Aga Khan Academy, Hyderabad
Senior School Principal

Candidate Information – February 2024

Executive Summary

The Aga Khan Academy, Hyderabad (AKA Hyderabad), is the second Aga Khan Academy in an integrated network of eighteen residential schools being established in South and Central Asia, Africa, and the Middle East with the mission of educating future leaders in their respective countries. The first Academy opened in Mombasa, Kenya in August 2003, followed by Hyderabad, India in 2011 and Maputo, Mozambique in 2013.

AKA Hyderabad is currently looking to appoint a new Senior School Principal. This individual will be a crucial member of the Senior Leadership Team (SLT) and staff of the Academy, working closely with the Head of Academy to develop a campus environment in which students experience meaningful growth intellectually, socially, spiritually and athletically.

The selected candidate would be expected to take up the post in July 2024.

The successful candidate will possess proven experience as a Senior School administrator, including leadership in the development of curriculum, teacher professional development, and policy formulation and implementation. They will be expected to have previous experience as an effective and innovative International Baccalaureate (IB) Middle Years Programme (MYP) and/or Diploma Programme (DP) practitioner, and demonstrable knowledge of the principles and practices underpinning the IB curriculum, or the ability to provide substantial evidence of pedagogical practice that is closely aligned with the IB.

Applications should consist of a CV, accompanied by a covering letter addressing the criteria in the Person Specification. The deadline for the receipt of applications is 31st March 2024.

Background and Context

In 2000, His Highness the Aga Khan called for the establishment of an integrated network of schools to be located in countries across Africa, South and Central Asia, and the Middle East. The first of these Aga Khan Academies was opened in Mombasa (Kenya) in 2003, the second in Hyderabad (India) in 2011 and the third in Maputo (Mozambique) in 2013. When complete, the network of Academies will form a global learning community of 18 schools in 14 countries.

They will eventually serve approximately 14,000 girls and boys of exceptional calibre, graduating 1,500 students annually.

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

For further information please visit www.agakhanacademies.org

The Curriculum

The Academies' academic programme has been developed according to the principles of the International Baccalaureate (IB).

The Academies teach the full range of traditional subjects – language and literature, foreign languages and cultures, mathematics, social sciences, the humanities (with attention on 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 curriculum ensures that students' theoretical learning is linked to relevant local and international topics through the Aga Khan Academy's Curricular Strands, which addresses issues of ethics, pluralism, culture, governance and civil society.

In addition to providing a rigorous academic and leadership experience, the Academies help students develop an ethical and public-minded outlook through community service.

The Academy Experience

Each Academy consists of a Junior School and a Senior School. The Junior School covers primary education ages 6-11, grades 1-5. The Senior School covers ages 12-18, grades 6-12.

Each Aga Khan Academy campus is purpose-built. The Hyderabad Academy features state-of-the-art classrooms and resource areas, and extensive sports facilities on its 100-acre campus. The residences provide secure and well-supervised accommodation for students, including those visiting from other Academies. Students and teachers participate in visits and exchanges amongst Academies to broaden their experience and practical understanding of pluralism.

Investing in Teachers

Promoting excellence in teaching, both on campus and more broadly, is a major goal of the Academies. Each Academy is established as a professional development centre (PDC). Recently relaunched as the *Centre for Educational Research Innovation and Training*, the aim is 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 schools and other Aga Khan Schools across

India. The centre helps to train new teachers to the highest standards, whilst offering experienced teachers the opportunity to stay at the cutting edge.

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.

Governance and Leadership

At a strategic level, the individual Academies are governed by a centralised team based in Geneva. Within each country, local governance varies depending on the local context and regulatory requirements. Within India, the Academy falls within the oversight of Aga Khan Educations Services, India (AKESI).

The Head of Academy is involved closely in the budget development process. The Academy budget is developed by the Head of Academy in partnership with the relevant governing body and is monitored centrally. The finance team in the Academy is responsible for day-to-day budgetary operations and monitoring and any annual budget surpluses support the development of the network of Academies.

