



**NETWORK**  
INTERNATIONAL  
SCHOOL

# Director of Academic and Professional Excellence

*Candidate Information*

# INTRODUCTION

*An exciting opportunity to help take a thriving, Cambridge-accredited international school to still higher levels of excellence.*



Founded in 1996 in Yangon, Myanmar, Network International School is the first school to be accredited by BSO in Myanmar (2024) and serves 800 pupils of 25 nationalities on two campuses, offering Cambridge IGCSE and A Levels. Pastoral care is very strong (the School operates a house system), and extra-curricular activities are rich and broad. It is a member of both COBIS and FOBISIA.

The School is driven by strong values, rooted in its family beginnings. It began as a small nursery school, with the Primary opening in 2003, followed by the Secondary in 2011. The School is also hugely ambitious for its pupils and wider community. The Founder, Carole Kyaing, was awarded an MBE for Services to Education in Myanmar in 2025.

The appointment of a Director of Academic and Professional Excellence is likely to be central to the School's next phase of development and the drive for further educational improvement and consistency. This new whole-school position will be a senior leader who can be dedicated to teaching and learning, curriculum development, professional learning, and performance management and will introduce a greater sense of vertical alignment across the three phases and two campuses. The School has joined High Performance Learning, an important vehicle for improvement and a new approach.

This role is likely to attract candidates who are approaching Principal level and whose passion lies more with teaching and learning than, say, pastoral leadership. The leader will need a high level of experience and strong relational skills, combining deep educational thinking with a passion for improvement. They will need practical implementation skills and a commitment to developing their colleagues and should also keep up to date with the latest curriculum and pedagogical thinking but be discriminating in assessing what will work best for Network.



In the School's own words: *Network's story is one of family, growth and joy.*

Network was born in 1996 as a small nursery school in Carole Kyaing's sitting room in the heart of Yangon. Carole and her husband, U Kyaing, had moved to Myanmar from the UK just a year earlier in 1995 and were inspired by a vision to create a nurturing and joyful educational hub for local and international families in Yangon.

In 2003, Carole took the next step and opened Network International Primary School, focusing on providing a secure, loving atmosphere where each child could thrive academically and personally, grounded in the values of respect, care and community.

In 2011, Network International Secondary School opened its doors, giving students the opportunity to continue their educational journey in the familiar, supportive environment in which they had grown up. In 2016, the new purpose-built Primary building at Golden Valley heritage campus was opened, bringing together Early Years and Primary students under one roof.

The opening of the superb Secondary campus on Highland Avenue in 2022 was another milestone in Network's journey. In 2024, they became the first school in Myanmar to receive BSO (British Schools Overseas) accreditation after a successful UK Government DfE inspection. In early 2025, Carole was recognised for her services to education and was awarded an MBE by King Charles III.



# HISTORY

# THE SCHOOL TODAY

Network serves 800 students, ages 2–18, of more than 25 nationalities on two campuses: the Network Early Years Foundation Stage and Network Primary campus and the Network Secondary campus. It provides a nurturing and academically rigorous environment, guiding students on their individual paths to success. Despite its growth, the School retains the warm family feel of its origins, and strong pastoral care is a feature. The extensive Parent Handbook, accessible on the website, is indicative of the School's emphasis on close community.

Relevant to this role is Network International School's decision to adopt the *High Performance Learning* approach, which aims to change the mindset of the community, taking it on a journey to world-class, backed by research and evidence. Further details can be discussed at interview.

## Vision Statement

We aim to foster academic curiosity in our students, enabling them to achieve highly and become independent, engaged and responsible members of society.

## Ethos Statement

We foster an inclusive and nurturing environment where every student feels supported and valued. We are a family-oriented community that promotes positive relationships and a collegiate spirit among students, staff, and parents alike. We are committed to providing a holistic education that

empowers our students to reach their full potential, both academically and personally. Together, we strive to create a learning environment that inspires curiosity, fosters respect, and celebrates diversity. We are deeply committed to our shared goals and dedicated to providing a safe and secure space for all.

## Crucial Values

Network International School cultivates pupils to be creative, reflective, unique, curious, independent, active and lifelong learners.

## The House System

Network International School operates a British-style house system which aims to develop five important themes and skills for all students: leadership, sportsmanship, teamwork and participation, planning and honesty.

All teachers and students are grouped vertically into Houses, with siblings in the School being allocated to the same House. Each House has a teacher leader and student House Captain, providing students with the opportunity for leadership development. House groups meet regularly, and students take part in a wide variety of House activities and competitions throughout the year. Students can get House Points from these events and also through excellent classwork, homework and displaying Network Values. House Trophies are awarded at the end of each academic year to the Primary and Secondary Houses with the most House Points.



