



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	Coordinator IB-Primary Years Programme (PYP)	FLSA Status:	Exempt
Job Family:	Licensed	Pay Range:	T Salary Schedule
Prepared/Revised Date:	January 1, 2018	Job Code:	21259

SUMMARY: Responsible for coordinating the International Baccalaureate (IB) Programme, which aims to develop inquiring, knowledgeable, and caring people through intercultural understanding and respect by addressing social, physical, emotional, and cultural needs in addition to academic welfare.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

DESCRIPTION OF JOB TASKS	
1. Support:	<ul style="list-style-type: none"> a. Implementation of the Primary Years Programme, and PYP best practices in classrooms and Specials classrooms through modeling, co-teaching, and co-planning of lessons and units. b. Grade level teams in revising the Programme of Inquiry (POI) and developing unit of inquiry. c. PYP induction process for new teachers and an inquiry-based learning environment within the school.
2. Coordinate:	<ul style="list-style-type: none"> a. PYP-related professional development opportunities for staff, including workshops, site visits, curriculum development, and participation on relevant IB Organization (IBO) and IB Americas (IBA) committees. b. And maintain systems of collaboration for implementation within the school and with sister schools. c. And facilitate the PYP Student Exhibition. d. PYP visits from other schools, evaluation visits and the precursor to evaluation, "Self-Study" process.
3. Maintain:	<ul style="list-style-type: none"> a. School's assessment documents (including language policy, agreements, curriculum materials, and current POI with planners) in a location accessible to the school community and ensure regular review and update. b. Records of staff PYP workshop attendance, site visits, and other volunteer work for IBA and IBO.
4. Communicate with the IB community (students, teachers, and families) and as school liaison for IBA/IBO and PSD IB Steering Committee.	
5. Collaborate:	<ul style="list-style-type: none"> a. With teachers, support personnel, administrators, and colleagues to enhance instruction and improve student outcomes. b. With colleagues in grade-level teams and building-based meetings and discussions, and lead PYP coordinator meetings. c. With school principal and principals/coordinators at other PSD PYP schools to further PYP partnerships. d. With school principal to manage the PYP allocated budget.
6. Demonstrate a commitment to:	<ul style="list-style-type: none"> a. Including and engaging families in the student's education. b. Support all Poudre School District policies, procedures, and expectations. c. Providing personal and professional excellence.
7. Participate in:	<ul style="list-style-type: none"> a. Department, team, building, IBARMS (Rocky Mountain Association of World IB Schools) and district meetings and discussions. b. Student and/or family conferences and other meetings. c. Social, cultural, interscholastic, and extracurricular activities. d. Professional growth opportunities.
8. Attend work and arrive in a timely manner.	
9. Perform other duties as assigned.	



EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor’s degree with proper teaching licensure program required.
- Successful completion of IB teacher training courses.
- Minimum of five years IB teaching experience.
- Experience instructing students in a classroom setting preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado teaching license with appropriate endorsements required.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This position has no direct supervisory responsibilities.	0

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	



VISION DEMANDS:	Required
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	