



## PYP Early Years Coordinator Job Description

**Title:** PYP Early Years Coordinator

**Responsible to:** Head of Primary

**Responsible for:** Early Years PYP form tutors, teachers and teaching assistants

**Start Date:** August 2023

We are seeking an experienced PYP Early Years Coordinator to join our team in August 2023. Candidates need to be experienced in leading early years teams, play-based learning and the PYP programme. We are looking for someone who is extremely passionate about international education, play-based learning and is a creative thinker. The successful candidate will also be adaptable, motivated by challenge and an outstanding and supportive leader. Please see the job description for further details

### Overview of the role

The core purpose of the PYP Early Years Coordinator is to organise and manage all aspects of the IB PYP Early Year in accordance with the Ecole Ruban Vert's ERV's Mission, Vision and Values, as accredited by CIS, and as per the values and principles of the IB PYP Programme. This requires the PYP Early Years Coordinator to have a solid understanding of the programme in order to provide staff, students and parents with comprehensive information and guidance regarding the IB PYP, its philosophy, aims and requirements, in unison with the PYP Coordinator.

The PYP Early Years Coordinator is a dynamic individual with experience of Early Years leadership and a sound understanding of the IB PYP Programme in a multicultural environment, and has a commitment to excellence through a caring, personalised and effective approach to learning and school life for our families and students. With the significant investments we have made in staffing, professional development, technology, and as a growing CIS-accredited school, the PYP Early Years Coordinator will take the Early Years Programme and learning experiences at ERV to the next level.

### Duties and Responsibilities

- Provide visionary leadership for the curriculum in alignment with the ERV mission, strategic plan and goals
- Maintain and develop the distinctive, personalised student-centred culture of the PYP, and ERV curriculum
- To lead the Early Years section in collaboration with the PYP Coordinator in the IB evaluation process through collaborative and shared responsibilities with the Early Years team
- Lead the development and implementation of the written, taught, and assessed curriculum
- Facilitate EY planning meetings and faculty meetings
- To facilitate EY assemblies in alignment with school guidelines



- Co-Lead the process of developing or reviewing the school's scope and sequence documents
- Cultivate an environment that promotes and secures good teaching and effective learning through student centred inquiry-based learning
- Support new staff through the induction of the EY PYP and other EY pedagogies
- Demonstrate the use of research-based instructional strategies and share resources to improve student achievement
- Co-teach and co-plan with teachers and model lessons
- Collaborate in planning meetings and facilitate collaboration with other teachers
- Organise opportunities for teachers and teaching assistants to observe, to be observed, and to participate in feedback and reflective coaching activities as a part of the teaching and learning process
- Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and student success
- Be actively involved in professional learning for staff and parents
- Mentor new or experienced teachers and teaching assistants seeking to improve early years instructional skills, planning and delivery
- Collaborate with the Head of Primary and PYP Coordinator, ensuring the successful development and refinement of the ERV curriculum
- Collaborate with the Head of Primary to assist with the planning and implementation of school improvement plans
- Attend the Academic Leadership Team meetings
- Carry out any other duties as assigned by the Senior Leadership Team (SLT)
- Undertake any other duties as may be reasonably required.

## Curriculum

- To develop systems and documentation including mapping the transdisciplinary program of inquiry, unit planners, and other planning documentation, policy documents, guidelines for verification, evaluation and continuum initiatives
- To provide EY PYP teachers with relevant EY/PYP curriculum documentation.
- To provide guidance for PYP teachers in understanding EY PYP scope and sequence documents, include team or individual consultation on the elements of the EY PYP curriculum framework so that they can use a range and balance of teaching strategies
- To provide guidance for Data analysis and ensure tracking document for progress and attainment are updated and complete
- To ensure that curriculum documentation is up to date and ensure that all requirements of the PYP are met.
- To work closely with teachers to ensure PYP continuity and the effective implementation of the IB learner profile
- To co-oversee the review of the programme of inquiry on an annual basis and submit a report to the Head of Primary
- To attend regional workshops that have been organised by IBO



- Ensure that teachers provide personalised teaching and learning opportunities for all students.

## Documentation

- Ensure that copies of IBO publications pertaining to the PYP Early Years section of the school are available to all staff members
- Along with the PYPC, support to prepare and submit any documentation required for IB evaluation and subsequent actions
- Establish and maintain a record of completed planners
- Publish the school's programme of inquiry
- Co-Lead the process of developing or reviewing the school's scope and sequence documents
- Ensure that agreements are formulated for teaching and learning language
- Ensure that Rules for authorised schools: Primary Years Programme is shared with relevant staff
- Support in the implementation of the school's strategic development plan
- Ensure that policies and guidelines are shared and followed by staff

## Communication

- To keep the Head of Primary regularly informed of EY developments
- Set up systems for communication and collaboration among all staff members involved in implementing the programme
- Conduct parent information sessions
- Circulate all relevant information received from the IB and other partner organisations
- Prepare and submit any documentation required for authorization and evaluation
- Ensure that all requirements of the IB concerning the implementation of the programme are adhered to
- Respond to requests for information (for example, questionnaires) from the IB
- In collaboration with the PYPC, provide a liaison between the school and the IB
- Provide outreach to the wider PYP community through My IB, e-mail and school visits
- Promote the use of My IB within the school community

## Professional Development

- Ensure that staff members are made aware of professional development opportunities
- Make recommendations regarding professional development opportunities on and off campus
- Keep a record of workshop attendance and school visits to ensure equality of opportunity and identify ongoing needs
- To review professional development applications from teachers and consult with the Head of Primary in respect of approval, registration and recording of attendance



- To organise peer lesson observations and engage in team teaching opportunities that reflect our commitment to providing effective teaching, learning and assessment