# CURRICULUM

For this role, a deep understanding of the curriculum is obviously essential, and details are available on the Network International School website. What follows is in outline only:

## EYFS

The focus is on three Prime Areas: Communication and Language, Physical Development, and Personal, Social and Emotional Development. There are then four Specific Areas: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

## Primary

In Key Stage 1, there is a strong focus on the transition to a more formal structure of the curriculum, and children learn the necessities to build a solid foundation for their learning. The curriculum is strongly based on learning through tangible activities, giving students opportunities to settle into a more formalised classroom setting. Through the provision of a well-rounded curriculum, children build the necessary skills to allow them to progress and develop at their own rate. The children are also introduced to the culture and language studies of Myanmar.

In Key Stage 2, students are further challenged, strengthening and developing the skills they have learnt in Key Stage 1. All students follow the National Curriculum and learn through experience and inquiry-based learning. Myanmar studies are further developed in lessons during this Key Stage.

## Secondary

In Key Stage 3, all students follow the revised 2014 National Curriculum adapted for an international context, with a full range of subjects including English, Maths, Science, Art, Drama, French, Geography, History, ICT, Music, Myanmar Studies, Personal, Social, Health and Religious Education, and Physical Education.

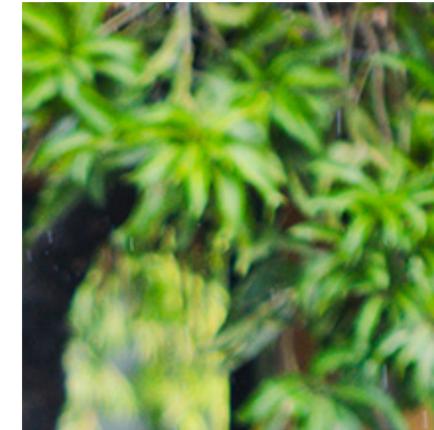
In Key Stage 4, students study for IGCSE qualifications awarded by the Cambridge Examinations Board. All students study a core curriculum of English, Mathematics, Science, and Physical Education. Students then have access to a range of Cambridge IGCSE option courses where they will be able to make a guided and informed choice from subjects such as Additional Mathematics, Art, Business Studies, Computer Science, French, Geography, Global Perspectives, History, ICT, Physical Education and the Sciences.

## Sixth Form

Fourteen A Level subjects are offered, together with the Extended Project Qualification. Details can be found on the website. Progression to A Levels is dependent on a minimum of five or more IGCSEs at grade C or above and B or above in the chosen A Level subjects.

All Year 12 and 13 students are part of a tutor group and attend support sessions on preparing for higher education and living independently. A course on the language, geography and history of Myanmar, as well as PE opportunities, continue to be offered.

Students continue to participate in House and ECA activities as part of building their higher education portfolios and developing transferable skills. Sixth Formers are supported through the process of applying to university and encouraged to build a strong portfolio of activities.



# EXTRA-CURRICULAR, SPORT AND LEADERSHIP



06

On top of academic lessons, students at Network International School are encouraged to fully participate in a comprehensive extra-curricular activities (ECA) programme. There is a wide range of activities available for students from Year 1 up to Year 13, including Swimming, Football, Yoga, Climbing, Coding Club, Music, Model United Nations, Theatresports, STEM, Arts & Crafts, and other Sports.

The ECA programme is designed to give students opportunities to further develop their unique talents and new skills and discover their interests and passions outside of the classroom.

The School sets great store by fostering leadership skills. It strongly believes in empowering students to take charge, be proactive, and help shape the future. Whether they are interested in becoming a student ambassador, a member of the Student Council, a House Captain, a Vice-Captain to lead their House or volunteering for a community service project, there is something for every student. The School encourages all students to take advantage of these opportunities and become leaders in their own right.

