

## Aga Khan Academy Dhaka



<b>Job Title:</b>	<b>Learning Support Specialist Teacher, Senior School</b>
<b>Department:</b>	<b>Senior School</b>
<b>Reporting Line:</b>	<b>Student Support Services Coordinator/Principal</b>
<b>Position Location:</b>	<b>Dhaka, Bangladesh</b>
<b>Status</b>	<b>Full-time</b>

### **Purpose:**

The **Learning Support Specialist** supports Senior School students with diverse learning needs by fostering an inclusive, compassionate, and academically rigorous environment rooted in the values of the Aga Khan Academies and the International Baccalaureate (IB) Learner Profile. The specialist will identify students requiring assistance, design and implement targeted academic and social-emotional programs, and provide tailored support to enhance their overall performance. The specialist will support the Academy by delivering training to staff, developing inclusion policies, and implementing best practices to create an inclusive and effective learning environment.

### **Context:**

**The Aga Khan Academies** are an integrated network of residential schools in Africa, South and Central Asia and the Middle East, dedicated to expanding access to education of an international standard of excellence to exceptional young men and women regardless of their ability to pay. The Aga Khan Academies' foundational values include pluralism, meritocracy and civil society. Housed in purpose-built, spacious and attractive campuses with outstanding facilities, the Academies offer the International Baccalaureate (IB) Curriculum from Primary Years to the Diploma and provide a rich opportunity for both teachers and students to grow professionally and personally. The first Aga Khan Academy opened in Mombasa, Kenya in 2003, the second in Hyderabad, India in 2011, the third in Maputo, Mozambique in 2013, and the network is now expanding with the construction of the fourth Academy in Dhaka, Bangladesh.

The Academies aim to develop meritorious young men and women into homegrown ethical leaders through education of the highest international standard.

The primary focus of every teacher at the Academy is to consider what, how and how well the students are learning and progressing, how they are demonstrating that learning, and how to nurture students within the school community. Teaching IB MYP, they have the responsibility to demonstrate a commitment to the IB beliefs and values and translate them into daily classroom practice, while developing the attributes of the AKA learner profile both within themselves and their students.

Teachers at the Aga Khan Academies also show a commitment to continually developing themselves as members of an integrated professional learning community. They interact and collaborate with colleagues across the network and within each Academy, contributing to the growth of the Academies network in appropriate ways, through on-line conferences, collaborative planning, teacher, and student exchanges.

### **Line Management**

The Learning Support Specialist will report to the Student Support Services Coordinator and the Principal. They will also work closely with the Dean of Studies, IB programme Coordinators (MYP/DP), and subject leads.

### **MAIN RESPONSIBILITIES:**

- Identify and assess students with diverse learning needs in collaboration with teachers,

counselors, and parents.

- Support the academic and social development of students with diverse learning needs to access the mainstream curriculum and classroom.
- For students with formal diagnoses, the specialist will develop, implement, and regularly review Personalised Learning Plans (PLPs) that support students' academic, social, and emotional growth.
- Work closely with subject specialist teachers during collaborative team meetings to differentiate instruction, assessments and provide remedial resources, ensuring access to the IB curriculum for all students.
- Offer guidance to teachers on best practices in inclusive education and Universal Design for Learning (UDL).
- Collaborate with school counselors to support students' well-being holistically.
- Follow a tier level of support through one-on-one or small group interventions tailored to specific learning needs (e.g., literacy, numeracy, executive functioning). Co-teach or provide in-class support where needed.
- Maintain records of student development, activities, and lesson plans.
- Communicate effectively with parents keeping them informed of progress, and ways to support learning at home.
- Liaise with teachers, other specialists, Coordinators, Principals, Dean of Studies, and external professionals to support student progress.
- Contribute to staff professional development, enhancing awareness of inclusion, inclusive policies, best practices, and how to support diverse learning needs.
- Implement Academy policies on screening and selecting students e.g. for supplementary teaching.
- Create an inclusive learning environment that values different learning styles and cultural diversity.
- Maintain confidentiality and observe data protection guidelines.

When the Residential Programme is established:

- As all teaching staff, the Staff member is expected to participate in the co-curricular life of the Academy, including supporting the residential programme (when it is established). This involves regular coaching or managing a team or co-curricular club, and supervision of residential activities as per the duty schedule developed by the Dean of Students and Head of Academy.
- Many teachers will be expected to take on the responsibility of a Dorm Parent as part of Academy policy, and, as such, the Staff member will be required to live in a faculty apartment in an on-campus student residence.

**SPECIFICATIONS (Candidate profile):**

**Required Attributes:**

- Knowledge and understanding of child development and diverse learning needs.
- Experience teaching learners from the ages of 11 to 19 in multilingual and diverse classrooms.
- Excellent interpersonal skills and the capacity to interact well and communicate effectively with students, parents, and colleagues within a diverse and pluralistic society.
- A strong team player with the ability and willingness to collaborate with and develop capacity amongst a team of local staff.
- Commitment to championing and leading innovative transformational change regarding approaches to teaching and learning.
- Self-starter, able to initiate ideas and act proactively.

**Education:**

- Bachelor's Degree in education or related field
- Primary Teaching Certification (e.g. PGCE, QTS, State Teaching License)
- Master's degree or Postgraduate Certificate in Education, Early Childhood Education, Child Development, Special Education or related field.

**Valued additional assets:**

- Understanding and experience of international education and educational standards beyond Bangladesh.
- IB Certifications (IB Middle Years/Diploma Programs)
- Experience of working in bilingual schools
- Intercultural appreciation and sensitivity. Able to appreciate diverse cultural contexts and perspectives and use them to enrich the educational experiences of the students.
- Experience in K-12 schools, and an understanding of the IB continuum

**Skills:*****Experience and Technical Skills***

- Previous IB teaching (MYP/DP)
- Comfortable and adept with information technology, including MS Office and Managebac

***Other Skills and personal traits***

- Excellent command of English and preferably Bangla – both written and oral
- Knowledge and understanding of South Asian culture

**KEY RELATIONS:****Internal relations:**

- Students
- Principal
- Head of Academy
- Coordinators
- Faculty
- Administrative staff

**External relations**

- Parents
- Local Community
- Educational leaders in the Academies network
- The Academies Unit