

## Data and Assessment Coordinator

The International School of Paris is looking for a Data and Assessment Coordinator.

The position is based at the International School of Paris in the 16th arrondissement of Paris. The contract will be full-time (190 working days per school year) with a permanent contract starting mid-August 2023. The position has a teaching commitment of no more than 10 hours instructional time per week. Please refer to the Data and Assessment job description for a comprehensive outline of the position.

Candidates are invited to apply through the employment page of our website by **December 9th, 2022**.

A minimum of one reference from your current or most recent employer is a mandatory requirement in addition to two other professional references.

Selected candidates will be invited to an interview and undergo pre-recruitment procedures. In accordance with our Child Protection Policy, they will also be asked to provide official criminal background checks from all countries in which they have lived in for the last 10 years.

**Please note that ISP reserves the right to close any vacancy earlier than the application deadline, should an appointment be made before the closing date.**

### Teaching and Learning at ISP:

ISP holds the prestigious IB World School status and is the first school in Paris fully authorised to offer the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme. As a member school of the IB global learning community, we share a common commitment to the goals and standards of the IB, which complement those of ISP.

The three programmes - PYP, MYP and DP - encourage students' academic advancement and promote their development as active and compassionate community members. The PYP Coordinator will work closely with the Whole School Learning Continuum Director, the Middle Years Programme Coordinator and the Diploma Programme Coordinator.

ISP holds accredited member status from two premier accreditation organisations: the [Council of International Schools \(CIS\)](#) in Europe and the [New England Association of Schools and Colleges \(NEASC\)](#) in the United States. This means that our School's philosophy, governance, curriculum, resources and staffing meet rigorous standards set by these international school organisations.

Learning Objectives - Educating *for* Complexity & The IB Learner Profile:

Educating *for* Complexity - We strongly promote an inquiry-based approach and we recognise the importance of a meaningful, relevant and engaging curriculum that connects students to real-world contexts for their learning. We are keenly aware of the need to adapt our teaching and learning model to respond to the needs of our students in a world of fast-paced change.

As a fully authorised IB World School, ISP follows the philosophy and guidelines laid out by the International Baccalaureate, including its commitment to international education. The IB learner profile runs across all three IB programmes and is central to the definition of what it means to be internationally-minded.

### **A Unique School / Three Campuses**

ISP is quite unique as one school but with three campuses. A Primary School site, a Middle School (Grade 6 to 9) site and a High School (Grade 10 to 12) site. This provides opportunities for a tailored delivery of the three IB programmes. The campuses are all approximately ten minutes walking distance from each other. At the same time, this also creates some unique management, organisational, logistical and programme continuity complexities.

### **Specific Responsibilities:**

The Data and Assessment Coordinator is responsible for leading the development, implementation and monitoring of ISP's written curriculum in collaboration with the Learning Continuum Director. In line with the school's strategic plan, the Data and Assessment Coordinator leads the process on how the school measures effective implementation of its educational programmes, and provides guidance to ensure that instructional and assessment practices are consistent with ISP's Mission, Vision, Guiding Statements, and High Quality Learning Definition. The Data and Assessment Coordinator oversees the school's common assessments, and provides subsequent data analysis and inservice for faculty and leadership as they use data to drive instructional practices.

The Data and Assessment Coordinator reports to the Learning Continuum Director.

### **Leading for Learning:**

- Provide vision and leadership for school-wide curriculum in the context of ISP's Mission, Vision, Guiding Statements, and High Quality Learning Definition
- Lead the systematic, rigorous review and refinement of ISP's Early Learners to Grade 12 curriculum, including co-curricular programmes, to ensure consistency
- Review and recommend educational materials to support the curricular programme and provide input into the development and oversight of the teaching and learning budget
- Work closely with the Educational Leadership Team (ELT) to ensure the alignment of learning outcomes, instructional practices, assessment systems, and reporting practices
- Guide teaching staff in the effective collection and analysis of appropriate data on student learning, including comparator or benchmark data from external tests, for the purpose of improving student learning
- Provide support to teachers in their classroom through coaching, modelling, and mentoring
- Facilitate data meetings with teachers as they analyse and make data driven decisions to impact student achievement
- Stay abreast of research based instructional strategies by attending professional development sessions and reading professional educational research



## International School of Paris

Educating *for* complexity

- Demonstrate vision and ability to lead professional learning communities (PLCs) to successfully promote student-centred learning, including leveraging job embedded, daily learning opportunities
- Demonstrate a vision and an ability to lead collection, analysis, and planning with learning data; experience with and/or vision to initiate a learning analytics dashboard to curate data and lead educational staff in using data to inform instruction
- Provide training, coaching, and support for staff in the use of the school's chosen learning platforms and data management systems.

### Managing for Learning:

- Coordinate administration of internal and external testing, including recommendations for most appropriate tests, and analysis of results
- Manage the curriculum and feedback modules for the purpose of collecting data on standards and student progress towards meeting the academic standards and educational aims performance areas
- Provide support into how the school measures the effectiveness of its Mission, Vision, Guiding Statements, and High Quality Learning Definition
- Provide input into the development and management of the teaching and learning budget.

### **Required Skills, Experience and Qualifications:**

- Bachelor's degree (or equivalent) with experience in curriculum development or assessment
- Recognised Teaching Qualifications
- Minimum of five years of successful teaching experience
- Experience in researched-based instructional practices
- Demonstrated skill in statistical data collection and analysis to improve learning
- Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
- Possess the ability to motivate and inspire others to innovate, pilot and incubate new methods and projects with potential meaningful learning impact within the scope of the school's mission and strategic directions
- Ability to design and deliver quality professional development for administrators and teachers
- Demonstrated ability to communicate in a professional manner both orally and in writing
- Demonstrated strength in communication skills and efficiency in meeting deadlines
- Demonstrated ability to function as a positive collaborative member of a team
- Demonstrated interest and engagement in professional learning and reflection
- Excellent organisational and technology skills
- Integrity and clarity in personal values—which must include love of learning and valuing students as individuals



**International School of Paris**  
Educating *for* complexity

**Preferred Skills, Experience and Qualifications:**

- Master's degree (or equivalent) in curriculum development or assessment
- Minimum of three years experience as a teacher-leader or other leadership role
- Experience as an instructional coach and/or knowledgeable in instructional coaching methods
- Possess international experience and/or experience working in a diverse, multicultural environment
- Experience administering internal and external tests and analysing the results
- Experience of working across Primary and Secondary School phases
- Demonstrated qualities of:
  - Cultural proficiency
  - Adaptability, resilience and flexibility
  - Appropriate levels of humility, confidence and reflectiveness
  - Strong work ethic
  - Openness to advice, suggestions and a willingness to ask for help when needed
  - The ability to think critically and strategically