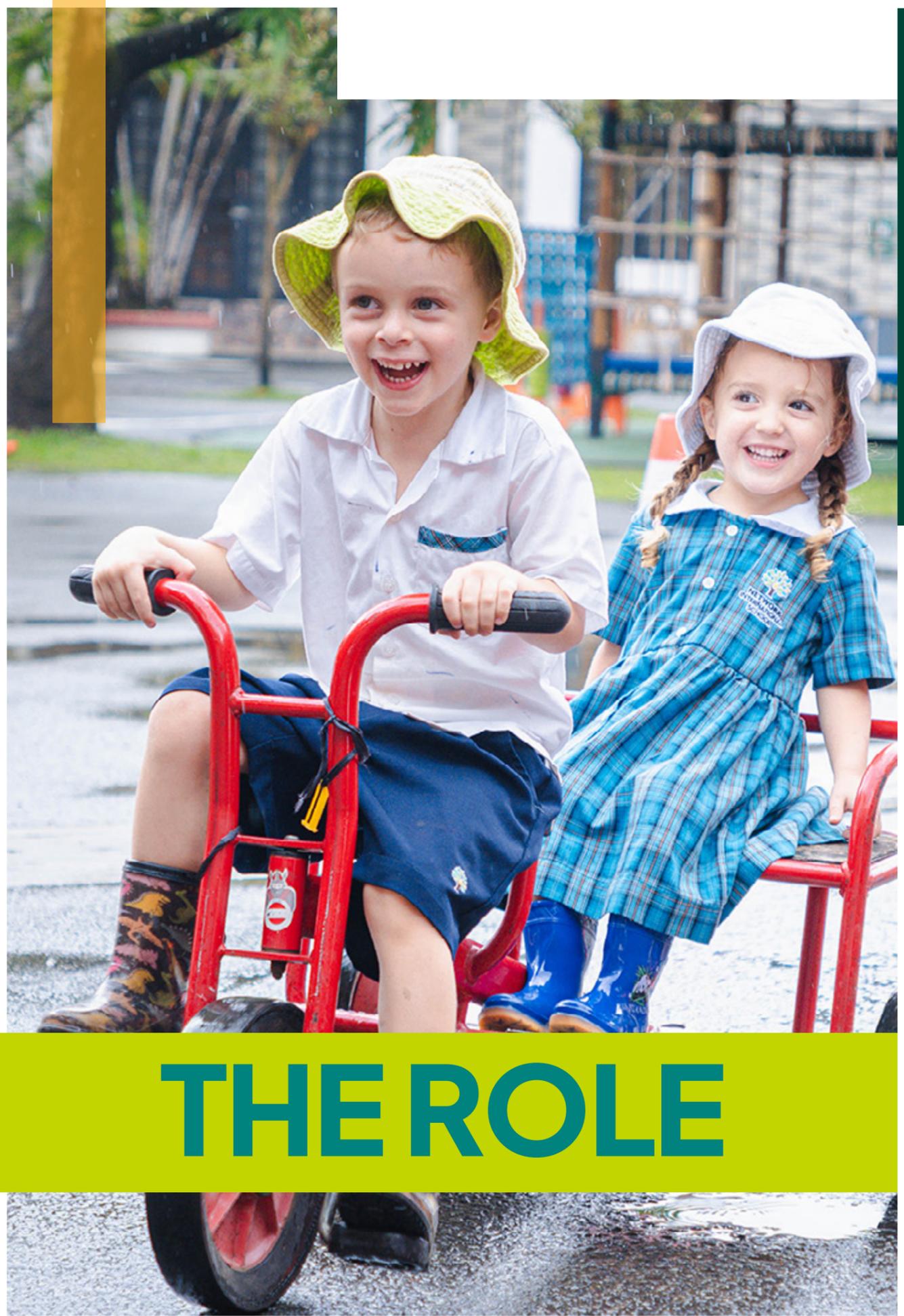


# LIVING IN YANGON

Myanmar's largest city, Yangon, is rich in culture and history and remains very affordable compared to other Southeast Asian cities. Aside from the low cost of living, expatriates enjoy the friendliness of the locals, the vibrant street food, a thriving café scene, and famous attractions like the iconic Shwedagon Pagoda. Grab taxis (Southeast Asia's Uber) are safe and plentiful.

Candidates should be aware of Myanmar's political situation and attendant instability in some regions. The School follows the British Government's FCDO recommendations.





This is a new and genuinely exciting position for a leader who excels in and has a passion for academics, curriculum and the development of teaching staff in a thriving school with high expectations. The successful candidate is unlikely to come via the pastoral route, but very probably, they will be looking to progress to a Principal role after this one.

Because the role is new, there is enormous scope for the incumbent to make it their own. As this brochure is being written, there is still some discussion about exactly how this position fits into reporting lines, but what is not up for debate is that the Director of Academic and Professional Excellence will have whole-school responsibility for teaching and learning, curriculum development, professional learning, and performance management. Given the School's adoption of the High Performance Learning approach, this is a dynamic and exciting time to be given the opportunity to work across all age ranges.

