



Aga Khan Academy Dhaka

Job Title:	PYP Homeroom Teacher
Department:	Junior School
Reporting Line:	Principal/their designate
Position Location:	Dhaka, Bangladesh
Status	Full-time

Purpose:

To provide students with learning experiences that are engaging, relevant, challenging and significant through enabling enquiry, based on the beliefs and values of the IB within the context of the mission and ethos of the Aga Khan Academy Dhaka. To ensure that all students make progress in their learning, to monitor this progress and plan interventions, as necessary to maximise each student's achievements.

Context:

The Aga Khan Academies are an integrated network of residential schools dedicated to expanding access to education of an international standard of excellence to exceptional young men and women regardless of their ability to pay. Envisaged in Africa, South and Central Asia and the Middle East, the Aga Khan Academies' foundational values include pluralism, meritocracy and civil society. Housed in 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 alike to grow both 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 expanded with the opening 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 in purpose-built campuses. The vision and ethos of the Aga Khan Academy Dhaka is encapsulated in its mission statement that calls for a commitment to promote excellence in teaching.

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 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 Academy Dhaka also show a commitment to continually developing themselves as members of a professional learning community, and they will be expected to interact and collaborate with colleagues across the campus and contribute to the growth of the Academies network in appropriate ways, through mechanisms such as virtual planning exercises and teacher exchanges.

Main responsibilities:

- Take responsibility for the pastoral care of the students including maintaining records of individual students.
- Plan and implement a variety of learning engagements following the academy's language policy regarding dual language use, that promote inquiry, creativity, and critical thinking.
- Provide students with learning experiences that are individually differentiated to accommodate a range of abilities and learning styles.
- Teach within the philosophy of the IB PYP framework.
- Integrate the Aga Khan Strands into the teaching and learning programmes.
- Authentically assess, record, track and report on the progress of all students, using a range of monitoring and assessment strategies.
- Develop learning environments as inviting, nurturing and interactive through the appropriate use, storage and care of displays, resources and students' work.
- Communicate necessary programme information to all stakeholders.
- Actively and collaboratively participate in the life of the Academy as a whole, in and out of normal school hours.
- Display and model professionalism, including through interactions with students, parents and colleagues.
- Model the Learner Profile attributes

- Participate actively in the Appraisal for Growth process as a member of the Academy's professional learning community.
- Develop collaborative relationships with colleagues and promote effective teamwork within assigned sections, including direct supervision and support of grade-level Teaching Assistants.

SPECIFICATIONS (Candidate profile):

Required Attributes:

- Knowledge and understanding of education in and beyond Bangladesh, as well an understanding and a commitment to the IB programmes.
- 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 effective skills and attitudes in other adults, including colleagues.
- Commitment to inspiring and motivating students with regard to their personal growth and academic attainment.
- Self-starter, able to initiate ideas and act proactively

Education:

- Bachelor's degree in an education related field.
- Professional Teaching Qualification.

Valued additional assets:

- Master's degree in Education
- Understanding and experience of 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.

Skills:

Experience and Technical Skills

- Previous IB teaching.
- Trained as an IBE
- 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.

KEY RELATIONS:

Internal relations:

- Students
- Head of Academy
- Faculty
- Administrative staff

External relations

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