### Assessment and Reporting

- To ensure assessment and reporting practices reflect ERV's values, the attributes of the IB learner profile and IB requirements
- To support in developing timelines and formats for reporting student progress, including written reports and parent conferences, which allow for effective communication to parents and students and accurate records for use by future teachers.
- To ensure that EY PYP teachers use a range and balance of assessment strategies, recording and reporting strategies, involve students, parents and colleagues in the assessment process, involve students in shared reflection during and at the end of each unit, enable students to see assessment as a means of describing their learning etc.
- Ensure that teachers communicate and help learners and parents understand the assessment criteria
- To maintain professional ethical standards confidentiality

### Skills Required

Essential Qualities, Experiences & Approaches	Highly Desirable Qualities, Experiences & Approaches
<b>1. Qualifications and Skills</b> <ul style="list-style-type: none"><li>• Undergraduate degree in a related field, plus appropriate postgraduate educational qualifications (teaching certificate, degree or Master's)</li><li>• Minimum of 10 years of relevant experience, with at least 5 years PYP teaching experience</li><li>• Experience with proven successes in areas of responsibility in Early Years</li><li>• Up to date IB Early Years PYP training</li><li>• High standard of teaching, with ability to model the highest standards of learning and teaching to colleagues</li><li>• Effective communication skills in English and a high level of emotional intelligence and written presentation</li><li>• Excellent technological skills, to lead and model recording and monitoring of student progress and programmes</li></ul>	<ul style="list-style-type: none"><li>• Master's in educational leadership or equivalent</li><li>• Previous successful experience as an Early Years Coordinator</li><li>• Experience of Early Years leadership</li><li>• Knowledge of the French Language and/or willingness to learn</li></ul>
<b>2. Leadership and Management</b> <ul style="list-style-type: none"><li>• Commitment to and proven experience of best practice in child protection, safeguarding and staff and student safety and wellbeing</li><li>• Commitment to developing a positive culture which motivates and challenges all learners to become self-regulated, life-long learners and leaders</li><li>• Experience and successes with the coordination of teacher</li></ul>	<ul style="list-style-type: none"><li>• Experience of management of teachers</li><li>• Experience and/or knowledge of leadership in a bilingual/multilingual context</li><li>• Experience of IB PYP evaluation and/or accreditation and a thorough understanding of all requirements of the IB PYP programmes and standards</li></ul>



<p>collaboration and development</p> <ul style="list-style-type: none"><li>● Ability to manage change effectively, balancing academic progress and the well-being of all students</li><li>● Experience implementing the PYP in the Early Years setting</li><li>● Proven successes with managing record keeping, action planning, follow up and review</li></ul>	
<p><b>3. Curriculum Development</b></p> <ul style="list-style-type: none"><li>● Commitment to the IB PYP programme with a focus on developing play-based, inquiry led and student-centred learning</li><li>● Proven successes in programme planning, authentic assessment and curriculum development</li><li>● Proven experience in effective improvements in cohort and individual student achievement</li><li>● Experience of vertical and horizontal curriculum alignment</li><li>● Thorough understanding of play-based learning and outdoor education</li></ul>	<ul style="list-style-type: none"><li>● Experience in mapping learning across year levels</li><li>● Experience of adapting curriculum to local needs and opportunities</li></ul>
<p><b>4. Learning, Teaching and Student Support</b></p> <ul style="list-style-type: none"><li>● Have high expectations and recognise and promote excellence in learning and teaching</li><li>● Commitment to and understanding of effective whole-child, personalised learning in an international, inclusive context and for the development of a culture of student agency and empowerment</li><li>● Effectiveness and passion as an IB PYP teacher</li><li>● Experience of leading effective collaboration and professional development for teachers</li><li>● Knowledge and understanding of how technology can improve student learning</li><li>● Commitment to multilingual and multicultural education</li><li>● Knowledge of current research-based international pedagogical thinking</li><li>● Ability to develop authentic assessment and feedback strategies to ensure individual and cohort progress in relation to internal and international standards</li></ul>	<ul style="list-style-type: none"><li>● Experience of leadership and management of ICT systems appropriate for recording and tracking all aspects of the EY Programme</li><li>● Experience in the use of Seesaw, Mathletics and Learning A-Z</li><li>● Experience in leading the learning in a multilingual inclusive environment</li></ul>
<p><b>5. Resources, Enrichment &amp; Events and Partnerships</b></p> <ul style="list-style-type: none"><li>● Proven ability to build relationships and trust with prospective and existing parents</li><li>● Proven ability to maintain proactive communications with all parts of the school community</li><li>● Commitment to developing the school's reputation within the regional and international community</li><li>● Willingness to contribute to positive promotion of the school through ERV social media and marketing</li></ul>	<ul style="list-style-type: none"><li>● Experience of outdoor learning programmes</li><li>● Experience of school promotion via social media</li><li>● Understanding and experience of planning and overseeing successful students visits, events and enrichment activities</li></ul>
<p><b>6. Personal Qualities &amp; Outlook</b></p> <ul style="list-style-type: none"><li>● Open-minded and culturally sensitive, with a commitment to Diversity, Equity, Inclusion and Antiracism</li></ul>	



- Reflective practitioner, with a goal-setting, solutions-focused approach
- Open to effectively providing and receiving feedback, with consideration of other perspectives and ways of working
- Ability to be an innovative leader and collaborative team player
- Work calmly and effectively, managing multiple priorities and deadlines
- A good listener and communicator, with strong presentation and written skills and an eye for detail
- Able to understand and support the needs of a multilingual and multicultural community
- Proven ability to inspire professional respect and integrity to support teachers, committed to leading by example
- Approachable, adaptable, and caring

ERV is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS/police check