



Early Years PYP Coordinator

The Swiss International Scientific School in Dubai (SISD) is a leading international day and boarding school where future generations are inspired to become confident and enthusiastic lifelong learners, ready to embrace the opportunities and challenges of a global world. Founded in 2015, our school currently welcomes more than 1150 students of more than 70 different nationalities on its cutting-edge campus, in the centre of Dubai. From Pre-KG to Grade 12, SISD follows the full continuum International Baccalaureate (IB) programme in three streams focusing on personalised learning and the development of 21st century skills. Students choose between the English with additional languages/STEAM stream or the bilingual English-French/German streams. We pride ourselves on being a fully accredited IB Continuum World School, offering the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), IB Careers Programme (IB CP) and IB Diploma Programme (DP). Our personalised international curriculum offers an engaging learning experience, the challenge of developing a real understanding of cultural diversity and the support of a thriving international community. Our state of the art, eco-friendly campus adjacent to Dubai creek, ensures that we can offer a wide range of sporting and after school activities tailored to the personal needs and preferences of every student.

Job title	Early Years PYP Coordinator	Department	Grades PreKg-KG2
Start date	August 2021	Location	Dubai, UAE
Reports to	Head of Early Years		
Job Scope	The Early Years PYP Coordinator is a key member of the Early Years Pedagogical Leadership Team and will take responsibility for the academic development of all Early Years students to include implementing, coordinating, leading and ensure effective curriculum planning, teaching, assessment and recording.		
Main Duties and Responsibilities	<p>Main Duties and Responsibilities</p> <p>This not an exhaustive list and all duties/responsibilities:</p> <p>Leading, developing and enhancing the teaching practice of the Early Years team</p> <p>Leadership</p> <ul style="list-style-type: none"> • To support and mentor new Early Years PYP teachers and conducting induction into Early Years. • To provide learning engagement input and feedback for Early Years Teachers. • To provide continued support for all teachers in the PYP curriculum (to include writing and implementation of curriculum initiatives) through 		

training, classroom observation, professional development days, departmental meetings, targeted sessions etc.

- To lead the Early Years section in collaboration with the PYP Coordinator in the IB evaluation process through collaborative and shared responsibilities with Early Years leadership team, MYP and IB Diploma Coordinator.
- To lead the Early Years department in the DSIB inspection process through collaborative and shared responsibilities with Early Years leadership team, PYP, MYP and DP Coordinator.
- To lead the Early Years department in the support and the implementation of the teaching and learning vision and the self-improvement plan.
- To lead and provide support for all the teachers in the Distance Learning programme and follow up with parents. To ensure accurate data on students' attendance during DL programme.

Communication

- To be an active part of the EYLT/PLT and provide feedback about the progress and development of the PYP.
- To keep the Head of School and Head of Early Years regularly informed of PYP developments
- To collaboratively plan with teachers and teaching assistants for the PYP during planning meetings.
- To maintain communication between SISD, the relevant IB office and other PYP schools.
- To ensure information about the PYP is communicated clearly and effectively to all members of the Early Years.
- To deliver curriculum-related parent meetings and workshop opportunities in order to promote curriculum knowledge and understanding.
- To deliver information sessions for the community.
- To ensure, in collaboration with the PYP Coordinator, all EY PYP teachers have access to the IB Online Curriculum Centre (OCC).
- To communicate newly published PYP documents to all PYP teachers.
- To attend coordination and development meetings with the PYP, MYP and IB Diploma Coordinators to share best practice and ensure consistent implementation of the curriculum.

Professional Development

- To provide induction in collaboration with the EYLT to the EY/PYP for all new EY/PYP teachers and teaching assistants.
- In collaboration with the Head of Early Years, Department Heads and Subject Coordinators identify areas for professional development and plan internal and external workshops accordingly.
- To communicate relevant PYP professional development opportunities for staff.

- To review in collaboration with the EYLT professional development applications from teachers in line with the professional development policy and budget and consult with HR in respect of registration and recording of attendance.
- To ensure in collaboration with the EYLT that all PYP teachers have access to the reporting guidelines.
- To organize peer lesson observations and engage in team teaching opportunities that reflect our commitment to providing effective teaching, learning and assessment.

