



**DHIRUBHAI AMBANI
INTERNATIONAL SCHOOL
ESTD. 2003**

DHIRUBHAI AMBANI INTERNATIONAL SCHOOL (DAIS) Mumbai, India

THE ANNUAL DAY - 2024

Who Stealing



HEAD OF SECONDARY SCHOOL - For August 2026



Dhirubhai Ambani International School (DAIS) is a world-class institution, consistently ranked India's No. 1 international day school and among the leading international schools globally. Built on over two decades of sustained excellence, visionary leadership, and a deep commitment to holistic education, DAIS stands among the world's highest-performing schools.

With the opening of the Nita Mukesh Ambani Junior School (NMAJS) in August 2024, DAIS has formally restructured into two distinct schools under one trust. Together, they operate across three adjacent campuses in Mumbai's Bandra-Kurla Complex (BKC):

- **NMAJS Campus** – A state-of-the-art facility adjacent to the DAIS campus, sharing a common playground and offering the IB PYP (Classes I–V) and MYP (Classes VI–VIII).
- **NMAJS Early Years Campus** – Located at the Jio World Centre, offering Nursery, LKG, and UKG.
- **DAIS Secondary Campus** – Currently under renovation, with the Secondary School operating from the NMAJS campus adjacent to its original site.

Recognised as India's No. 1 International School (Education World 2013–2025) and ranked 9th globally

among IBDP schools (Education Advisers 2025), DAIS is accredited by CIS and NEASC, and is the only Indian school listed in Hurun's Top 10 International Schools (outside the US and UK). It is also an authorised IBO World School, a Round Square Global Member School, and a Microsoft Showcase School.

The School fosters excellence through a whole-child approach — nurturing intellectual curiosity, resilience, and empathy alongside academic mastery. Students are encouraged to “Dare to Dream, Learn to Excel,” balancing academic rigour with creativity, collaboration, and social responsibility.

DAIS is led by **Mrs Nita Ambani**, Chairperson, and **Mrs Isha Ambani Piramal**, Vice Chairperson, who work closely with **Mr Abhimanyu Basu**, Dean & CEO, and the leadership teams of both schools. Many leaders and teachers have served for over two decades, ensuring continuity, institutional memory, and a culture of excellence. DAIS continues to embody a global outlook with an Indian heart, mind, and soul — a living reflection of its Founder's vision.

The School's enduring success is a testament both to the exceptional people who shape it and to the robust systems that underpin its operations.



Vision

We recognise the imperative of imparting an educational experience that is world-class in every respect and prepares children for global citizenship. We are a school with an Indian mind, an Indian heart, and an Indian soul; a school that celebrates the culture of excellence and nurtures time-tested values. We believe that a curriculum of excellence with a global dimension is central to the education of children, so it prepares them to explore the opportunities and face the challenges of an ever-evolving world, with confidence and strength of character.

Mission

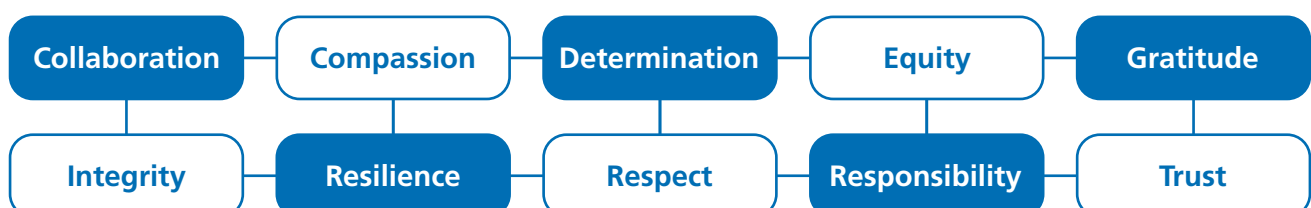
To provide a learning environment that encourages children to bring out the best in themselves and enables their all-round development through the joy of learning, the appreciation and embodiment of values, and the celebration of diversity.

