



AGA KHAN ACADEMY DHAKA

Brief for the appointment of Junior School Principal



EXECUTIVE SUMMARY

The Aga Khan Academy Dhaka seeks an exceptional individual to lead the Junior School.

His Late Highness Prince Karim Aga Khan IV envisioned the Aga Khan Academies, a network of schools across East Africa, South and Central Asia, and the Middle East, which would create a global learning community where exceptional young people from any background could develop the capacity to become the future leaders of civil society. Aga Khan Academies have already been opened in Mombasa, Kenya; in Hyderabad, India; in Maputo, Mozambique; and in Dhaka, Bangladesh.

This is an exciting and rare opportunity to lead in a young Academy, situated on a stunning, purpose-built campus in Dhaka. The Junior School Principal will be responsible for all aspects of the quality experience of students. The Principal will work closely with the Head of Academy, and other Senior Leadership Team colleagues to achieve the goals of the Academy and support the vision and mission of the Aga Khan Schools.

The Aga Khan Academy Dhaka opened in August 2022. It is an International Baccalaureate (IB) World School and follows the IB Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). There are currently almost 900 students enrolled. The Academy occupies a nearly 18-acre site in Bashundhara, with an award-winning design that reflects local cultures and traditions, designed and built to international standards.

In 2026, a sports building and two swimming pools will be opened that will add to the excellent learning spaces on campus such as well-stocked libraries, music and theatre rooms, science laboratories, an impressive sports field and a large multi-purpose dining hall.

Candidates will combine a track record of successful school leadership with a deep sense of cultural awareness and a global perspective. Refined communication skills and the ability to work with diverse stakeholder groups are essential. Candidates must demonstrate a genuine resonance with the mission behind the Aga Khan Academies network and the wider vision of His Highness the Aga Khan, exemplified by the Aga Khan Development Network (AKDN).



