

HIBA ACADEMY BAY AREA JOB DESCRIPTION

POSITION: Primary Years Programme (PYP) Coordinator

ABOUT US

Pioneering Education to serve and help shape a better world

As the newest member of Wellington College Education, Hiba Academy Bay Area is looking forward to providing a truly transformative education experience to Early Years and Primary-aged children with our innovative English and Mandarin Chinese bilingual curriculum. We are part of a global network of schools united by a 160-year history of excellence with roots in the UK. Guided by a shared vision of pioneering education to serve and help shape a better world, Wellington College Education currently empowers more than 10,000 students across the UK, China, Thailand, India, and soon Indonesia.

Opening in Fall 2026, Hiba Academy Bay Area is a bilingual international school that will serve Pre-K to Grade 5 students in the San Francisco Bay Area. At capacity, roughly 400 children will thrive in a dual-language educational environment, where they will learn English and Mandarin Chinese not as discrete academic subjects but as languages of instruction across the curriculum.

Hiba Academy will bring together a team of passionate and highly experienced professionals to nurture our students to go out into the world as confident, self-sufficient, and resilient global citizens. Across the Wellington College Education family of schools, we employ over 2000 qualified professionals including around 1000 teaching staff. Hiba Academy will offer unrivalled career and professional development opportunities, drawing on the resources and expertise of this network which will ensure a rewarding, sociable, and stimulating work culture for our employees.

POSITION INFORMATION:

JOB TITLE	Primary Years Programme (PYP) Coordinator
DEPARTMENT	Academic
REPORTS TO	Head of School
LOCATION	On Site
CLASSIFICATION	Exempt
GRADE	Middle Leadership
SALARY	\$110000-120000 annually

OBJECTIVES Reporting to the Head of School, the Primary Years Programme (PYP) Coordinator leads the implementation of the IB Standards and Practices across the school. The coordinator ensures coherence and continuity within the Programme of Inquiry (POI) and guides pedagogical shifts toward student agency, inquiry, and conceptual understanding. The PYP Coordinator serves as the pedagogical leader of the program, ensuring fidelity to the IB framework and supporting teachers in creating an inclusive, inquiry-driven, bilingual learning environment.

This is a start-up environment, requiring flexibility and agility from all faculty staff. All leaders will have some degree of teaching load at least in the initial start-up year(s). The PYP Coordinator is anticipated to have a partial teaching load, the exact details of which will be determined by the Head of School based on the experience and skills of the successful candidate as well as other faculty staff, and the founding year enrolment numbers. The teaching load of the PYP Coordinator is anticipated to naturally reduce over time as the school grows.

The successful candidate is therefore required to meet the requirements and Competencies for teachers at Hiba Academy as well as those specific to the PYP Coordinator.

The Hiba Academy Bay Area academic team has the professional responsibility to live out the purpose and values of the school in and out of the classroom. Academic staff create an inquiry-rich learning environment that values and engages students, empowering them to attain high levels of achievement; and to grow as **curious**,

confident, and bilingual learners. They work collaboratively within the teaching team to plan, deliver, and reflect on a shared curriculum, taking joint responsibility for shared students and ensuring continuity of learning and respect for each child's voice and agency. Actively participating in the school's co-curricular program is a vital role in contributing to the holistic development of students. All faculty contribute to the overall wellbeing of students and are required to demonstrate a commitment to the dual language model, fostering effective and respectful co-teaching partnerships that enrich both student learning and professional practice.

KEY RESPONSIBILITIES

1. In alignment with Hiba Academy's vision, mission, and goals, leads the implementation of the IB PYP Standards and Practices, ensuring a coherent Programme of Inquiry (POI) that reflects our commitment to inquiry, bilingualism, student agency, action, and cross-cultural understanding.
2. Identifies and participates in ongoing professional learning—both mandatory and self-directed—with a particular focus on IB PYP development (including MyIB resources, workshops, and program leader training). Contributes to a professional learning community committed to reflective practice, collaborative inquiry, and continuous improvement in teaching and learning
3. Promotes an ethos of equality, inclusion, and cross-cultural understanding to ensure these principles are embedded in the school's PYP Inclusion Policy and reflected consistently in teaching, learning, and the Programme of Inquiry to support equitable opportunities for all students
4. Leads teachers in curriculum development to improve instruction for all students, ensuring a seamless and consistent learning experience. Guides teams in collaboratively designing, documenting, and reviewing concept-based, inquiry-driven units within the Programme of Inquiry (POI), supporting shared accountability for student growth and achievement.
5. Plans and leads professional learning related to the IB PYP, including workshops and collaborative planning sessions that deepen understanding of inquiry, conceptual learning, and reflective practice
6. Supports teachers in aligning the IB PYP framework with Hiba Academy's academic standards, ensuring that standards are meaningfully integrated into concept-based,

transdisciplinary units of inquiry without compromising inquiry, agency, or bilingual learning goals.

