



CREST EDUCATION

Position Description

POSITION SPECIFICATIONS

Position Title	International Baccalaureate Diploma Programme Coordinator	Department:	Education
Location	700 Bells Rd, Clyde North (CREST Education)	Pos No. Classification	Classroom Teacher
Position Reports to (title)	Head of Campus (SLC)	Status	Full time
Direct Reports (title)	Nil		
Approved by	Executive Principal		

CREST CONTEXT

CREST Education is an organisation which is values based, empowers leaders, enables people to make a difference and has a culture of learning and high performance in a Christian environment. CREST believes that the values, attributes and skills that each staff member brings to the organisation underpin its culture and will ultimately result in the achievement of CREST's Pillars.

OUR FOUR PILLARS



CREST VISION

To be a leading provider of quality Christian Education, delivered by Christian staff, equipping students for a life of faithful service.



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KEY RESPONSIBILITIES

The following Key Responsibility Areas for the position:

- Implementation and development of the IBDP programs.
- Managing general program administration and communication.
- Responsible for communicating information to all members of the school community.
- Administer all internal and external assessment
- Act as the primary point of contact between the school and the IBDP.

Coordination with teaching staff and/or heads of departments

- Assist with new teacher induction and orientation.
- Help new staff design syllabus, monitor implementation.
- Monitor the receipt of internal assessment forms and candidates' work for submission to examiners.
- Organise and chair meetings for IBDP teachers.
- Consult with teachers about IBDP teaching standards and practices.
- Ensure that departments are properly informed of new IBDP developments.
- Collect coursework samples required by the IBDP.
- Assists the Head of Campus with the selection & ordering textbooks, resources & materials.
- Issue predicted grades and marks for internal assessment to the IBDP.
- Advise on ways to promote and monitor academic honesty among students.

Coordination with Students

- Work with all Academic Advisors in advising students on subject selections.
- Give advice regarding university choices.
- Arrange for the forwarding of results to universities on request.
- Create internal assessment calendar in coordination with teachers and informs students of it and follows up with them on submissions.
- Ensure records are accurate and kept up to date when candidates change subjects.
- Follow up on students' academic progress - Conduct advisory meetings with students and parents on how to proceed academically



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Examination Coordination

- Extended Essays Coordination
- Arrange and manage IBDP/AD exams.
- Organize mock/trial written and oral examinations schedules for students and invigilators.
- Maintain the security of examination papers.
- Manage exam schedule, process, and training invigilators.
- Monitor exchange of information between teachers, students and IB/DPO.
- Counsel's students (and their parents) about their results.
- Ensure that oral examinations, EE, CAS and TOK are correctly administered.

Long Term Concerns

- Convey diplomas, diploma results and certificates to students.

Communication

- Arrange information meetings for parents and prospective students.
- Liaise with offices of the IBDP and sub-regional organizations.
- Represent the school at IBDP meetings as assigned administrators.
- Administrative Tasks.
- Assist in updating information on the IBDP website and CREST website.
- Analyse and preparing reports on the questionnaires.
- Set calendar.
- Work closely with school timetabler to generate diploma students' schedules.
- Ensure implementation of self-study; organize authorization and evaluation visit.
- Work with the Head of Campus to manage any disputes relating with the IB/DP.
- Organize accommodations and registration for IB/DP workshop participants.
- Creates IBDP PD budget for approval by administrators

QUALIFICATIONS AND EXPERIENCE

- Demonstrated success as a school administrator:
- Ability to communicate effectively both orally and in writing;



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- Proven leadership, positive problem solving and organizational abilities.
- Holds a master's degree in administration is a preference and is certified to be an administrator by an accredited institution.
- Minimum three years of experience as an IBDP Leader or Teacher, preferably in an international school.
- Knowledge of and experience in the IBDP
- Able to communicate and collaborate effectively with all stakeholders

VALUES AND BEHAVIOURS

- Consistently demonstrate and uphold CREST's shared values and behaviours in all daily activities; including the way in which decisions are made.

STRATEGIC REQUIREMENTS

1. Strategic Alignment

Contribute to the school's strategic goals by aligning teaching practices with the organisation's mission, vision, and Christian ethos.

- Engage in the development and implementation of initiatives aimed at enhancing student outcomes and overall school improvement.
- Propose and implement innovative teaching strategies that support the school's long-term educational objectives and priorities.
- Collaborate with educational leaders to promote a culture of continuous improvement, innovation, and excellence in teaching and learning.