12

Countries

200

Schools

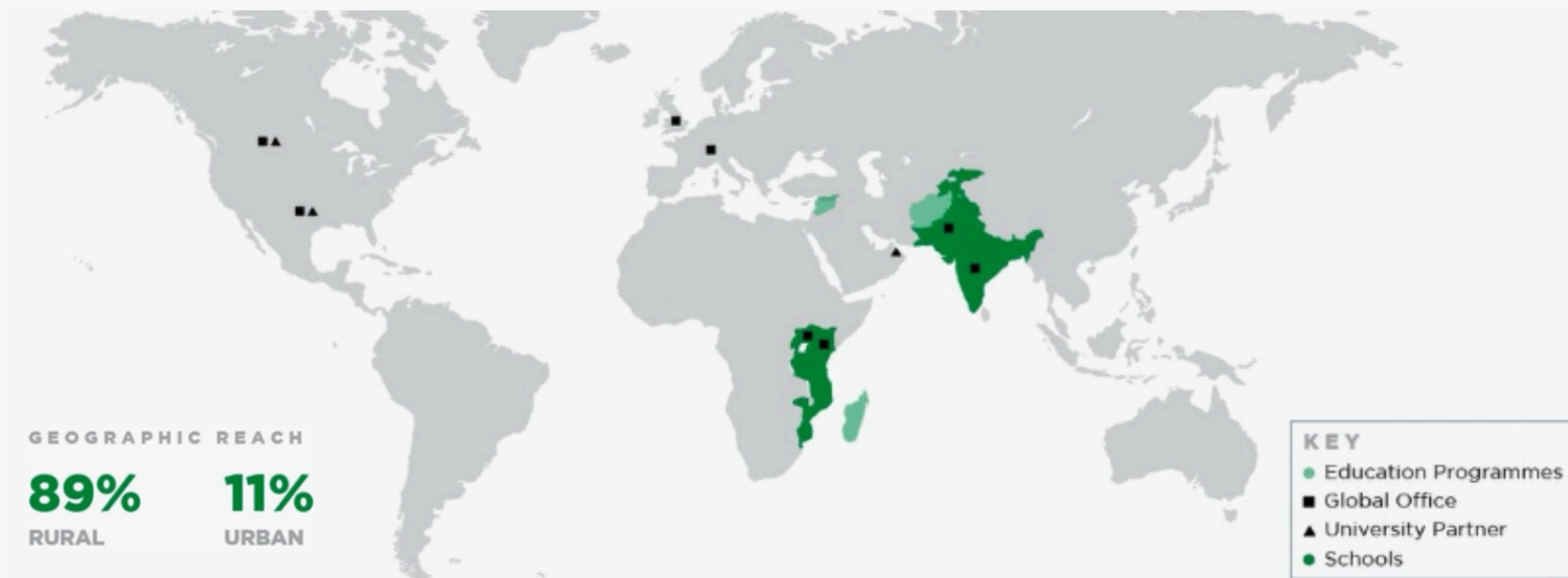
100+

Non-formal
Education
Programme
Centres

11

Hostels &
Residential
Programmes

A Global Education Network



STUDENT POPULATION

120,000+

STUDENTS

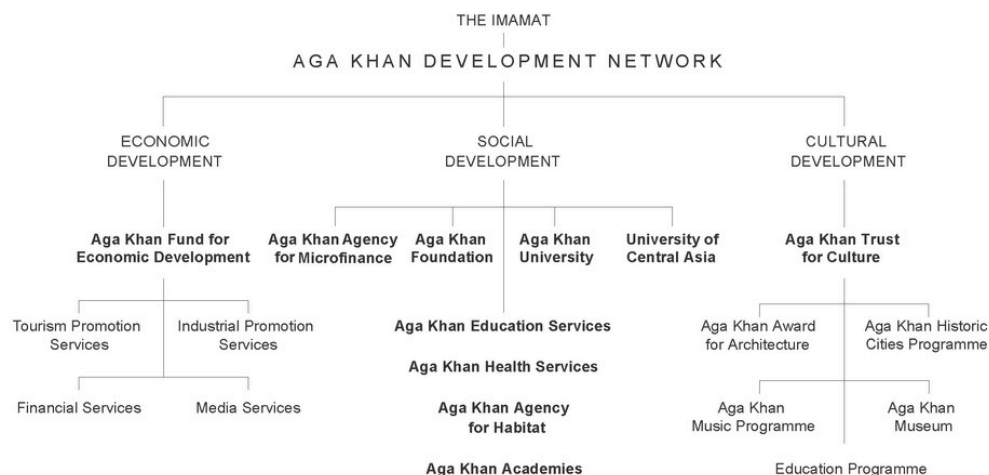
7,000+

TEACHERS & STAFF



AGA KHAN DEVELOPMENT NETWORK

The AKDN is a group of private, international, non-denominational agencies working to improve living conditions and opportunities for people in specific regions of the developing world. It was founded by His Late Highness Prince Karim Aga Khan IV, who was the 49th hereditary Imam (Spiritual Leader) of the Shia Ismaili Muslims. In the context of his hereditary responsibilities, His Late Highness was deeply engaged with the development of Asia and Africa for more than 60 years. His Highness Prince Rahim Aga Khan V is currently the Chairman of AKDN.



AGA KHAN SCHOOLS

Aga Khan Schools (AKS) comprises a network of 200 schools, more than 100 non-formal education programme centres and seven hostels in 11 countries in East Africa and South and Central Asia. It serves close to 100,000 students from the age of 18 months to adulthood each year, with the support of over 6,500 teachers and staff.

AKS is one of the largest private, not-for-profit, non-denominational, pre-tertiary education networks in the world. The aim is to provide high quality education to students across the Global South, helping them to develop into leaders who can positively impact the people in their communities.

