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

Early Elementary Wellbeing and Learning Support Specialist (PreK to Grade 2)

Position Summary: Are you an early elementary educator who knows that wellbeing and learning grow together? At the American International School Dhaka (AISD), our commitment in the Elementary School is for every child to be supported, challenged, and growing. We are looking for a caring, collaborative specialist who shares that commitment.

This blended role serves our youngest learners, PreK through Grade 2, in both their social-emotional well-being and their early learning. Working with teachers, teaching assistants, families, and our support team, you will notice early, act early, and help every child feel safe, known, and ready to learn.
We welcome applications from school counselors, learning support or special education teachers, and early intervention specialists. What matters most is deep expertise with children aged 3 to 8 and the ability to support both their emotional and learning needs.

Educational Qualifications:
Education: A Bachelor's degree from a reputed university, plus a recognized professional qualification in one of the following:

- School counseling (license or certification), or
- Special education, learning support, or inclusion (a teaching qualification with specialist training), or
- Early childhood education with specialist training in early intervention or social-emotional development.

A Master's degree in one of these fields is strongly preferred.

Reports to and is evaluated by: Elementary Principal
Employment Arrangements: Teacher Salary Schedule

Experience:

- Significant experience working directly with children aged 3 to 8 as a counselor, learning support teacher, early intervention specialist, or early elementary classroom teacher.
- Training or experience in both social-emotional support and learning support. Candidates who are strong in one area should show how they have built skills in the other.
- Experience with MTSS, the IB Primary Years Programme (PYP), international schools, and children learning in an additional language is preferred.

Knowledge, Skills, and Dispositions:

- A child-centered, play-based, and developmentally-informed philosophy that incorporates Universal Design for Learning (UDL) principles
- Knowledge of evidence-based early elementary frameworks for social-emotional development and of early literacy and numeracy intervention.

- Confidence using screening and progress-monitoring data to guide decisions.
- Experience teaching communication and social skills to young learners, including children with specific learning and communication differences.
- Strong interpersonal skills and a track record of close teamwork, coaching, and consultation with teachers and assistants.
- Experience in parent education and sensitive conversations with families.
- Sound understanding of child protection and safeguarding.

MAJOR AREAS OF RESPONSIBILITY INCLUDE

The role is roughly half wellbeing and half learning support. The balance will flex with student needs.

Wellbeing and Social-Emotional Support

- Support the safety and wellbeing of PreK to Grade 2 students, respond to student concerns, and contribute to the school's child protection practices.
- Teach life skills lessons for all PreK to Grade 2 classes, building friendship, self-regulation, communication, and confidence.
- Provide short-term individual and small-group social-emotional support.
- Help teachers and assistants create predictable, nurturing classrooms that prevent challenging behavior and teach expected behavior.
- Consult with teachers and parents on wellbeing, behavior, and developmental concerns, and coordinate referrals to outside specialists in Dhaka and abroad.
- Maintain confidential wellbeing records in line with professional standards and school guidelines.

Learning Support

- Coordinate universal screening of early literacy, numeracy, language, and social-emotional development, and use the data within an MTSS framework to guide next steps.
- Provide targeted small-group and individual intervention for students with identified learning needs, and monitor their progress.
- Coordinate assessment processes and liaise with outside agencies, including occupational therapy and speech-language specialists.
- Take part in student support meetings and contribute to individual learning plans.

Transitions and Admissions

- Take part in PreK to Grade 2 admissions where required, helping the school understand each applicant's profile.
- Lead the transition of newly admitted students, and support children and families through arrival, departure, and changes at home.
- Support the move from Grade 2 to Grade 3 so that knowledge about each child moves with them.

Coaching and Collaboration

- Coach and consult with teachers and teaching assistants on developmental processes, intervention and communication strategies, classroom management, and individualized instruction
- Collaborate with Counseling, Learning Support, EAL, and specialist colleagues so that support is consistent and coordinated, and English language learners' needs are addressed.
- Attend and contribute to divisional meetings as an active member of the Student Support Team.

Family Partnership

- Communicate openly and regularly with families about wellbeing, learning needs, and progress.
- Lead parent education sessions on early childhood development, wellbeing, and learning.

Across the Role

- Keep accurate records of assessment, interventions, planning, meetings, and family communication.

- Pursue ongoing professional growth, staying current with research in early childhood development and intervention.
- Show a willingness to step in and step up in support of colleagues, students, and the wider community.
- Contribute to the cultural competence of our community.
- Undertake other duties as directed by the ES Principal.

This job description is intended as a guide to the principal responsibilities of the role and is not exhaustive. The post-holder may be required to undertake other reasonable duties as assigned by their immediate supervisor, in accordance with the organisation's evolving needs.

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.

Updated: October 2026