The Head of Academy leads the Academy's Senior Management Team, and has ultimate responsibility for all aspects of the Academy's day-to-day running within the strategic and financial policy framework established in consultation with the governance structure and for the realisation of His Highness, the Aga Khan's vision. S/he is the pedagogical leader, setting the tone for the quality and nature of enquiry-based teaching and learning.

Network Support

The Aga Khan Academy, Hyderabad is part of a developing network of Academies sitting within the long-established Aga Khan Development Network. It is crucial to appreciate the place of the school within this network in carrying out the long-term vision of His Highness, the Aga Khan. The Academies are an inter-connected group of schools and the relationships between the Heads are close. There are also a number of developing strategies in the Academies network to foster a sense of community and mutual support between the schools. These include:

- a teacher mobility programme, including exchanges for fixed periods;
- a planned student mobility programme, in which Middle School students spend a fixed period of time studying in a different Academy from their own;
- the Aga Khan Academies Curriculum Strands, which give the IB curriculum a unique character reflecting His Highness, the Aga Khan's vision and values;
- the Education Policy Committee (EPC), which includes all of the Heads of Academy, develops educational policy and helps monitor its implementation on the ground;
- the Director of Academies (and soon to be appointed Director of Education) and a small team of educational professionals provide support to the Academies and Aga

Khan Schools. They are an interface between the Head Office team and the Heads of Academies;

- the provision of specialist professional support on human resources, financial management, communications, alumni development and access to the network-wide resources available through the AKDN;
- the annual review and evaluation process of the Academies using the principle of continuous and rigorous self-evaluation at school level based on evidence of students' outcomes in the broadest sense.

The Hyderabad Academy

The Aga Khan Academy, Hyderabad, is an independent, not-for-profit, boarding and day school of 750 boys and girls between the ages of 6 and 18. It is situated on a purpose-built, 100 acre campus near the Rajiv Gandhi International Airport just south of the city, featuring state-of-the-art sports and arts facilities.

The Academy began operating in 2011, and is the second in the network of Aga Khan Academies established by His Highness the Aga Khan. There are roughly 200 students in the Junior School and 550 in the Senior School. One third of the students in the Senior School are boarders.

The vast majority of the staff at the Academy is Indian, in keeping with AKA's mission to nurture local talent, but there are also a small number of expatriates from around the world. The same is true of the student body, which is predominantly Indian but with students also from parts of Africa, the Middle East and Central Asia. Over 50% of AKA Hyderabad's students are in receipt of financial aid.

About Hyderabad

Hyderabad is a major cultural and economic hub in southern India. It is the formal administrative capital of the state of Telangana. With a metropolitan population of around 10 million, it is the fourth most populous city in India.

It is located on the banks of the Musi River on the Deccan Plateau and has an average altitude of 542 meters (1,778 feet). Its climate is characterised as tropical wet and dry, with a mean annual temperature of 26.6°C. Temperatures can peak above 40°C between April and June, falling as low as 10°C in December and January.

A city rich with history and tradition, boasting some of India's most impressive historic architecture, Hyderabad – or, 'Cyberabad' - now competes with Bangalore and Chennai for the crown of India's IT capital. Indeed, Microsoft and Google have their India headquarters there.

Role Description

This post is a member of the Academy's Senior Leadership Team and reports directly to the Head of the Academy. The Principal also collaborates closely with colleagues within the Aga

Khan Schools network. As new Academies open, senior leaders in existing schools play a key role in establishing and maintaining a strong culture of collaboration across the network.

The main responsibilities of the Senior School Principal are as follows:

1. **Academic programme**
   - Oversee and monitor academic standards in the SS.
   - Oversee timetable planning and timetable development
   - Manage SS exams in collaboration with Coordinators and SSP
   - Guide student subject choices in consultation with SSP and DPC
   - Maintain academic records
   - Maintain, review and develop policies to support the academic programme
   - Provide support in the recruitment of faculty.
   - Provide support to admissions in student assessments.
   - Develop an effective after-school academic support programme.