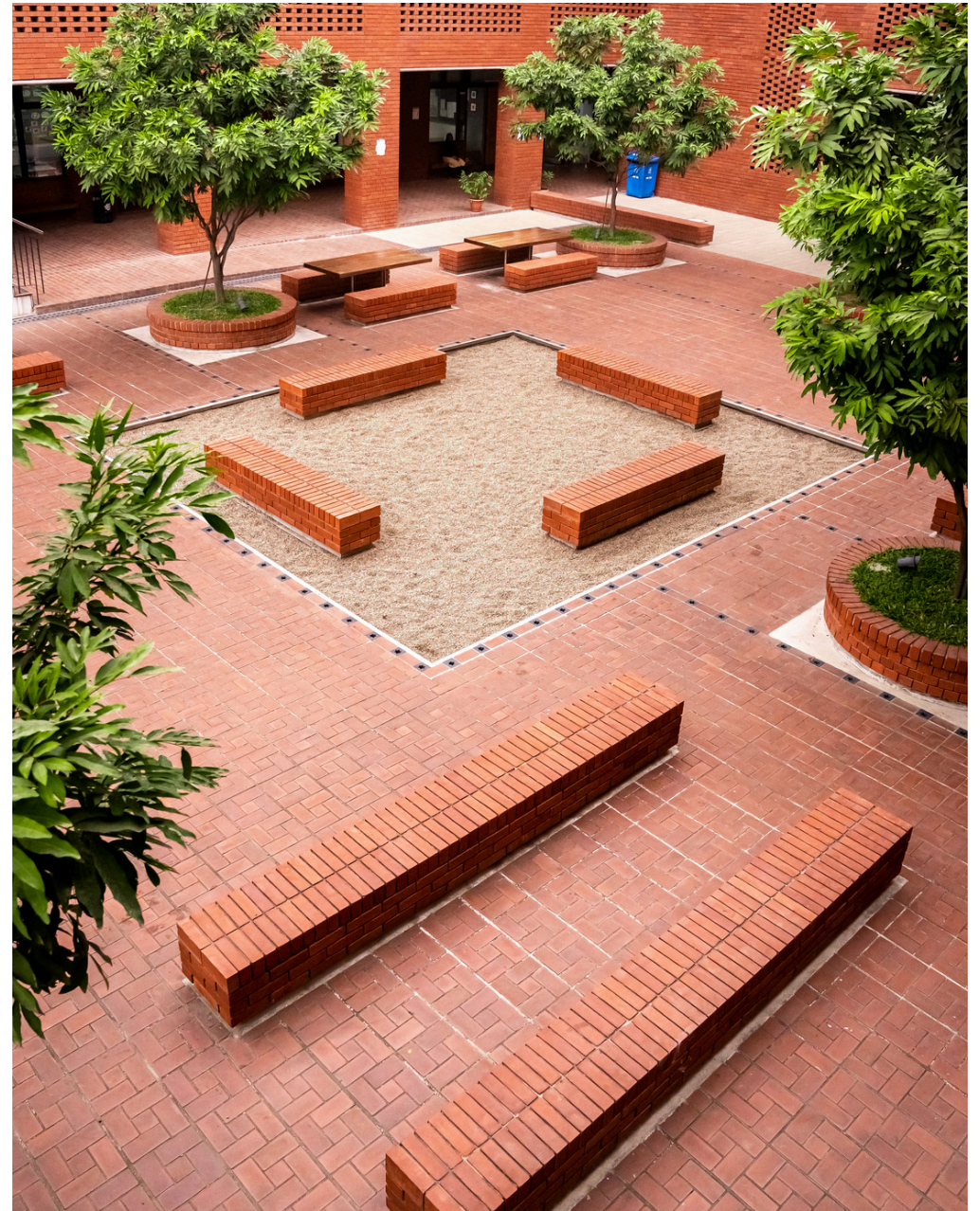
The first Aga Khan Academy opened in Mombasa (Kenya) in 2003, the second in Hyderabad (India) in 2011, and the third in Maputo (Mozambique) in 2013. Aga Khan Academy Dhaka, which opened in 2022, is our youngest Academy and the first serving a predominantly Muslim country.

