

Leadership Search



Director International School Dhaka *Dhaka, Bangladesh*



Application Deadline: December 2, 2022
Start Date: August 1, 2023

ISS is pleased to conduct this full search.
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The Position

Overview

International School, Dhaka (ISD) is an international and co-educational day school, founded in 1999, that was built to accommodate students from Playgroup to Grade 12. The School provides high-quality international education for local and global communities. ISD strives to maintain a high quality of teaching and learning and set the highest standards in all aspects. ISD is an International Baccalaureate World School offering a well-established, successful, and internationally recognized curriculum for children aged 2-19. This includes the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), and IB Diploma Programme (DP). ISD is the only IB World School in Bangladesh offering all three programmes from the International Baccalaureate Organization.

The Bangladesh Ministry of Education recognizes the School and is accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISD is authorized by the International Baccalaureate Organization (IBO).

The present Director of ISD is leaving the School upon completion of his contract, and the Board of Directors is looking for someone of equal stature and capability to replace him in the role. Preferred candidates will have worked in a world-class chain of schools and/or corporate-level reporting responsibilities. IB curriculum experience though not required, is highly valued.

Reports

Reports to the CEO in corporate and International Schools Services Senior Leadership

Duties & Responsibilities

The Director is responsible for all aspects of the School's functioning, including delivery of the academic curriculum and extra-curricular activities, providing leadership to the teachers, students' welfare, admissions, and school administration, among others.

The Director is responsible for managing the internal stakeholder, viz., students, teachers, and staff, as well as the external stakeholders such as the Board of Directors, alums, parents, Ministry of Education, other government bodies, local authorities, and the public in general. The Director has the key responsibility for keeping the School on the path defined by the vision and mission, ensuring the integrity of the School's reputation.

- Academic Program:
 - Overall responsibility for setting and administering the academic curriculum, ensuring that this is in keeping with changing needs and the accreditation requirements.
 - Responsibility for ensuring excellence in academic standards and overall development of students through extra-curricular activities.
 - Providing innovative leadership in the area of curriculum, instruction, and assessment, as well as the introduction of modern innovative teaching methods.
 - Recruiting, mentoring, and leading the teaching staff is a key responsibility.
- Student Management

- Planning, Budgeting, Revenue & Cost Management
- Administration / Operations
- Public Relations

Skills, Experience, & Attributes Sought

Leadership Competencies

- Visionary Leadership
- Communicate a clear & compelling view for the future of the School
- Create buy-in among internal & external stakeholders by building commitment & excitement for new initiatives
- Ability to get things done, driving & achieving extraordinary results
- Decisiveness & decision making
- Progressively more responsible educational leadership positions, including that of Principal and/or Head of School
- Highly developed interpersonal and behavioral management skills
- Business acumen, including marketing, human resource development, and financial management

Personal Characteristics

- Ethical
- Collegial
- Reflective
- Disciplined
- Organized
- Fun-loving with a sense of humor

Academic & Professional Qualifications

The ideal candidate for the Director role will be someone with exemplary academic credentials and a senior leadership role in a reputed IB/international school. They would be people who have achieved a position of stature in their present occupation. More specifically, the ideal candidate would have the following profile:

- A strong passion for education is one of the critical facets of the ideal candidate profile.
- Education: Doctorate or Master's or equivalent from a well-known college/university is preferred. Additional qualifications in education, modern teaching methodologies, and other relevant areas would be an advantage.
- Familiar with, if not actually involved in, international education, i.e., with international curriculum, especially the International Baccalaureate (IB).
- A mid-career professional, however, it is essential that the candidate has very high energy levels and vitality.
- A strong understanding of the Asian environment, culture & traditions is a definite advantage.
- Powerful administrative, financial, and leadership capabilities.
- Demonstrated ability in managing multiple stakeholders in the school environment.
- Would demonstrate a broad range of interests and skills outside the academic arena.
- Fluent in English.
- International experience

Salary & Benefits

The salary and benefits package is competitive and will be commensurate with the qualifications and experience of the successful candidate.



The School

Overview

International School Dhaka is an international and co-educational day school, founded in 1999, that was built to accommodate students from Playgroup to Grade 12. The School provides high-quality international education for both the local and global communities. ISD is determined to maintain a high quality of teaching and learning, as well as set the highest standards in everything they do.

Mission

ISD is a community that



ISD Definition of Learning ISD embraces inquiry and collaboration which empowers learners to develop skills, knowledge and understanding that inspires positive change.

