



Position Needed: IB PYP Coordinator

Tarbiyah Academy, a new Islamically oriented IB PYP School is seeking to hire an experienced IB PYP Coordinator to join its administrative team in the 2016-2017 Academic Year. The ideal candidate will have the following:

- ❖ A degree plus teaching qualification (or equivalent) in a relevant area
- ❖ Higher degree or recognized professional qualification (preferred)
- ❖ Two years of administrative experience
- ❖ Evidence of continued relevant professional development.
- ❖ IB experience (preferred, not required)

If you are interested, please apply online at <http://tarbiyahacademy.com/about-us/employment/>

IB PYP COORDINATOR JOB DESCRIPTION

Key Objectives Of The Position

This job description is to be read in conjunction with the Primary Classroom Teacher job description. The Primary School PYP Coordinator is an informed, reflective practitioner who uses Inquiry learning strategies within the PYP framework to create positive learning environments which motivate and challenge all learners to become self-regulated, life-long learners and leaders.

Consistent with Tarbiyah Academy policies, the Primary School PYP Coordinator, alongside the Head of School, will act as the pedagogical leader of the PYP in the school. The position holder will have a commitment to collaborative planning and is responsible for ensuring that pedagogical aspects are discussed, information is disseminated and the PYP is planned, taught and assessed collaboratively. The Primary School PYP Coordinator is responsible for:

- ❖ Liaison between IBO and school
- ❖ Defining the culture of school (based on the PYP learner profile)
- ❖ Developing the programme and its whole-school implementation
- ❖ Facilitating inquiry
- ❖ Promote international-mindedness in the school
- ❖ Articulation of the programme
- ❖ Professional development: workshops, conferences, school visits, induction; IB networks
- ❖ Supporting the IB authorization and evaluation processes
- ❖ Recording, collating and archiving materials, including recording the PYP exhibition
- ❖ Developing assessment, language, and academic honesty policies

Documentation

To be familiar with and promote understanding and use of all PYP documents

Key tasks

- ❖ Be fully conversant with all PYP publications
- ❖ Ensure that copies of IB publications pertaining to the PYP section of the school are available to all staff members
- ❖ Establish and maintain a record of completed IB Primary Years Programme planners
- ❖ Publish the school's programme of inquiry

- ❖ Lead the process of developing or reviewing the school's curriculum documents, including the programme of inquiry and scope and sequence documents
- ❖ Model IB planning, assessment, and implementation by having up to 50% teaching load
- ❖ Ensure that agreements are formulated for teaching and learning and for assessment
- ❖ Ensure the development of an action plan and, advise and support the formulation of the school's strategic development plan
- ❖ Maintain the archive of PYP records from one year to the next, including the exhibition
- ❖ Ensure that the document entitled General regulations: Primary Years Programme is supplied to parents/guardians
- ❖ Ensure that the document entitled Rules for IB World Schools: Primary Years Programme I shared with relevant staff.

Professional development

Key tasks

- ❖ Ensure that staff members are made aware of professional development opportunities
- ❖ Ensure PYP teaching staff receive ongoing training in the delivery of the programme
- ❖ Make recommendations regarding professional development opportunities on and off campus
- ❖ Keep a record of workshop attendance and school visits to ensure equality of opportunity to identify ongoing needs, and to complete authorization and programme evaluation forms
- ❖ Provide appropriate guidance and support are given to staff to implement the programme (for example, developing a programme of inquiry, use of the PYP planner, use of an appropriate diversity of assessment strategies, planning the exhibition)
- ❖ Assist teams or individuals in developing and documenting units of inquiry and individual student inquiries
- ❖ Support the teachers responsible for, and the students involved in, the PYP exhibition in the final year of the programme
- ❖ Ensure that all PYP teachers are issued with passwords to access the OCC

Resource management

Key tasks

- ❖ Make recommendations for the purchase of suitable resources to support the implementation of the programme
- ❖ Be responsible for the establishment of an inventory of resources to facilitate efficient collaboration
- ❖ Identify resources within the local community to aid the implementation of the PYP

Communication

Key tasks

- ❖ Ensure that all requirements of the IB concerning the implementation of the programme are adhered to
- ❖ Set up systems for communication and collaboration among all staff members involved in implementing the programme
- ❖ Conduct parent information sessions
- ❖ Develop, create a school news letter and publish articles pertaining to the programme in the school newsletter
- ❖ Circulate all relevant information received from the IB and ensure that teachers and other staff are kept up to date with current developments in the programme
- ❖ Prepare and submit any documentation required for authorization and evaluation
- ❖ Respond to requests for information (for example, questionnaires) from the IB
- ❖ Provide a liaison between the school and the IB
- ❖ Provide outreach to the wider PYP community through OCC discussion forums, email and hosting visits from other schools

- ❖ Promote the use of the OCC within the school community
- ❖ Recommend exemplary teachers to participate in curriculum development meetings

Further details of the role and responsibilities of PYP Coordinators are available from the IBO, in particular refer to the 'Responsibilities of the pedagogical leadership team' section of 'Making the PYP happen: Pedagogical leadership in a PYP school' (2009).

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager 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 Head of School and member of staff, and is to be reviewed annually.

Key Relationships

The Primary School PYP Coordinator reports to the Head of School. In addition the Primary School PYP Coordinator will develop and maintain effective working relationships with:

- ❖ IBO
- ❖ Local and International PYP Coordinator Networks
- ❖ School leadership team
- ❖ Primary School teachers
- ❖ Administration staff
- ❖ Parents and learners

Personal Specification

Qualifications and Training

- ❖ A degree plus teaching qualification (or equivalent) in a relevant area
- ❖ Higher degree or recognized professional qualification (preferred)
- ❖ Evidence of continued relevant professional development.
- ❖ IB experience (preferred, not required)

Experience

- ❖ Two years administrative experience
- ❖ Experience of teaching the PYP (preferred)
- ❖ Experience in teaching learners with diverse needs
- ❖ Experience and knowledge of curriculum design and development

Knowledge and Understanding

- ❖ Deep knowledge and understanding of conceptually based planning and learning
- ❖ Practical understanding of effective teaching and learning strategies
- ❖ Theoretical understanding of effective teaching and learning strategies
- ❖ Relevant curriculum knowledge
- ❖ Understanding and knowledge of principles and practice of inclusion

Personal Qualities

- ❖ A demonstrated and genuine liking and appreciation of children
- ❖ Inclusive
- ❖ Flexible and adaptable
- ❖ Resilient
- ❖ Sense of humor
- ❖ High standards and expectations
- ❖ Motivated, a go-getter.

Core Competencies

We are looking for someone who can:

- ❖ Establish and maintain good relationships with colleagues, learners and parents
- ❖ Collaborate
- ❖ Communicate effectively orally and in writing
- ❖ Deal effectively and non confrontationally with learners and staff
- ❖ Positively influence others
- ❖ Listen actively
- ❖ Motivate and engage with colleagues