The aim of the Academies is to develop future leaders with the skills and knowledge to support positive development in their societies. The Academies achieve this by recruiting exceptional young people from all backgrounds and providing them with the highest international standard of education. Admission is based on merit. Financial aid is available to ensure access for accepted students regardless of their financial circumstances.

The Aga Khan Academy Dhaka builds on the tradition and successes of the Aga Khan School, Dhaka, which closed in June 2024. For further information, please visit: www.agakhanacademies.org.

AGA KHAN ACADEMY DHAKA

The Aga Khan Academy Dhaka is a private, not-for-profit, day school for students between the ages of 3 and 18, offering the full IB curriculum from PYP, MYP and DP along with an early years programme. The school is situated on a purpose-built campus in Bashundhara, Dhaka. In order to reduce carbon loads, buildings are carefully oriented to maximise daylight and minimise heat gain from the sun. Buildings are oriented around a central green field (the Maidan) and secondary courtyards and breezeways are aligned with the prevailing wind direction, allowing the passage of air through buildings.



LOCATION

Dhaka is the capital and the largest city of Bangladesh. With a population of over 17 million, Dhaka is one of the most populous megacities in the world, as well as one of the most densely populated and polluted. Dhaka is an important cultural, economic, and scientific hub of Eastern South Asia, as well as a major Muslim-majority city. Is it also the largest Bengali-speaking city in the world.

The area of Dhaka has been inhabited since the first millennium. An early modern city developed from the 17th century as a provincial capital and commercial centre of the Mughal Empire. It was the hub of the muslin trade in Bengal and one of the most prosperous cities in the world. The Mughals decorated the city with well-laid gardens, tombs, mosques, palaces and forts, some of which can still be visited; the city was once called the Venice of the East.

Dhaka become an important administrative and educational centre during the British Raj. In 1947, after the partition of India, it become the administrative capital of East Pakistan and in 1971, following the Liberation War, it become the capital of independent Bangladesh. The Aga Khan Academy Dhaka is a private, not-for-profit, day school for students between the ages of 3 and 18, offering the full IB curriculum from PYP, MYP and DP along with an early years programme. The school is situated on a purpose-built campus in Bashundhara, Dhaka. In order to reduce carbon loads, buildings are carefully oriented to maximise daylight and minimise heat gain from the sun. Buildings are oriented around a central green field (the Maidan) and secondary courtyards and breezeways are aligned with the prevailing wind direction, allowing the passage of air through buildings.

The vast majority of the more than 200 staff at the Academy are citizens of Bangladesh, in keeping with the Academy's mission to nurture local talent; there are approximately twenty expatriate faculty members.

Dhaka is the centre of political, economic and cultural life in Bangladesh. It is the seat of the Government of Bangladesh, many Bangladeshi companies and leading Bangladeshi educational, scientific, research and cultural organisations. Since its establishment as a modern capital city, the population, area and social and economic diversity of Dhaka have grown tremendously. The city is now one of the most densely industrialised regions in the country, accounting for 35% of the country's economy, and hosting over 50 diplomatic missions as well as many international organisations. The city's culture is known for its rickshaws, kacchi biryani, art festivals and religious diversity.

The city is home to the National Parliament House designed by Louis I Kahn, which won the Aga Khan Award for Architecture.



CURRICULUM

The Academies' academic programme has been developed according to the principles of the IB. The Academies teach the full range of subjects – language and literature, languages and cultures, mathematics, social sciences, the humanities (with attention to local cultures and heritage), experimental sciences, technology and the arts – as well as projects that transcend individual disciplines, where students will acquire skills in context and explore important and relevant issues.