ISD Definition of International Mindedness



**Awareness, Responsibility and
Action for Our Shared World**

Core Values

- The ISD learning environment nurtures holistic well-being
- At ISD, there is a high-quality inclusive education
- ISD challenges our community to be responsible and internationally-minded learners
- Learning at ISD is enriched by interactions and partnerships with our community

Accreditation

The Bangladesh Ministry of Education recognizes the School and is accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISD is authorized by the International Baccalaureate Organization (IBO).

Curriculum

ISD is an International Baccalaureate World School offering a well-established, successful, and internationally recognized curriculum for children aged 2-19. This includes the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), and IB Diploma Programme (DP). The broad and balanced international curriculum reflects the importance of understanding academic discipline, community service, the performing arts, and good health.



The Academic Program

Learning Support

Learning Support services and English as an Additional Language (EAL) fall under the Advancement Center at International School Dhaka (ISD). EAL services are specified further in the ISD language policy. ISD believes that the Advancement Center (AC) should address the individual needs of all students, enabling them to achieve their potential in a caring, empathetic, and tolerant environment focusing on the holistic needs of each student. Four specially designed instructional programs, support services, and resources are provided for the students to achieve their potential. Students requiring support can exhibit a range of cognitive, physical, sensory, intellectual, social, or emotional needs. This policy defines the procedures, structures, and strategies in place for students with different needs at ISD, meeting the International Baccalaureate Standards and Practices requirements pertaining to diversity.

Arts

A positive outlet for creative expression, the performing and visual arts weave vital threads through the fabric of holistic education at ISD. When students participate in the arts, they develop awareness. With greater understanding comes improved comprehension — a valuable ability to bring to any subject, whether in the curriculum or outside of school.

Learners reinforce their knowledge across all academic subjects by studying theory and practical skills to engage with the arts. They develop their fine motor skills and their ability to work in teams. Students enhance their creativity and aesthetic awareness, sharpening their sight, sound, and touch senses. Students learn various techniques in different mediums and channel their creative energy through dance, drama, music, and visual arts programs. The performing and visual arts are represented in the curriculum as subjects in the PYP (Primary Years Programme), MYP (Middle Years Programme), and DP (Diploma Programme), as well as through various CCP (Co-Curricular Programme) offerings in illustration and ceramics.

Grade 12 students crown their learning across two years in the Diploma Programme with the DP Art Exhibition. Students develop a project from a kernel of an idea to a finished, exhibited piece. Work can include photography, painting, drawing, sculpture, projections, mixed media — almost anything students can imagine! It is also an opportunity to showcase their creations to the School and community.

Athletics

Vital to the student's well-being, ISD's athletics program contributes toward their physical, social, personal, emotional, and academic development.

Students participate in sports, and physical fitness activities to build dexterity and resilience, hone their communication and cooperation skills, and develop a sense of responsibility for themselves and others. Physical exertion is also a constructive outlet for stress and an effective counter to obesity.

When students learn to move their bodies in purposeful, coordinated ways, they prepare their minds for learning. An active body triggers the brain to release endorphins, which elevate mood. An elevated mood increases a student's ability to concentrate and boosts their confidence — "I can do it!" — advantageous for learning inside and outside the classroom. ISD wants to introduce and encourage physical fitness habits and attitudes that stay with students long after they leave School.

Athletics at ISD includes co-curricular sports, physical and health education subjects, and components that are part of the IB (International Baccalaureate) curriculum. Students have opportunities to play competitive and recreational sports at the team and individual levels. And the annual Swimming Gala and Sports Day are fun ways for students to participate in aquatics and track and field, with events like swim races, high jump, and shot put.

After School Activities

The Students of Grades 1- 12 are invited to sign up for various after-school activities, both sport-related, academically, or just for fun.

Week Without Walls is a whole week of experiential learning and service for grades 6, 8, and 10. All the trips involve the students in real world learning situations and builds on each individual's social and emotional skills. Students also undertake summative assessments directly from the learning that occurs during the week.



The Grade Levels

Early Years



Learning happens inside and outside the classroom. Classes are guided by an expat-trained teacher, a Bangla/English teaching assistant, and a childcare assistant.

Beginning in Nursery, children are introduced to specialized music and drama classes. From Pre-Kindergarten, Physical Education, Drama, Visual Arts, and Bangla are taught in addition to core subjects.

ISD stokes children's curiosity through play. Games are based on learning and guided inquiry activities. Through steps and connections, this process helps children build a meaningful foundation of ever-evolving knowledge. Understanding is expressed through art, drama, music, language, and making things. Hands-on experiences allow children to explore, experiment, and question the world around them. They learn to share, communicate, take turns, and cooperate with their classmates while developing their individuality.

