



MUHAMMAD AL-KHWARIZMI
SPECIALIZED SCHOOL



ROLES AND RESPONSIBILITIES POLICY

**Reg. № 01/01-6 from
30.09.2025y**

Muhammad al-Khwarizmi Specialized School

Roles and Responsibilities Policy

Programme(s): IB Middle years programme (Grades 5 - 9)

Version: 1.0

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Authors:

IB MYP coordinator (Lead Author)

Subject Teachers

Approved by:

Fazliddin Ismailov – Head of school

Review Cycle:

Annual (every April)

1. Policy purpose

This policy defines the roles and responsibilities of leadership, coordinators, teachers, and support staff involved in the implementation of the International Baccalaureate (IB) Middle Years Programme (MYP) at Muhammad al-Khwarizmi Specialized School. It ensures effective governance, accountability, collaboration, and programme sustainability in alignment with IB MYP Standards and Practices.

2. Scope

This policy applies to all members of the school community involved in the planning, delivery, assessment, and evaluation of the IB MYP, including school leadership, coordinators, teachers, and student support staff.

3. Guiding principles

The implementation of roles and responsibilities is guided by the following principles:

- ✓ Shared leadership and collaborative practice
- ✓ Clear accountability and transparency
- ✓ Continuous improvement and reflective practice
- ✓ Alignment with IB philosophy and learner profile
- ✓ Support for student learning and wellbeing

4. Roles and responsibilities

Governing Authority

(IB Standards: Purpose 1.1; Leadership 1.1)

The Governing Authority provides strategic oversight of the school and ensures compliance with national legislation and IB requirements. It supports the sustainable implementation of the IB MYP through policy approval, resource allocation, and long-term planning.

Head of School

(IB Standards: Leadership 2.1; Leadership 3.1)

The Head of School leads the pedagogical and organizational implementation of the MYP across all year levels. The role includes overseeing teaching, learning, and assessment practices; supporting subject leaders and teachers; monitoring programme quality; and working collaboratively with the IB MYP Coordinator to ensure coherence and continuous improvement.

IB MYP Coordinator

(IB Standards: Leadership 2.1; Leadership 2.2; Leadership 4.1)

The IB MYP Coordinator oversees the planning, implementation, and review of the MYP. Responsibilities include ensuring vertical and horizontal curriculum articulation; supporting unit planning, ATL integration, and assessment practices; coordinating internal standardization and moderation; overseeing the Personal and Community Projects; ensuring IB policies are implemented, communicated, and reviewed; and serving as the primary liaison with the IB.

Subject Leaders

(IB Standards: Leadership 3.1; Teacher Support 3.1)

Subject Leaders guide curriculum development within subject groups and support teachers in applying MYP concepts, criteria, and assessment standards. They facilitate collaborative planning, ensure vertical articulation, and support internal standardization and moderation processes.

ATL Coordinator

(IB Standards: Teaching and Learning 1.1; Leadership 3.1)

The ATL Coordinator supports the coherent development and implementation of Approaches to Learning skills across the MYP. The role includes supporting teachers in embedding ATL skills in unit planning and ensuring progression and consistency across subject groups.

Personal Project Coordinator

(IB Standards: Leadership 1.2; Teaching and Learning 2.4)

The Personal Project Coordinator oversees the implementation of the MYP Personal Project, supports and trains supervisors, ensures assessment and moderation requirements are met, and maintains required documentation and evidence.

Community Project Coordinator

(IB Standards: Teaching and Learning 2.4; Leadership 3.1)

The Community Project Coordinator leads the planning and implementation of the Community Project, supports teachers and mentors, ensures alignment with Service as Action, and maintains project documentation and evidence.

Teachers

(IB Standards: Teaching and Learning 1.1; Teacher Support 1.2)

Teachers plan and deliver inquiry-based MYP units, assess students using MYP criteria, integrate ATL skills, participate in collaborative planning and professional development, and support student wellbeing and learner profile development.