The Academies offer a bilingual education; in Dhaka, all students learn Bangla. The curriculum emphasises pluralism, ethics, economics for development, the broad study of world cultures (including Muslim civilisations) and governance and civil society; these five Aga Khan Curricular Strands are infused through the IB curriculum. The Academy has a significant role in the development of local teachers. This is recognised by the IB through the Teacher Preparation Programme (TPP), which develops bright young education graduates to IB teachers through a 15-18 month internship. The Memorandum of Understanding with the IB also enables the Academies to be involved in new courses, hosting workshops and involvement with the IB in developing strategy.

The curriculum is complemented by enrichment, athletic and community service initiatives. The overall educational programme is designed to educate well-rounded, ethical leaders who are civic-minded individuals. It enhances students' academic excellence, leadership skills, sense of civic responsibility, understanding of global issues, and analytical and study skills. The programme also reinforces

an understanding of local languages, history, cultures and environment.

When they graduate from the Academy, students are expected to be literate technologically and have a thorough understanding of the diverse academic disciplines covered in the IB curriculum. They should have mastered at least two languages, including English and Bangla. Through the international exchange programme, students will be able to enhance their pluralistic dispositions and appreciation of other cultures. Around forty per cent of our students graduate with a bilingual IB Diploma. Above all, they are prepared for uncertainty by developing their leadership and critical thinking aptitudes.

Graduates are thus well prepared for the rigours of higher education and to pursue opportunities in an increasingly interdependent world.



INVESTING IN TEACHERS

Promoting excellence in teaching, both on campus and more broadly, is a major goal of the Academies. The Academy has established a Professional Development Centre (PDC) which acts as the centre of outreach work with local government schools. The PDC aims to strengthen the profession of teaching in the region by providing substantial professional learning opportunities, modelling highly effective educational practice, and ongoing collaborative training for Academy faculty, as well as outreach programmes for teachers and head teachers from neighbouring government and not-for-profit schools.

PARTNERSHIPS

Several partnerships and associations have been formed with leading academic institutions, including institutions in North America, Europe, Africa and Asia. These partnerships contribute to the quality of the curriculum and to professional development programmes. They also ensure that the Academies maintain and enhance their international standing. Of particular note, the Academies have, in 2025, signed a new Memorandum of Understanding with the International Baccalaureate Organisation, and have partnerships with a number of other independent, internationally minded schools and partner universities. These agreements build on longer-standing arrangements with schools in the United States and Europe, as well as with the Aga Khan University, the University of Central Asia and AKES schools in a number of countries.

NETWORK SUPPORT

It is crucial to appreciate the place of the Dhaka Academy within the wider AKS network, in carrying out the long-term vision of His Highness the Aga Khan. Support includes:

- Teacher Coaches and other education specialists who work across the network.
- A student exchange programme.
- Teacher exchange opportunities.
- The Aga Khan Curricular Strands, which give the IB curriculum a unique character reflecting His Highness the Aga Khan's vision and values.
- A collegial group of Heads of Academies who collaborate to develop policy and strategy and to help ensure consistency.
- The Education Team at the AKS Head Office provides support to schools.



ROLE DESCRIPTION

Key Responsibilities

Pedagogical leadership

- Provide pedagogical leadership of the Junior School, including implementation of the IB PYP.
- In collaboration with the Dean of Admissions, and Dean of Studies, take a lead role in the development of the Academy's Junior School learning environments.
- Build student enrolment to ensure students of high potential are admitted.
- Contribute to the formulation of strategic plans for the Academy.
- Lead the professional development of staff in the Junior School and promote the learning of teachers participating in the Academy's outreach programmes.
- Ensure that the ethos of the Junior School, as well as the Academy, reflects His Highness the Aga Khan's vision for the network of Academies. This includes the Aga Khan Academies' five thematic strands of ethics, pluralism, governance and civil society, economics for development and cultures, including Muslim civilizations.
- The Junior School Principal is responsible for the promotion of the values of the IB PYP and, in conjunction with the PYP Coordinator, the development and implementation of a coherent curriculum from early years to grade 5.
- Implement and oversee the bilingual policy for the Academy.
- Implement and oversee the programme of service learning involving a range of communities, as well as extra-curricular activities that develop young leaders.