2. **Pedagogical Leadership**
   - Provide overall leadership in curriculum planning, development, monitoring, evaluation and assessment;
   - Promote the development of high academic achievement including through data analysis and early interventions to support students' learning;
   - Oversee the selection of appropriate instructional materials and equipment;
   - Work closely with other senior colleagues to ensure that there is strong pedagogical alignment between the Junior and Senior Schools and the quality of the student experience is consistent throughout the Academy;
   - Lead the elaboration and delivery of a coherent and solid curriculum in area(s) of specialization, including the identification of teaching and other resources and the preparation of a teacher training/induction programme;
   - Contribute to the Academy's *Centre for Educational Research, Innovation and Training* (CERIT);

3. **Data management and analysis**
   - Ensure there are processes in place to monitor ongoing student progress
   - Ensure that all data systems are available in an accessible form.
   - Track cohort trends and develop reports for SLT and AU.
   - Use the baseline, formative and summative data to analyse the progress of each cohort to provide analysis that will support T&L interventions and planning.
   - Identify underachievement to support curriculum and pastoral leaders.
   - Communicate trends and patterns with relevant stakeholders to inform T&L.
   - Monitor student attendance in consultation with the Deputy Head.

4. **Reporting and Recording**
   - Oversee the processes to ensure timely subject data entry.
   - Oversee the completion of SS reports.
   - Analyse reporting data to support tracking and monitoring of student progress.
   - Review and improve systems and processes.

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  5. **Staffing, Professional Development & Appraisal**
     - Ensure the SS has a full complement of highly skilled and committed staff;
     - Foster strong middle leadership in the SS by overseeing the recruitment, professional development, and supervision of capable faculty.
     - Oversee and manage the PD of teachers.
     - Create and manage the PD budget for teachers
     - Manage the AfG process

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  6. **Communications and Community Relations**
     - Ensure that the necessary communication channels are in place with all stakeholders to support the effective operation of the Senior School;
     - work to promote the mission and vision of the Academy
     - Promote strong ties between the Senior School and the local community;
     - Communicate regularly with parents of day and residential students.

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  7. **Environment**
     - Cultivate a safe work environment that ensures effective learning, promotes a culture of life-long learning among staff and students, encourages strong student and staff relations, and generates a high quality and rewarding work experience for all members of the school community.

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  8. **Administration**
     - Oversee all administrative functions pertaining to the successful operation of the Senior School;
     - Ensure that administrative and on-going decision making processes are data driven and that appropriate and effective data collection and archiving mechanisms are in place for all required areas of activity;
     - Provide leadership in the development of academic policies and practices (curriculum, language assessment, special educational needs, academic honesty) that are consistent with the Academy's values and the requirements of the IB.

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  9. **Students**
     - Work with the admissions team to ensure that the selection of students serves to identify those who are well aligned with the expected student profile;
     - Work with senior colleagues, including the College Counsellors, to support highly talented students achieve their potential;
     - Establish and promoting a culture for all students of high standards with regards to both academic performance and behaviour, consistent with the philosophy, mission and values of the Academy.

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  10. **IB Programme Implementation and Evaluation**
      - Ensure that the Academy is fully prepared for IB evaluation visits
      - Support the development and localisation of the Academy's curriculum for the IB MYP and DP and the evaluation process, including the integration of the Aga Khan

Curricular Strands: Pluralism, Ethics, Economics for Development, Cultures, and Governance and Civil Society.

Appointment Details and How to Apply

Applications should consist of a CV, ideally accompanied by a brief covering letter addressing the criteria in the Person Specification.

The deadline for receipt of applications is 31st March 2024. Shortlisted candidates would be interviewed in the week beginning 8th April 2024.

An appointment will be made subject to receipt of satisfactory references. The appointed candidate will be offered a salary that is commensurate with their experience and the seniority of their new role.