

AISD is committed to the protection of all children and young people from harm. We recognize that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices, and activities. We require all staff and faculty applicants to undergo stringent selection and screening processes before being allowed to work with children.

AISD [Child Protection Policy](#)

JOB DESCRIPTION

<u>Title:</u>	Secondary English (Grade 6 to 10 focus)
<u>Job Objective:</u>	To educate students following the school's mission and vision and curriculum.
<u>Qualifications:</u>	
Education:	U.S. Teaching Certification or Equivalent Bachelor's degree or equivalent. Master's degree preferred. International experience is preferred.
Experience:	At least three years of experience preferably in International settings. IB MYP/DP experience preferred.
Knowledge & Skills:	Innovative Mindset, Collaborative, Flexible, Exhibits the Characteristics of the IB Learner Profile
<u>Employment Arrangements:</u>	
Teacher Salary Schedule	
<u>Supervised by:</u>	
Secondary School Principal	
<u>Major Areas of Responsibility:</u>	
<u>Curriculum and Instruction:</u>	
	<div data-bbox="678 1119 1401 1472" style="border: 2px solid orange; padding: 10px;"><p>AISD community members hold each other accountable to these values:</p><ul style="list-style-type: none">● We are a compassionate, caring, and diverse community.● We act with integrity and respect.● We embrace creativity and balance.● We are proud of diversity and willingness to collaborate.</div>
	<ul style="list-style-type: none">● Support inquiry-based, transdisciplinary, conceptual curriculum design and implementation.● Plan appropriate learning outcomes and social-emotional support for diverse learners across content areas and grade levels.● Co-teach, co-plan, and co-assess with mainstream teachers to ensure appropriate support and challenge.

“Preparing students to become stewards of a just and sustainable world.”

Relationships and Communication:

- Promote approaches at school level that value linguistic, religious, cultural, and ethnic diversity
- Establish trust and rapport with a diverse group of students, parents, and educators.
- Communicate directly and collaboratively with families and mainstream teachers about student goals and progress.
- Partner effectively with the ES Student Support Team and administration.
- Maintain up-to-date and accurate records of student progress/needs and classroom/department resources.
- Engage parents and students in the learning process through frequent and meaningful communication about student progress.
- Interact cooperatively with other staff members in the development of cohesive curriculum materials and the establishment of instructional goals.
- Have open and honest communication with teaching assistants to support their understanding of planning and pedagogy.
- Encourage parents and pupils to value, maintain and develop their home languages
- Work as a member of the ES student support team, and collaborate with the Middle School and High School EAL teachers.

Assessment:

- Regularly assess student learning to provide positive, timely, descriptive feedback in support of growth and achievement.
- Collect and analyze data; participate in data driven conversations and decision making.
- Continuously monitor student learning and make appropriate modifications of goals and strategies to meet students' needs.
- Produce/update files of information, assessments, targets and reports of students' progress, and disseminate such information, as required, to classroom teachers and the Principal.
- Assess the linguistic needs and language stage of students for whom English is an additional language, using the WIDA and other data sources, and plan accordingly.

Environment

- Monitor for students who are struggling with emotional problems, developmental delay, or struggles at home, and help them find the resources they need (or refer for support).
- Provide an environment that is conducive to and maximizes student learning potential.
- Foster a stimulating learning environment with high expectations based on understanding and respect.
- Effectively manage students while providing for a variety of learning styles, ability levels, and educational/linguistic backgrounds.
- Utilize the environment as a 'third teacher'.

Professional Responsibilities:

- Demonstrate commitment to personal continuous professional growth and development.
- Engage with students in meaningful activities beyond the classroom which extend learning experiences for students (coaching, organizing field trips, sponsorship of clubs, events, or community service projects, etc.)
- Abide by all school policies and procedures.
- Act as a positive role model for students.
- Undertake any other duties within the department as directed by the principal.

“Preparing students to become stewards of a just and sustainable world.”

Assignment of Duties:

Teaching assignments and outside of class duties will be determined by the administration in accordance with school policy. Normally, teachers will have the equivalent of at least one “prep period” and one other non-teaching “duty” period, on average, per day.

Duties Beyond the Classroom:

Classroom teaching is the fundamental responsibility of every staff member. In addition, involvement with students and other staff members in meaningful activities beyond the classroom, especially in the areas of student activities, sports, and clubs, curriculum development, and planning special events, is a vital part of an AISD teacher’s job.

Inspired? We certainly hope so. Our team is waiting to hear from you at applyjob@aisdhaka.org. Send us your one-page response to the above, along with your CV, all in one tidy PDF document.

Mission: AISD creates an academic and social environment based on American educational principles. We challenge students from an international community to achieve their potential, become life-long learners and contribute to a changing global society.

Revised August 2024