- Ensure an effective and robust reporting and recording of achievement infrastructure where there are systems for reporting the progress and achievements of students to them and their parents. Ensuring that records of progress and achievement are used to inform teaching and learning.
- Ensure the Junior School building, campus and classrooms provide an exciting and professional environment for learning.

Staffing and development

- Oversee the recruitment and professional development of colleagues, by establishing a strategic staffing plan for the present and future needs of the Junior School. Provide leadership in developing teachers, including inexperienced staff that will be trained at the Academy.
- Establish a programme of continuous professional development and review, including annual appraisal.
- Work closely with the Senior School Principal to ensure curriculum and other continuity for the students.
- Ensure constructive relationships with parents and build their support for the vision and mission of the Junior School and the Academy.
- Support the development of the PDC, its professional development and outreach functions.

Environment

- In collaboration with the Head of HR, ensure that policies and procedures are in place to assure the health and safety of all students, members of staff, and visitors to the Junior School.
- Ensure policies and procedures are in place for Junior School students and staff when using the grounds and making visits and journeys outside the campus.
- Ensure that all students and staff follow the Academy policies on health and safety, risk management and action in case of emergencies or disasters.

Administration

- Ensure the Junior School has comprehensive and robust systems for administration and finance that underpin the smooth functioning of the academic and all other aspects of the life
- In collaboration with other members of the SLT, provide leadership in the development of academic policies and practices (curriculum, assessment and reporting) that are consistent with the Academy's goals and values and the use of data generated to inform the institutional development of the Academy.

Students

- Establish and promote high standards for all students for academic performance and behaviour, consistent with the philosophy, mission and values of the Academy.
- Ensure the highest quality of relationships between students and between students and adults, based on mutual respect of the school. Ensure adherence to the administrative and financial policies of the Academy.



THE INDIVIDUAL

Required attributes

- Knowledge and understanding of primary education, including pre-school, as well as a knowledge of and a commitment to the IB PYP.
- 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.
- Distributive leader, committed to collaboration, delegation of authority and building the capacity of others as leaders, while accepting responsibility as the educational leader of the Junior School
- Ability to manage within a finite resource base, plan a budget, monitor its implementation and evaluate the impact of developments against the quality of the students' experience.

Education

Master's degree in an education related field.

Value 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.
- Experience in K-12 schools, and an understanding of the IB continuum.

Skills

Experience and technical skills

- Successful experience as a Junior School Principal or substantial successful experience as a Deputy Principal that includes leadership of the development of curriculum and assessment and policy formulation and implementation.
- Previous experience as an effective and innovative PYP teacher/leader and demonstrable knowledge of the principles and practices underpinning the PYP curriculum or the ability to provide substantial evidence of pedagogical practice that is closely allied to the PYP.
- 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.
- Extensive experience of implementing a rich extra-curricular programme with a focus on service.
- Ability to foster the professional development of colleagues so that they are able to make an impact on the continuous improvement of the Academy.
- An up-to-date understanding of educational practice and evidence of personal professional development.

Other skills and personal traits

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

Level of responsibility

Budget

On behalf of the Head of Academy, developing and managing the budget for the Junior School.

Direct reports

- PYP Coordinator.
- Faculty within the Junior School.

