THE INTERNATIONAL SCHOOL OF KUALA LUMPUR
The Society for the International School of Kuala Lumpur (PPM-001-10-15041965)
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JOB DESCRIPTION

November 2026

Job Title	**MS Life Centered Education (LCE) Teacher**
Divisional Team	**Student Services**
Department/School	**Middle School (MS)**
Reports to	**MS Principal and Director of Student Services**
Hire type	**Faculty**

ABOUT ISKL

Vision: Know yourself, care for all, and create a better world.

Mission: We are an inclusive and dynamic community where passions, values, and competencies are cultivated to inspire learners to shape their path as global citizens.

Established in 1965, The International School of Kuala Lumpur (ISKL) has been a center of excellence in international education. ISKL is a co-educational, private, non-profit school responsible for the learning journey of over 1,700 students aged 3-18, representing over 60 nationalities, at its campus in the heart of Kuala Lumpur.

ISKL offers a robust international curriculum which combines leading North American educational frameworks with global best practice. The curriculum recognizes that students are on a lifelong learning journey and is driven by ISKL's purpose to prepare our students for life itself.

ISKL is the longest-running IB World School in Malaysia and has been authorized by the International Baccalaureate Organization to provide the prestigious International Baccalaureate Diploma Programme (IBDP) since 1989.

ISKL is also the only school in Malaysia to offer this range of high-quality, transdisciplinary pathways in High School that enable every learner to choose the curriculum best suited to their abilities, interests, and aspirations. Options available include PRAXIS (for Grade 9 students), Pursuits Program, the full IBDP, or a student-selected combination of individual IB, Advanced Placement, and High School Diploma courses. This flexibility creates global further education opportunities, with ISKL's students receiving acceptances from leading universities worldwide.

ISKL is accredited internationally through the Council of International Schools (CIS) and in the United States through the Western Association of Schools and Colleges (WASC). Across its divisions, ISKL strongly focuses on service and sustainability and is a member of the Eco-Schools organization and the Green Schools Alliance.

JOB PURPOSE

The LCE Teacher supports students with moderate to intensive learning needs through individualized academic, functional, social, and independence focused programming. The role ensures students have meaningful access to learning, develop essential life skills, and build toward their greatest possible independence. Instruction takes place in inclusive settings, small groups, and one to one contexts. The teacher collaborates closely with families, therapists, general educators, and Student Services colleagues to provide coordinated support.

This position includes shared expectations across MS and HS, with additional responsibilities and competencies defined by division.

RESPONSIBILITIES inclusive but not limited to:
In relation to individual students and families (MS and HS)

- Develop and implement individualized Student Success Plans for each student, facilitating their participation in the least restrictive environment in ISKL's Multi-Tiered System of Support, including core curriculum, instruction, and intervention, modified core curriculum and instruction, and alternative curriculum and instruction.
- Provide instruction in core academics at each student's level of readiness.
- Teach functional living skills, communication skills, and social-emotional competencies.
- Monitor student progress and adjust instruction based on data and observation.
- Support student participation and safety throughout all aspects of their school day, including school routines, extracurriculars, and community experiences such as Malaysia Week and GAP.
- Communicate regularly with families to share progress, challenges, and next steps.
- Implement behavior supports, follow crisis response expectations, and uphold safeguarding practices.
- Coordinate with therapists providing Occupational Therapy, Speech and Language Therapy, Physical Therapy, and other services.

In relation to the LCE team (MS and HS)

- Lead regular team meetings to collaborate with therapists, psychologists, counselors, and Student Services colleagues regarding individual students.
- Supervise LCE Student Services Specialists, providing direction and guidance related to LCE logistics, instructional practices and student safety.
- Contribute to cross divisional alignment of LCE curriculum and practices when needed.

In relation to the School (MS and HS)

- Co-teach, co-plan, co-assess, and co-reflect with general educators and LCE colleagues to create a responsive learning environment so that all students are educated in the least restrictive environment.
- Collaborate with each student's teachers to share information, gather classroom insights, and maintain a common understanding of goals, supports, and student needs.
- Provide guidance and practical support to general educators so they can implement accommodations, modifications, behavioral supports, and instructional strategies with confidence and consistency in their classrooms.
- Promote the inclusion and acceptance of students with diverse learning needs throughout the school.
- Collaborate with divisional Learning Resource teams regarding individual students and whole school needs.
- Participate in admissions screening for prospective students who may need LCE-level support
- Offer workshops or learning opportunities for faculty and parents.
- Support schoolwide commitments to Diversity, Equity, Inclusion, and Justice.
- Attend relevant internal and external professional development, developing expertise in current research and evidence-based practices.
- Develop and maintain connections with individuals and organizations involved in Life-Centered Education, post-secondary transition and education in Malaysia and abroad.
- Perform any other duties assigned by administration.

DIVISION SPECIFIC RESPONSIBILITIES

Middle School (MS) LCE Teacher

- Teach literacy, numeracy, communication, and daily living skills.
- Support participation in signature Middle School activities.
- Support the generalization of skills across classrooms and supervised campus settings.
- Facilitate early exploration of interests, strengths, and long term goals appropriate for this age group.
- Prepare students for transition to HS, including recommendations for required supports and programming needs.

High School (HS) LCE Teacher

- Teach literacy, numeracy, communication, and daily living skills.
- Develop individualized post-secondary preparation programming based on student strengths and needs.
- Collaborate with counselors on academic pathways, graduation planning, and post secondary options.
- Coordinate community based learning experiences, including travel training and supervised job site engagement when appropriate.
- Teach employment readiness, independent living skills, and community safety.
- Communicate and collaborate with community partners, job sites, or external programs that support student learning.

Technical Skills (MS and HS)

- Strong understanding of instructional practices in academic and functional skill development.
- Knowledge and experience in differentiated instruction and inclusive practice.
- Ability to document learning and progress using clear, organized methods.
- Expertise in strategies for behavior support and crisis response.
- Ability to use technology and assistive tools that increase student access.
- Strong organizational skills and ability to manage multiple tasks.

Personal Attributes

- Demonstrates empathy, care, and high expectations for students.
- Culturally responsive and able to interact respectfully in multinational settings.
- Collaborative, flexible, reliable, and able to build trust with colleagues and families.
- Calm and effective in dynamic or challenging situations.
- Creative, reflective, and committed to inclusive school practices.

Qualifications and Experience Preferred

- Degree and certification in Special Education or a related field.
- Minimum of 3 years experience working with students with intensive learning needs.
- Experience with functional academics, individualized planning, and evidence informed intervention.
- Experience in vocational or transition programming is preferred for HS roles.
- CPI or similar crisis response training is desirable.
- First Aid and CPR training is required.

Important notes:

Role holders are expected to be fully committed and supportive of ISKL's ongoing commitment to fostering, cultivating, and preserving ISKL Values by holding themselves accountable and by modeling this commitment in the execution of duties and responsibilities in ISKL.

This role profile describes the core output expected in this role. It does not encompass a comprehensive list of specific tasks, temporary activities, or projects initiated as a result of changing contexts. Agility and a growth mindset are expected of all our employees.

PROCEDURES

Application

Please apply on our website through the online application process.

For a teaching position, to begin your application process, please ensure that you are registered with either Search Associates, TES/Schrole, and/or GRC (Global Recruitment Collaborative), then complete our online application form on our website.

Interview

Only those short-listed for an interview will be contacted. The decision and notification of the successful candidate will be made as soon as the interview process is complete.

Candidates should be aware that in the event an exceptional applicant is identified early in the search process, ISKL reserves the right to make an appointment before the deadline. Interested candidates are therefore advised to apply as early as possible.