The IB PYP framework guides the planning, learning, and assessment of each child's learning journey. Children thrive through age-appropriate experiences, a vital component of the Early Years Programme. They develop crucial skills in thinking, socializing, and communicating. They build their imagination, knowledge, and independence to kickstart their own learning.

Elementary Years Programme

For Nursery through Grade 5 students, the PYP Elementary Programme builds on the foundation laid by the Early Years syllabus.

Students are empowered to take charge of their own teaching and learning. They spend most of their school day with a homeroom teacher and teaching assistant. They are



encouraged to play, explore, experiment, wonder, inquire, practice, invent, create, collaborate, and imagine. Students are engaged, hands-on, with the world in their journey as lifelong learners.

Learning to communicate, play creatively, interact, and care for others is crucial to students' social development and participation in the PYP Primary Programme. Fostering these abilities is given high priority in classrooms. Students and their teachers reflect on the teaching and learning, and action is taken. Assessment is ongoing, shared with parents, and used by teachers to improve and grow the curriculum.

Middle Years Programme

Middle School is a period of tremendous physical and mental changes. A child's social, intellectual, and physical needs constantly change, and a sense of individuality develops. The MYP is designed to meet these needs, providing a broad and balanced program of learning aimed at the 21st-century learner needs. The MYP is designed to be accessible to all learners.



A hallmark of the MYP is its inquiry-based and concept-driven approach, which enables students to inquire into broad and transferable ideas embedded in real-world contexts. This makes learning meaningful and allows students to link what they learn to real life and the world around them. Thus, the MYP aims to develop lifelong learners who develop knowledge, skills, and concepts and a passion for learning.

Diploma Programme

The Post-16 Programme is for Grades 11 and 12. It allows students to specialize in specific areas of interest, preparing them for university and college entrance and future careers. Students learn how to do academic research, becoming self-aware critical thinkers and time managers.

ISD aims to develop empathic, internationally-minded learners who contribute positively to society. Students achieve above-average world results. Graduates consistently place in major universities in North America, Australia, Asia, the UK, and Europe.

Paths of Study

Path 1 — ISD High School Diploma and IB Courses

Students study a combination of IB Diploma Programme subjects leading to the ISD High School Diploma with the potential to qualify for certificates in some IB Diploma courses. Students are not required to study TOK (Theory of Knowledge) or complete the Extended Essay, but successful participation in CAS (Creativity, Activity, Service) is compulsory.

Post-secondary options include:

- United States: 4-year universities and colleges and 2/3-Year Community Colleges
- Bangladesh: universities and colleges
- Canada: 2/3-year colleges
- UK, Australia, and Asia: Foundation Programmes as pathways to future university study

Path 2 — ISD High School Diploma and IB Diploma

The most demanding path in terms of commitment and application. Students study a combination of IB Diploma Programme subjects with the potential to qualify for the full IB Diploma and the ISD High School Diploma. Students write a 4,000-word Extended Essay and complete courses in TOK (Theory of Knowledge) and CAS (Creativity, Activity, Service).

Post-secondary options include:

- 4-year undergraduate programs
- The United States and Canada: 4-year undergraduate degree programs
- UK, Netherlands, Spain, Switzerland, Australia: 3-year undergraduate degree programs
- Asia (incl. China, Hong Kong, Japan, Singapore, Thailand): 3/4-year undergraduate degree programmes





The Community

Students

Most ISD students are highly motivated and active host-country nationals aspiring for placement in competitive universities abroad. ISD routinely places 100% of its graduates in highly regarded and 'best fit' universities in Canada, the US, the UK, Australia, and elsewhere.

Faculty

ISD is proud to have over 60 credentialed international teachers or staff from some 20 countries and over 100 Bangladeshi support staff or teaching professionals. The United States, England, and Canada are the most highly represented countries of origin.

Professional Development

ISD recognizes and highly values professional development and formally commits 1.5% of its annual operating budget to such activities, with IB training and certification being highly prioritized.

DEIJ Commitments & Practices

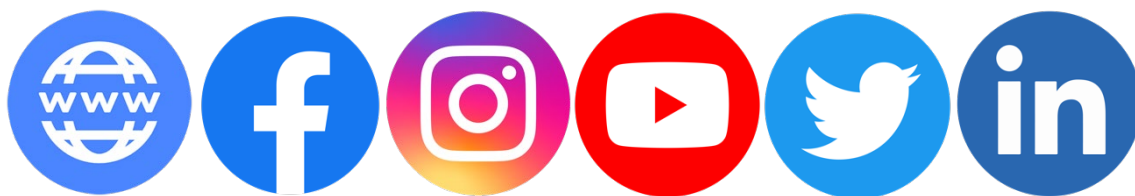
ISD is committed to providing a safe, inclusionary school/work culture, equity, and opportunity for all.