Reporting line: Head of Academy

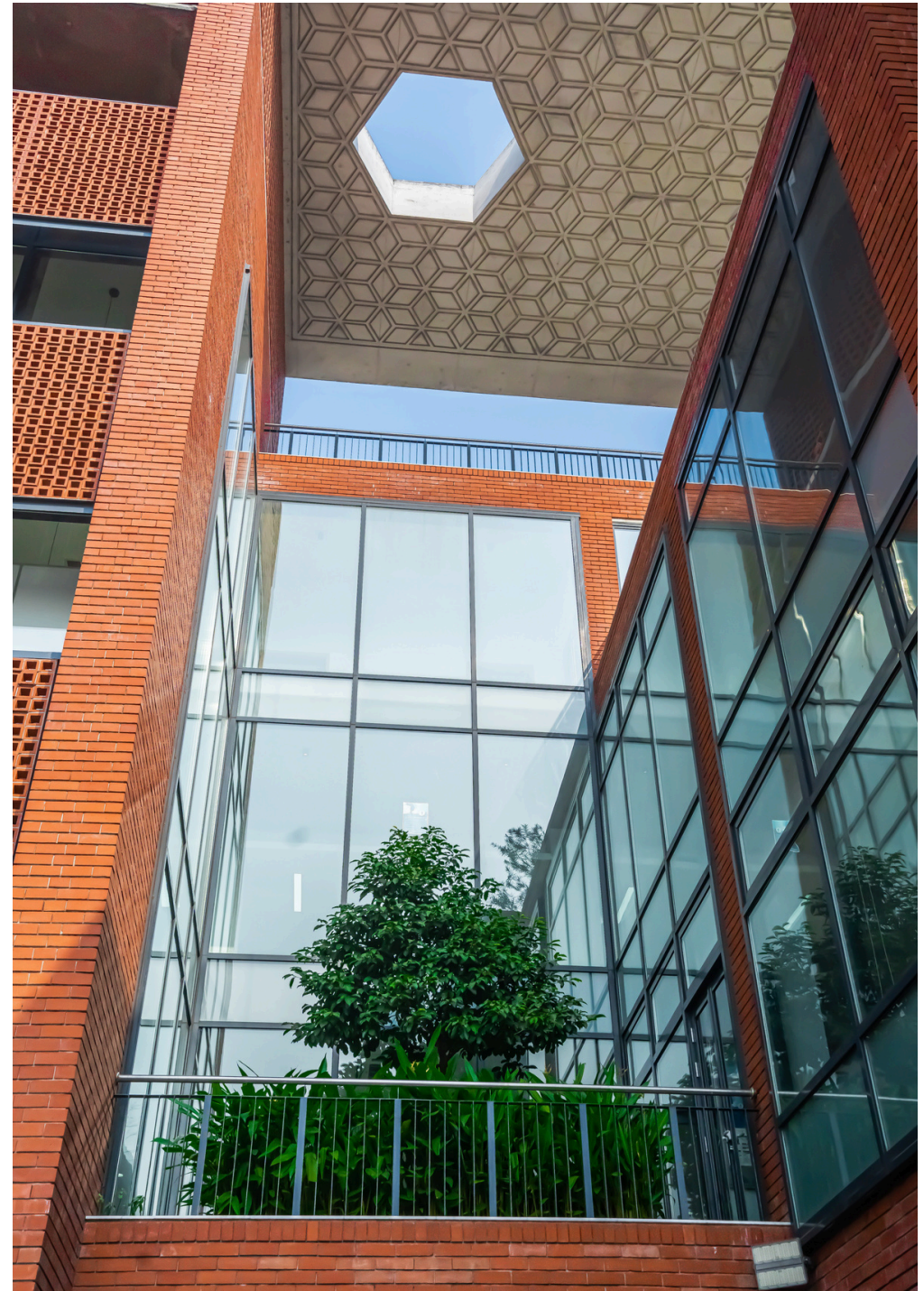
Key relations

Internal relations

- Students in Junior School;
- Head of Academy;
- Junior School faculty;
- Administrative/non-faculty staff.

External relations

- Students in Junior School;
- Head of Academy;
- Junior School faculty;
- Administrative/non-faculty staff.





HOW TO APPLY

Please apply via AKDN's website [here](#).

Deadline to apply: 31 October 2026



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www.agakhanacademies.org