

## JOB FAMILY

Role Name	Coordinator – PYP (TLR 2) (Non-class based)
Job Code	TCH03/05
Role Summary	<p>A PYP coordinator will have proven teaching ability and be able to act as a pedagogical leader of the programme in the school. The IBO sees the responsibility for pedagogical leadership within the school as being a shared responsibility, to include both the PYP coordinator and the primary school principal.</p> <p>A commitment to collaborative planning is central to the philosophy of the PYP. The PYP coordinator has a pivotal role in this process, taking responsibility for ensuring that pedagogical aspects are discussed, information is disseminated and the programme is planned, taught and assessed collaboratively.</p> <p>Together with other members of the school’s management team, the PYP coordinator is involved in the whole-school implementation and organization of the programme. Besides maintaining contact with school administrators, the PYP coordinator should communicate directly with all members of the teaching team and be involved in whole-school planning, as well as in-school and out-of-school professional development.</p>
Main Accountabilities	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• To lead by example in terms of pedagogy, practice and professionalism: <ul style="list-style-type: none"> <li>- Developing all aspects of the IB PYP Learner Profile to nurture international mindedness</li> <li>- Being responsible for areas of the School Development Plan related to PYP implementation and development</li> <li>- Helping to foster a spirit of inquiry, innovation, professional learning and reflection within the school’s learning community</li> <li>- Showing commitment and leadership in terms of collaborative planning, ensuring that pedagogical PYP beliefs and values are fully integrated and embedded within the school</li> <li>- Working to improve teachers’ professional knowledge, skills and understanding regarding inquiry pedagogy and implementation of strategies for PYP</li> <li>- Being a leading learner and acting as coach/mentor to develop the professional skills of staff to support the learning of the whole child</li> <li>- Continually striving to enhance the quality of inquiry within all aspects of learning and teaching</li> <li>- Regularly reviewing the quality of learning and teaching through monitoring processes developed through the school</li> <li>- Reviewing the curriculum ensuring that it meets the standards and practices required by the IB</li> <li>- Promoting positive and professional working relationships</li> <li>- To conduct Performance Management in line with school policy</li> </ul> </li> </ul> <p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>• Ensure that copies of IBO publications pertaining to the PYP section of the school are available to all staff members.</li> <li>• Establish and maintain a record of completed planners.</li> <li>• Lead the school in the development of the programme of inquiry ensuring appropriate balance and progression</li> <li>• Lead the process of developing or reviewing the school’s curriculum policies and scope and sequence documents.</li> <li>• Participate in the formation of the school’s strategic development plan.</li> </ul>

	<p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>• Ensure that staff members are made aware of professional development opportunities.</li> <li>• Keep a record of workshop attendance and school visits to ensure equality of opportunity based on on-going needs and school priorities</li> <li>• Assist teams or individuals in developing units of inquiry.</li> <li>• Support the teachers responsible for, and the students involved in, the PYP exhibition in the final year of the programme.</li> <li>• Lead staff professional development and curriculum development based on school priorities and needs.</li> </ul> <p><b>Resource management</b></p> <ul style="list-style-type: none"> <li>• Effectively manage the PYP budget to support the implementation of the programme.</li> <li>• Establish an inventory of resources to facilitate efficient management.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Ensure effective communication with the Primary Leadership team and curriculum leaders</li> <li>• Set up systems for communication and collaboration among all staff members involved in implementing the programme.</li> <li>• Meet with teaching teams regularly to support them in the planning process.</li> <li>• Conduct parent information sessions.</li> <li>• Publish articles pertaining to the programme in the school newsletter.</li> <li>• Circulate all relevant information received from the IBO.</li> <li>• Prepare and submit any documentation required for authorisation and evaluation.</li> <li>• Ensure that all requirements of the IBO concerning the implementation of the</li> <li>• Programmes are adhered to.</li> <li>• Respond to requests for information (for example, questionnaires) from the IBO.</li> <li>• Provide a liaison between the school, IBO and ESF.</li> <li>• Provide outreach to the wider PYP community through OCC discussion forums, e-mail and school visits.</li> <li>• Promote the use of the OCC within the school community.</li> </ul>
Typical reporting relationship	Principal
Minimum typical education	<ul style="list-style-type: none"> <li>• Bachelor Degree in Education, or</li> <li>• Bachelor Degree in any subjects with PGCE (Postgraduate Certificate of Education), or equivalent</li> </ul>
Minimum typical experience	<ul style="list-style-type: none"> <li>• An exemplary teaching background</li> <li>• Proven experience as a pedagogical leader within a PYP school environment.</li> </ul>
Core Professional / Technical Competencies required	<p><u>Abilities</u></p> <ul style="list-style-type: none"> <li>• Development of curriculum</li> <li>• Resources (budget) management</li> </ul> <p><u>Knowledge</u></p> <p>Having a thorough and up-to-date knowledge of the teaching of their subject(s), their students, curriculum, pedagogy, education-related legislation and the specific teaching context.</p>

Core Soft / Transferable Competencies required	<ul style="list-style-type: none"> <li>• Planning &amp; Organising Work</li> <li>• Translating Strategies into Plans &amp; Actions</li> <li>• Valuing &amp; Integrating Diversity</li> <li>• Learning Agility</li> <li>• Leading Change</li> <li>• Written Communication</li> <li>• Work Standards / Quality Orientation</li> <li>• Creativity/ Innovative</li> <li>• Formal Presentation</li> <li>• Developing Talent</li> </ul>
Development / Training to support role competencies	<p><u>Development activities</u> To be negotiated as part of the performance management process</p> <p><u>Relevant courses</u> To be negotiated as part of the performance management plan</p>
Notes:	