Curriculum

- To develop systems and documentation including, teaching and learning supplement, mapping the transdisciplinary program of inquiry, unit planners, objective led planner and environmental planner, policy documents, guidelines for verification and evaluation and continuum initiatives.
- To provide EYPYP teachers with relevant EYPYP curriculum documentation.
- To review and enhance the IB steam / Arabic programme for EY
- To provide guidance for EYPYP teachers in understanding EYPYP scope and sequence documents.
- To provide guidance for the EY Teaching assistant in developing the language acquisition programme in EY.
- To include committee, team or individual consultation on the elements of the EYPYP curriculum framework so that they can use a range and balance of teaching strategies, involving students actively in their own learning, addressing the individual needs of students.
- 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 liaise with the Head of Early Years regarding PYP curriculum issues.
- To oversee the review of the programme of inquiry on an annual basis and submit report to the EYLT.
- To attend regional workshops that have been organized by IBO.
- Ensure that teachers provide personalized teaching and learning opportunities for all students.

Documentation and Resource Management

- To maintain copies of all correspondence with the IB, including applications, forms, documents and reports.

- To collaborate with the Head of Early Years, Heads of department and Subject Coordinators in determining curriculum resources.
- To prepare and submit any documentation required for IB evaluation.
- To collaborate in collaboration with the EYLT in the preparation and submission of any documentation required in advance of KHDA/DSIB inspection.
- To ensure that all IB requirements and procedures in relation to the PYP are observed.

Assessment and Reporting

- To ensure assessment and reporting practices reflect SISD’s values, the attributes of the IB learner profile and IB requirements.
- To develop timelines and formats for reporting student progress, including written reports and parent conferences, which allow for effective communication to parents and students and accurately records for use by future teachers.
- To ensure that EYPYP 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 particularly confidentiality.

General

- To coordinate PYP activities to ensure the Early Years meets IBO regulations and deadlines.
- To collaborate with the EYLT and IB consultant, facilitate meetings with the IB consultant and provide feedback to the EYLT and Head of School.
- To support the Early Years section in covering absent teachers when required.

Key Relationships

Internal	Students, Teachers, Curriculum Coordinators, Subject Coordinators, Deputy Head of Early Years and Head of Early Years
External	Parents, KHDA, IB, therapists (occupational therapist, psy, etc.)

Position Requirements

<p>Education</p>	<ul style="list-style-type: none"> • Degree in Education or Early Childhood Studies • Professional Teaching Qualification • Higher Degree (e.g. Master’s in Education is an advantage) • Recent participation in continuing professional development with focus on Early Years and/or PYP curriculum/context
<p>Must have skills</p>	<ul style="list-style-type: none"> • Comprehensive knowledge of the PYP programme • Strong communication skills (both written and oral) • To work collaboratively in a team • Ability to analyze data and present findings • Confident in meeting, presenting and communicating with others (parents, KHDA etc) • A high degree of initiative, strategic and creative thinking • Well-developed interpersonal skills and experience of leading a high performing team • Inclusive, flexible and balanced management style • Excellent organizational skills, time management and ability to meet deadlines • Committed team player with empathy, drive, energy and passion • Sense of humour
<p>Experience</p>	<ul style="list-style-type: none"> • Proven track record of outstanding teaching and learning preferably in an international school • Previous Leadership experience in an Early Years setting (grade leader, phase leader) preferably in a PYP context • A track record of working collaboratively and productively as part of a team • Proven experience in delivering differentiated learning
<p>Competencies</p>	<ul style="list-style-type: none"> • Passion for education • Inter-culturally aware • Committed to ensuring high standards and able to inspire and model best practice to colleagues, to accept responsibility, demonstrate in their actions and decisions fairness, firmness, consistency and integrity • Innovative, highly motivated, resourceful, flexible, self-starter
<p>Additional Requirements</p>	<ul style="list-style-type: none"> • Any additional language is desirable (but especially French, German or Arabic) • KHDA inspection experience is desirable



Salary & Benefits	Competitive
Contract	Limited Term Contract
Application	<p>Candidates are requested to submit the following documents:</p> <ul style="list-style-type: none"> • Cover letter of one page, explaining your strengths as a candidate and why you are interested in this position • Current CV not to exceed two pages • 3 professional references with current contact details (position, phone number and e-mail address) not older than 5 years. One must be your current or last Line Manager <p>Please send your application to: hr@sisd.ae</p> <p>CLOSING DATE: 30 April 2021</p> <p>Due to the expected volume of applications we will only contact those applicants that are shortlisted for interview.</p> <p>We are committed to providing a safe and happy environment for all our employees and in which our students can thrive and learn. We are committed to safeguarding and promoting the welfare of all our employees and students. All employees are subject to appropriate vetting procedures including satisfactory criminal record checks from both country of residence/home country and any other country of residence.</p>