It is much more than simply ensuring vertical alignment. The candidate will need diplomatic skills, be able to inspire and win the hearts and minds of hard-working colleagues (especially if change is involved), build strong relationships and demonstrate that decisions are research-based and data-informed. Network International School is proud of its family origins, and the role requires somebody who will be respectful of such an ethos while striving for excellence. A top-down approach that might work in certain large chains and franchises is unlikely to reap success here.



# THE ROLE

# PERSON SPECIFICATION

## Qualifications

- Degree in education or a related field, with postgraduate qualifications (e.g., PGCE, MEd, MA Education, or equivalent) strongly preferred
- Qualified Teacher Status or internationally recognised teaching certification
- Proven experience in senior leadership within an international or Cambridge-aligned school
- Demonstrated expertise in curriculum across multiple Key Stages
- Evidence of sustained professional learning and commitment to ongoing development

## Skills

- Deep understanding of curriculum design, assessment, and pedagogical best practice from Early Years through to pre-university levels
- Ability to analyse academic data and translate insights into strategic action
- Strong coaching and mentoring capabilities, supporting teachers at all stages of their careers
- Excellent interpersonal and communication skills, with the ability to build trust and credibility across a diverse staff body
- Capacity to lead whole-school professional development programmes that raise standards and strengthen teaching quality

- Skilled collaborator able to work effectively with teachers, leaders, students, and families across the 3–18 continuum
- Confident presenter and facilitator, able to engage large groups and lead professional learning communities
- Organisational strength, including project management, planning, and follow-through

## Personal Attributes

- Warm, approachable, and committed to fostering a culture of professional excellence
- Genuine enthusiasm for working with students and staff across all age phases
- Culturally sensitive, adaptable, and respectful of the international context of Yangon
- Visionary mindset with the humility to listen, learn, and co-create solutions with colleagues
- High levels of integrity, discretion, and professionalism
- Resilient, reflective, and able to navigate complexity with calm and clarity
- Passionate about empowering others and nurturing a positive, collaborative school culture

## Remuneration

Compensation will be competitive.



# APPLICATION PROCESS

This recruitment process is being managed by RSAcademics Ltd on behalf of Network International School. Unless stated otherwise, all communication about the appointments will be via RSAcademics.

Two members of the RSAcademics team are primarily engaged in this process:

- Chris Edwards, Senior Advisor for International Appointments: [chrisedwards@rsacademics.com](mailto:chrisedwards@rsacademics.com)
- Hannah Green, International Appointments Consultant: [hannahgreen@rsacademics.com](mailto:hannahgreen@rsacademics.com)

Interested candidates are invited to contact Hannah Green, International Appointments Consultant, at [hannahgreen@rsacademics.com](mailto:hannahgreen@rsacademics.com) for an initial confidential discussion, including a copy of your CV/résumé.

**Closing date: Monday 15 March 2026 at 10:00am (UK) / 16:30 (Myanmar).**

To apply, candidates should complete an application form electronically and submit it to RSAcademics, together with a letter of application, data-sharing consent form and CV/résumé.

Please apply at [www.rsacademics.com](http://www.rsacademics.com) via the Apply Now link accompanying the announcement of the position. Please follow the instructions provided to complete your application. Guidance on the letter of application can be found in the candidate information. Please make sure your letter is tailored to this role; an application letter that is largely generic is discouraged and may lead to your application not being considered.

Should you have any queries relating to uploading your application documents, please contact:

- Amy Murphy, Operations Administrator: [applications@rsacademics.com](mailto:applications@rsacademics.com) / +44 (0) 204 6269 791

The recruitment process will proceed as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement within two working days, please contact RSAcademics by telephone (+44 (0) 204 6269 791)
- Preliminary interviews (by video call with RSAcademics colleagues) will take place for selected candidates soon after the application deadline. Dates for further and final-stage interviews will follow shortly
- Dates for further and final-stage interviews will follow shortly

*Network International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any appointment to Network International School is conditional on criminal records clearance, and the successful candidate will be required to supply the necessary information and documentary evidence. References will be obtained for all candidates called for final interview, and applicants should be aware that questions relating to the candidates' suitability to work in a post involving children will be asked throughout the recruitment process.*



10

RS Academics is a global executive search and consultancy firm working exclusively with schools. For more than 20 years, we've supported governors and leaders at pivotal moments – whether they are appointing senior staff or making complex strategic decisions.

What makes us distinctive is the depth of first-hand experience in schools across our team – as heads, governors, bursars and senior professionals – combined with specialist expertise in areas such as strategy, research, marketing and finance. This blend is continually enriched by our ongoing consultancy and appointments work with schools worldwide, so our advice is always current, practical and evidence led. Please visit [www.rsacademics.com](http://www.rsacademics.com) for more information.