Child Protection & Student Well-being

International School Dhaka recognizes the responsibilities regarding child protection, and the safety and welfare of all students are the ISD community's top priority. ISD believes all students have a right to be protected from neglect and physical, sexual, and emotional abuse. ISD strives to create a safe, secure, and supportive learning environment for all students.

ISD's [Child Protection and Safeguarding Handbook](#) guides ISD's faculty, staff, volunteers, and families in child protection and safeguarding matters. It was created in conjunction with the [Code of Conduct](#) and is based on the safeguarding standards of the [International Taskforce on Child Protection](#). The School expects all employees, partners, parents, and volunteers to be committed to and support the ISD Child Protection Policies and Code of Conduct of the School.

Follow the International School of Dhaka to Learn More





The Campus

Facilities & Premises

ISD has a spacious 5.5-acre campus with the following:

- Purpose-built, centrally air-conditioned buildings, and classrooms
- 360-seat auditorium
- Specialist teaching rooms, including science laboratories, art, music, and drama studios, a design and technology workshop
- Sports gymnasium and a fitness room
- Large sports field
- Tennis/basketball courts
- Modern Early Years specialized play area
- Swimming pool (25 meters with six lanes)
- Gardens and green space throughout campus

Environmental sustainability

ISD is committed to improving its environmental footprint by a long way. The new Director is expected to be the lead change agent in bringing the School to an acceptable level of environmental sustainability.

Location

Plot 80, Block E, Bashundhara R/A, Dhaka-1229, Bangladesh

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Photo by [Shaikh Ahmed](#) on [Unsplash](#)

Fast Facts

Year Established	1999
Accreditation Agency	NEASC, CIS, IB
School type	K-12
Language of Instruction	English
Student Age Range	2-18 years
Total Enrollment	400
Lower School Enrollment	170
Middle School Enrollment	190
Upper School Enrollment	40
Student Nationalities	Bangladeshi, international
Percentage Home Country Nationals	75%
Percentage Annual Student Turnover	8%
Average Class Size	20
Student to Teacher Ratio	1:6
Number of Faculty	61
Faculty Nationalities	25
Percentage Annual Faculty Turnover	20%
Number of Board Trustees	4
Tuition (2022 - 2023)	\$17500 - 32000

Application Instructions

Mr. David Randall, Senior Leadership Executive, International School Services, will serve as the lead consultant for **International School of Dhaka | Director** search. He will be assisted by members of the ISS Leadership Search Team.

Interested candidates should apply through the ISS EDUrecruit portal, where you will be prompted to submit the following confidential materials by: [December 2, 2022](#)

- Cover letter expressing interest and qualifications for this position
- Current CV / Resume (please do not include your photo)
- Three confidential, supervisory references requests to your EDUrecruit profile from the last seven years, including one from your current post

Candidates New to ISS EDUrecruit, register for an account to apply for this position using this [link](#). *
To apply in EDUrecruit, click here: [International School Dhaka | Director](#)

Candidates Already Registered with ISS EDUrecruit, log into your account [here](#). *
To apply in EDUrecruit, click here: [International School Dhaka | Director](#)

*There is no fee to apply for this position. If you are interested in full candidate membership so all schools can access your profile, you can upgrade at any time for USD\$75. *

Applicants are encouraged to apply as early as possible, as International Schools Services (ISS) and the International School of Dhaka (ISD) reserve the right to close the selection process at any time. If you require any assistance with the portal or have any questions, please contact execsearch@iss.edu.

ISS has had a longstanding commitment to diversity, equity, inclusion, and justice. Our screening process is strongly committed to all aspects of child protection and safeguarding. Applications will be thoroughly and rigorously screened. International Schools Services (ISS) reserves the right to withdraw an applicant's candidacy if supervisory referees are not provided, and we also reserve the right to withdraw an applicant's candidacy at any time should information be forthcoming that may suggest the candidate is not suitable to progress in the process. Hiring is contingent upon a successful background check.

ISS is committed to "Making a World of Difference" in the international education community. We are experiencing a catalytic moment in history and ISS has committed to addressing the systemic prejudices and biases in ourselves, in schools, and in organizations around the world. You can read more about our commitments [here](#).