



Aga Khan Academy Dhaka

Job Title:	Dean of Studies
Department:	Faculty
Reporting Line:	Head of Academy
Position Location:	Dhaka, Bangladesh
Status	Full-time

Purpose:

This is a leadership role with whole school responsibility for the development of Academy's teaching and learning quality, implementation of programmes relating to the Academies' vision and mission, and an oversight of the IB curriculum continuum. Pedagogical development and staff skill development are important features of this role.

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 the students are learning, how they are demonstrating that learning, and how to nurture students within the school community. As IB DP practitioners, 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 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 mechanisms such as collaborative planning and teacher exchanges and student exchanges.

The Dean of Studies will collaborate closely with his/her counterparts in Mombasa, Hyderabad, Maputo and with colleagues at the Academies Unit, a planning team based at AKDN headquarters in France.

Main responsibilities:

- Provide direction for and monitor the review and development of the K-12 curriculum plan, its coordination and its application.
- Use the students' performance data generated to inform the development of the Academy.
- Provide leadership to the Academy's programme coordinators and curriculum teams to ensure the application of programme principles and integration of the AK Strands and AKA Learner Profile.
- Oversee the development and implementation of curriculum continuums for language, ensuring students' bilingual development.
- Take overall responsibility for the professional development plan for the Academy and direct its implementation in line with the Academy's network professional development goals and the specific needs of the Academy staff.
- Work with relevant staff to ensure smooth transitions between IB programmes for all students.
- Advise on programmes that integrate student's experiences outside the classroom with the Academy's educational mission.
- Help students manage their academic pressures, working effectively with members of the teaching and Counselling team to enable each student to succeed.
- Provide support in the recruitment of faculty.
- Provide support to the Admissions Department in student assessments.
- Collaborate with other Academies within the network and with the Academies Unit for the development of teaching, learning and the curriculum, and particularly the alignment of the MYP curriculum.
- In collaboration with other members of the SLT, provide leadership in the development of academic policies and practices (curriculum, language, assessment, inclusion, academic honesty) that are consistent with both the Academy's mission and values and the requirements of the IB.
- Lead the development of academic policies and practices (including curriculum assessment, structuring academic programme, scheduling and reporting) that are consistent with the Academy's mission and values
- Contribute to the Academy's Professional Development Centre's (PDC) Outreach programme.
- Model best practice in education by teaching.
- Support the Academy's IB Authorisation/Evaluation processes.
- Support the implementation of the Academies' Leadership curriculum and Service-Learning continuum.
- Support through exercising leadership, the smooth running of the Student Exchange Programme, with a particular focus on students' academic transitions.

SPECIFICATIONS (Candidate profile):

Required Attributes:

- Knowledge and understanding of international education and an understanding and commitment to the IB Programmes.
- Knowledge of authorisation and evaluation frameworks.
- Excellent interpersonal skills and the capacity to interact well and communicate effectively with students, parents and colleagues within a diverse and pluralistic society.
- Strong demonstration of a team player with the ability and willingness to develop capacity amongst the 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
- Track record of success as an IB teacher, and the ability to model excellent classroom practice in their specialist field.
- Policy developer, through a consultative process, with the ability to engage constituents

Education:

Master's degree in an education related field

Valued additional assets:

- Understanding and experience of international education and educational standards beyond Bangladesh.
- Intercultural appreciation and sensitivity. Able to appreciate diverse cultural contexts and perspectives and use them to enrich the educational experiences of the students and collaborative work between teachers.
- Experience in K-12 schools, and an understanding of the IB continuum.
- Understanding of and commitment to bilingual education

Skills:

Experience and Technical Skills

- Previous experience as an effective and innovative curriculum leader and demonstrable knowledge of the principles and practices underpinning the curricula or the ability to provide substantial evidence of pedagogical practice that is closely allied to the IB.
- Proven ability to evaluate the progress of students and the quality of their learning and to use this to build a culture of continuous improvement and striving for excellence.
- Comfortable and adept with information technology

Other Skills and personal traits

- Excellent command of English and preferably Bangla – both written and oral.
- Knowledge and understanding of Subcontinent cultures.
- Attention to detail, discretion and high integrity are imperative.

KEY RELATIONS:

Internal relations:

- Students
- Head of Academy
- Heads of Department
- Faculty
- Administrative staff

External relations

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