7. Ensures compliance with IB PYP requirements, maintaining documentation in MyIB and leading the review and implementation of IB-required policies. Keeps staff updated on IB expectations, publications, and timelines for authorization and evaluation.
8. Facilitates grade-level meetings to provide feedback and engage in collaborative discussion with teachers to analyze assessment data, review student work, discuss best practices, identify student needs, and plan differentiated instruction.
9. Uses multiple sources of data to analyze and monitor progress working as a teaching team to adapt strategies and maximize the potential for students.
10. Works cooperatively with parents and generates trust and confidence in the learning experience of students. Builds effective and collaborative relationships with parents that support a sense of community and promote trust in the school's mission and ethos and the principles of the PYP. Adheres to all school policies, systems and protocols including those outlined in the Employee Handbook and participate proactively in the development and enhancement of policies. Actively supports the management team in the effective implementation of the school's Health and Safety policy.
11. Shares responsibility for professional and collaborative team relations, utilizing a solutions-oriented, inclusive and cooperative approach.
12. Undertakes all teaching responsibilities as assigned by the Head of School, meeting all expectations of Hiba Academy teachers in the assigned subject/phase. Exact job description for the teaching part of the role will be determined once assigned by the Head of School and shared with the employee.
13. Shares responsibility for marketing and enrollment in Hiba Academy Bay Area including events and open houses. Acts as an ambassador for the school by presenting a professional image that always promotes Hiba Academy's reputation, both in school and the community. Adheres to key marketing messaging as communicated by the Marketing & Enrollment team and updated from time to time.
14. Maintains the highest standards of care, child protection and safeguarding, reporting concerns as appropriate in accordance with school protocols and CA Mandated Reporter requirements.
15. Attends all team meetings, committees and professional development programs as required

16. Fulfills additional professional responsibilities as required, including co-curricular involvement, administrative duties, and active participation in the daily life of the school community, such as recess and lunch duties, including events that may fall outside usual working hours

17. Other duties as reasonably assigned by the Head of School or leadership team

Disclaimer: the job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Duties, responsibilities and activities may change, or new ones may be assigned at any time with or without notice.

COMPETENCIES (PYP Coordinator)

1. Program Leadership & Development

- Leads the implementation, evaluation, and continuous improvement of the PYP in alignment with IB standards and practices, and Hiba Academy Bay Area's academic and language immersion goals.
- Collaborates with teachers to design concept-based, inquiry driven units that integrate bilingual learning, cultural competencies, and opportunities for agency, action, and reflection.
- Ensures vertical and horizontal articulation of the Programme of Inquiry (POI) across grade levels, supporting coherence between English and Mandarin learning experiences.
- Oversees the development and review of the school's Programme of Inquiry (POI), scope and sequence documents, and the written, taught, and assessed curriculum.
- Organizes collaborative structures, curriculum review cycles, and the assessment timeline to support high-quality teaching and learning.

2. Teacher Support & Professional Development

- Supports teachers in meeting Hiba Academy Bay Area's core teaching competencies including inquiry-based practice, collaboration, diversity, equality and inclusion, safeguarding, agility, and continuous professional growth.
- Facilitates regular collaborative planning sessions to strengthen inquiry, conceptual learning, bilingual immersion pedagogy, and effective co-teaching partnerships.
- Provides feedback on instruction and classroom practices, identifying next steps and recommending relevant professional learning.
- Mentors and supports new PYP teachers, providing induction, coaching, and ongoing guidance.
- Organizes and delivers IB-aligned professional development (workshops, training, peer coaching) for faculty.
- Promotes the use of IB resources (e.g., MyIB, OCC) and research-based instructional strategies to enhance teaching and learning.

3. Compliance & IB Liaison

- Serves as the primary contact with the IB PYP ensuring timely submission of documentation through MyIB (e.g., evaluation reports, applications).
- Monitors adherence to IB- required policies, including language policy, assessment inclusion, and academic integrity policies.
- Prepares for and coordinates IB authorization visits and ongoing program evaluations.

4. Community Engagement

- Leads parent workshops to explain the PYP framework, language immersion model, and learner profile attributes.
- Fosters partnerships with local and global organizations to enhance cultural and linguistic connections.
- Communicates program achievements and developments via newsletters, social media, and school events.

