend candidates for further consideration by the school if the candidate is under contract or otherwise encumbered in such a way that would preclude them from freely entering a new employment contract, and being available for the start date stipulated by the hiring organization. The Search consultants will contact the current employer / supervisor to request completion of a Search Associates Confidential Leadership Reference Form for all applicants who emerge in the search as a semi-finalist.

The deadline for applications is **September 4, 2026.**

Candidates are asked to submit a letter of interest and the requested materials listed below as early as possible as the IGBIS Search Committee reserves the right to close the selection process at any time if the right candidate is found. Semifinalist candidates will be identified by Search Associates and their dossiers forwarded to the IGBIS Search Committee for review. Online interviews will be arranged, after the application deadline, with the intention of completing the Secondary Principal placement by **mid-October 2026**. The Secondary Principal will commence his/her duties at IGBIS in **July 2027**.

Candidates should send the information listed below as a single pdf file of 5 MB or less in size attached to an email:

- A letter of application, explaining the strengths as a candidate and why the applicant is interested in the Secondary Principal position at IGBIS.
- A one-to-two-page statement of educational philosophy.
- A current résumé not to exceed two pages addressing the preferred qualifications.
- A one-page list of at least four references with phone numbers and e-mail addresses. (At least three of the four referees must have directly supervised the applicant, and one referee must be a current supervisor. The remaining referee may be a peer or educator that the applicant has supervised).
- A maximum of three letters of reference (scanned at low resolution) that may already be in your possession is not a requirement but may be included in the application.

Applications should be sent to Dr. Lana Al-Aghbar at [lalaghbar@searchassociates.com](mailto:lalaghbar@searchassociates.com) and Mr. Steve Razidlo at [srazidlo@searchassociates.com](mailto:srazidlo@searchassociates.com)

**Please note again that applications must be sent as a single pdf file not to exceed 5 MB.**

Candidates wishing to learn more about IGBIS should visit the school's website at <https://igbis.edu.my/>

The closing date for applications is **September 4, 2026.**





IGB International School 



IB CONTINUUM



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