OPERATIONAL REQUIREMENTS

2. Operational Effectiveness

- Ensure the delivery of high-quality educational programs that meet curriculum standards and reflect best practices in education.
- Collaborate with colleagues and school leaders to effectively manage classroom resources, technology, and support services.
- Address and resolve any operational challenges that may affect curriculum delivery or student outcomes proactively and effectively.
- Support the operational needs of the school by actively participating in staff meetings, professional learning communities, and other professional development activities.



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CREST INHERENT REQUIREMENTS	FREQUENCY			
	Unlikely	Possible	Occasionally	Regularly
Passive				
Sitting - counter / desk	☐	☐	☒	☐
Sitting - vehicle	☐	☒	☐	☐
Operating telephone / computer	☐	☐	☐	☒
Writing / reading	☐	☐	☐	☒
Spiritual				
Leading or taking part in daily devotions with staff and/or students	☐	☐	☐	☒
Leading or taking part in prayer with staff and/or students	☐	☐	☐	☒
Demonstration of our ethos and Fruit of the Spirit: Galatians 5:22	☐	☐	☐	☒
Incorporating Biblical theology into curriculum	☐	☐	☐	☒
Manual Handling				
Bending / twisting Spine	☐	☒	☐	☐
Working with one or both hands above shoulder height	☐	☒	☐	☐
Lifting (5kg or under p/item)	☐	☒	☐	☐
Lifting (5kg or over p/item)	☒	☐	☐	☐
Requiring low/light application of force	☐	☒	☐	☐
Requiring medium to high application of force	☒	☐	☐	☐
Lifting/holding/restraining children	☒	☐	☐	☐
Exerting force in an awkward posture	☒	☐	☐	☐
Holding & supporting equipment	☒	☐	☐	☐
Agility				
Squatting / kneeling	☒	☐	☐	☐
Looking up / looking down	☐	☐	☒	☐
Reaching forwards or sideways	☐	☐	☒	☐
Gripping or grabbing equipment	☐	☐	☒	☐
Mobility				
Walking / standing- briefly	☐	☐	☐	☒
Walking / standing- extended	☐	☐	☐	☒
Walking on uneven ground	☐	☐	☒	☐
Climb steps/stairs	☐	☐	☐	☒
Climb ladder	☒	☐	☐	☐
Driving - passenger vehicle	☐	☐	☒	☐



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Driving – machinery/heavy commercial	☒	☐	☐	☐
Sensory				
Hearing – face to face / telephone conversations	☐	☐	☐	☒
Hearing – working with loud machinery	☒	☐	☐	☐
Visual – read printed material, signage	☐	☐	☐	☒
Visual – computer screen, electronic signs	☐	☐	☐	☒
Visual – driving	☐	☐	☒	☐
Visual – watching with vigilance (e.g. school traffic control)	☐	☐	☒	☐
Emotional				
Dealing with complex stakeholders	☐	☐	☐	☒
Supporting dependent persons	☐	☐	☐	☒
Dealing with conflict	☐	☐	☒	☐
Managing complex personal situations	☐	☐	☒	☐
Providing empathy	☐	☐	☐	☒
Work Environment				
Outdoor – exposed to elements, plant & equipment	☐	☒	☐	☐
Confined spaces	☒	☐	☐	☐
Working alone	☐	☐	☒	☐
Working at heights (greater than 2m)	☒	☐	☐	☐
Exposure to extensive dust	☒	☐	☐	☐
Pollen (or other allergens)	☐	☐	☒	☐
Exposure to polluted odours and/or chemicals	☒	☐	☐	☐
Personal Waste	☒	☐	☐	☐

Office Use Only	
☐	If selected - Musculoskeletal assessment recommended
☐	If selected - Audiology (hearing) assessment recommended
☐	If selected - Vision assessment recommended
☐	If selected - Lone Worker risk assessment recommended



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LEADERS ONLY

Our Leadership Capabilities.

The CREST Education leadership capabilities describe the specific knowledge, skills, attributes and behaviours required for future success to help CREST achieve our goals. They are non-technical in nature and are those common aspects applicable to our leadership that describe not what we do, but rather, how we do it. Our capabilities are informed by our purpose and strategic direction.

The capabilities are leveraged from the Future Leadership Capability Framework which is based on 25 years of international research findings and framework development.