Student Support Staff

(IB Standards: Student Support 2.1; Student Support 3.1)

Student Support Staff provide academic, social, emotional, and psychological support to students. They collaborate with teachers and coordinators to support diverse learning needs and contribute to inclusive, student-centred learning environments.

5. Monitoring and review

Quality assurance cycle

This policy is reviewed annually in April as part of the school's institutional quality-assurance cycle. The review is led by the IB MYP Coordinator in collaboration with the School Leadership Team, using evidence from programme evaluation, stakeholder feedback, and IB requirements.

Continuous improvement

Findings from the review process inform improvements to leadership structures, role clarity, and professional learning. Actions arising from the review are integrated into the school's Professional Learning Plan and strategic development processes.

6. Policy communication

This policy is communicated to staff during induction and professional development sessions and is made available to the school community through internal platforms.

Clear role definitions support transparency, collaboration, and accountability.

7. Alignment with IB Standards and Practices

This policy aligns with the following IB Standards and Practices:

- ✓ Purpose 1.1
- ✓ Leadership 1.1, 2.1, 2.2, 3.1, 4.1
- ✓ Teaching and Learning 1.1, 2.4
- ✓ Teacher Support 1.2, 3.1
- ✓ Student Support 2.1, 3.1

8. Links to Other Policies

The IB MYP Roles and Responsibilities Policy at Muhammad al-Khwarizmi Specialized School (MAKSS) operates within a coherent and interconnected policy

framework that ensures clarity of leadership, accountability, collaboration, and effective programme implementation. This policy is closely aligned with other core school and IB policies to support consistent decision-making and high-quality teaching and learning.

Academic Integrity Policy

The Academic Integrity Policy informs the responsibilities of leadership, coordinators, and teachers in promoting ethical academic practices.

Clear role definitions support consistent implementation of preventive education, investigation procedures, and sanction processes related to academic misconduct.

Assessment Policy

The Assessment Policy outlines assessment principles and procedures that are implemented through clearly defined leadership and teacher roles.

Responsibilities related to assessment design, standardization, moderation, and reporting are aligned with this policy to ensure fairness and consistency.

Language Policy

The Language Policy supports the roles of all staff by establishing expectations for clear, inclusive, and multilingual communication.

All leaders and teachers share responsibility for language development, in line with the principle that all teachers are language teachers.

Inclusion Policy

The Inclusion and Learning Support Policy informs the responsibilities of leaders, teachers, and student support staff in identifying and supporting diverse learning and wellbeing needs.

Collaboration among coordinators, teachers, psychologists, and mentors ensures inclusive access to the MYP.

Complaints and Appeals Policy

The Complaints and Appeals Policy clarifies procedures for addressing concerns related to leadership decisions, teaching practices, assessment outcomes, or programme implementation.

Defined roles and responsibilities ensure that complaints and appeals are handled transparently and at the appropriate level.

Monitoring and Coherence

Clear links between this policy and other school policies ensure coherence across governance, teaching, learning, assessment, and student support systems. Together, these policies reinforce a shared understanding of responsibilities and contribute to a sustainable cycle of reflection, accountability, and continuous improvement, in alignment with IB MYP Standards and Practices.

References:

1. International Baccalaureate (2014) *Programme standards and practices*. Cardiff: International Baccalaureate Organization.

2. International Baccalaureate (2014) *MYP: From principles into practice*. Cardiff: International Baccalaureate Organization.
3. International Baccalaureate (2018) *Rules for IB World Schools: Middle Years Programme*. Cardiff: International Baccalaureate Organization.
4. International Baccalaureate (2021) *General regulations: Middle Years Programme*. Cardiff: International Baccalaureate Organization.
5. Muhammad al-Khwarizmi Specialized School (2025) *IB MYP roles and responsibilities policy*. Version 1.0. Tashkent: Muhammad al-Khwarizmi Specialized School.