COMPETENCIES (all Hiba Academy faculty)

Teaching and Learning

- Understands – and is able to articulate - what makes great teaching in the relevant phase/subject, use of assessment and data, second language acquisition adaptive teaching.
- Understands and reflects on student development, learning theory, pedagogy, curriculum, ethics, educational research and legislation to inform professional judgement.
- Maintains professional knowledge and recognizes its importance for improving practice.
- Is guided by the values, aspirations, policies and procedures of the school.

Curriculum

- Has experience in and evidence of curriculum design, development, and delivery
- Uses appropriate pedagogy, assessment techniques, reporting procedures, teaching and learning strategies and technology when planning for and responding to students.

Collaboration

- Has great communication and demonstrated ability to work effectively with

parents, relationships with peers, contribution to wider school development and community.

- Values the knowledge parents have of their children and how the sharing of this information can aid in the overall educational development of each student.
- Uses the avenues supported by the school to ensure open and informative communication and information exchange with parents.

DEI (Diversity, Equality & Inclusion)

- Understands DEI and what it means in the US context. Cultural sensitivity and adaptability.
- Treats students equitably, with respect and are sensitive to factors that influence individual potential for student learning.
- Creates a supportive and welcoming learning environment in which students feel confident to take risks.
- Acknowledges the strengths and abilities of their students while also encouraging open-mindedness.

Child Protection & Safeguarding

- Focuses on students' welfare and safety, has an understanding of procedures and policies to keep students safe. Contributes positively to school safeguarding culture.
- Is dedicated to the care and nurture of their students – their social, emotional, physical, and academic development.

Agility and Flexibility

- Able to adapt quickly, especially in the founding year of a new school. Readiness and awareness of challenges. Suitability for working in a start-up environment, able to work effectively with ambiguity, is resilient. Creative approach to problem-solving.
- Open and receptive to adaptability and innovation; constantly seeking to remain current and effective as professional educators.

Continuous Development

- Committed to own ongoing professional development, ability to accept and act on feedback, self-awareness.
- Actively seeks ways to share knowledge with other educators both within and beyond the school and welcome the opportunity to learn with and from others.

PERSON SPECIFICATION

QUALIFICATIONS	Education	College/university degree in either Education or any relevant degree with recognized post graduate teaching qualification or certification.
	Language	Native level fluency in English. Proficiency in a second language (any) preferred but not essential.
	Work Authorization	Must be authorized to work in the United States without visa sponsorship.
EXPERIENCE	Experience	<p>Minimum of 5+ years full-time teaching experience and 2+ years PYP experience, in a comparable school. Bilingual and/or international teaching experience preferred. Must hold current PYP certification.</p> <p>Experience working in a diverse, cross-cultural educational environment and/or able to demonstrate high levels of cultural sensitivity and competency to adapt to this environment.</p>
EXPERTISE		<ul style="list-style-type: none"> Ability to demonstrate proficiency against the defined competencies (assessed via application and interview process) Demonstrates personal and professional authenticity Solution-driven, as opposed to problem-focused in attitude and practice Evidence of continuous professional development, especially keeping abreast of developments in IB / PYP
PREFERRED APTITUDES		<ul style="list-style-type: none"> Excellent communication and interpersonal skills, and preferably proven ability to communicate effectively with different types of people and in a cross-culture environment Strong grasp of international best practices in education Proven ability to work with student data to develop recommendations for action based on analysis of data Personal integrity, accountability and authenticity Strong mindset for continuous improvement Commitment to quality and attention to detail

	<ul style="list-style-type: none">• Cross cultural sensitivity, commitment and enthusiasm for promoting and embracing other cultures
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PHYSICAL DEMANDS AND WORK ENVIRONMENT	<ul style="list-style-type: none">• This role is primarily situated within a standard office setting but requires regular movement across campus and a hands-on approach, especially during the start-up and launch phases. Employees in this position will be expected to assist with manual tasks such as event setup, moving furniture, supporting maintenance activities, and coordinating logistics for school operations. The role involves lifting objects up to 25 pounds and occasional outdoor work. Reasonable accommodations will be made in accordance with the Americans with Disabilities Act (ADA) to enable individuals with disabilities to perform the essential functions of the job.
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HOW TO APPLY

Please submit formal applications, including updated resume and letter of application in ONE PDF clearly addressing the competencies outlined in the job description, to careers.bayarea@hibaacademy.org. *Please do not submit documents that have not been requested, such as letters of reference, transcripts, or diplomas.*

Hiba Academy and Wellington College Education fully recognize its responsibility for Safeguarding and Child Protection. We place the safety and wellbeing of our community at the heart of all that we do. This includes robust Child Protection policies and procedures. All members of staff understand the central importance of this commitment and undergo annual training in child protection. To ensure the safety of our community, employment with Hiba Academy will be contingent on successful completion of a background check.