Motto

DARE TO DREAM... LEARN TO EXCEL

Values

At DAIS and NMAJS, we will always be inspired and guided by the following set of values that we believe will shape our institutional culture and climate, and enable us to achieve what is enunciated in our guiding statements:





Our Unique Features

Focus on children's holistic development and academic excellence

Celebration of Indian culture and values, and fostering international mindedness

A safe and child-centric learning environment that nurtures well-being

A dedicated team of professionals supporting students' diverse learning needs

Emphasis on 21st-century skills of creativity, critical thinking, communication and collaboration

Community service to instil a sense of social responsibility

Diverse opportunities to develop leadership and entrepreneurship skills

Passionate educators with extraordinary dedication and commitment

Continuous professional development to enhance teaching and learning

Integration of digital technologies in curriculum and pedagogy

Outstanding academic results and sports & co-curricular achievements

Placement at top universities and an accomplished cohort of alumni

Core Values

At DAIS and NMAJS, students belong to a community that celebrates Indian culture and global perspectives. The curriculum integrates cultural richness with a commitment to character, empathy, and curiosity. The student body is predominantly Indian, joined by children of faculty, creating a close-knit and diverse learning environment where values are understood and, more importantly, lived.

The School aims to nurture young people who are competitive yet compassionate, able to respond to challenges with integrity and resilience. Students are taught that life is a journey — and that success is measured not only by achievement, but by character and the ability to learn and grow through adversity.

English is the language of instruction, with Hindi as the second language. IBDP students may also choose French or Spanish. The faculty comprises around 200 teachers, including approximately 28 expatriate educators.

The executive leadership team, led by the Dean & CEO, comprises three Heads of School — Head of Early Childhood, Head of Junior School, and Head of Secondary School — each supported by a Head of Learning and a Head of Student Life. This clarity of structure and remarkable depth of experience underpin the School's success.

ESSENCE, OUTCOMES & GLOBAL IMPACT



A Legacy of Excellence

For over two decades, DAIS has redefined international education in India. Ranked India's No. 1 International School for 13 consecutive years by every major national rating agency and the only Indian school featured in the Hurun Education Global Top 10 International Schools (outside the US and UK), DAIS blends academic rigour with compassion in a joyful and inclusive learning environment.

Academic Outcomes

DAIS consistently achieves outstanding academic results:

- Average IBDP score of 39.7 (global average 30.58), placing it among the world's top 20 IB schools.
- 100% pass rate for over 110 students annually, with more than 55% scoring above 40 points and several achieving the perfect 45/45.

- Exceptional IGCSE results, with over 85% A/A* grades and 95% A–B* — among the best globally.
- These achievements reflect DAIS's uncompromising academic standards and its belief that intellectual excellence must coexist with curiosity, character, and purpose.

Global University Placements

Graduates consistently receive offers from leading universities including Oxford, Cambridge, Imperial College London, Stanford, MIT, Harvard, Yale, Princeton, Columbia, and UPenn. The University Guidance and College Counselling Department provides personalised mentoring to align each student's academic and career aspirations with their passions and purpose.

Innovation and STEM Leadership

DAIS is recognised globally for its pioneering Robotics and STEM programmes integrating design thinking, computational skills, and innovation at all levels.

DAIS teams have represented India at global forums, emerging as World Champions in the FIRST Tech Challenge (FTC) and earning top ranks in the FIRST Robotics Competition (FRC).

Students have presented research at MIT, the National Science Fair, and international innovation expos.

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Continuous Achievement

DAIS continues to set benchmarks in academic and co-curricular excellence. Graduates embody the philosophy of “education for life, not just for the

classroom,” making meaningful contributions across diverse fields including global finance, policy, sustainable development, research, and the arts.

Co-Curricular Life

DAIS offers a vibrant co-curricular programme encompassing sports, arts, music, debate, Model United Nations, community engagement, and service learning. Students have represented India at MUN

conferences in The Hague, Rome, and Singapore, and at global youth innovation summits.

Through these opportunities, they develop leadership, empathy, and a lifelong sense of social responsibility.

Inclusion and Well-being

DAIS places the highest emphasis on well-being, inclusion, and holistic development. A dedicated Head of Student Life oversees pastoral systems and well-being initiatives, ensuring that every student is known, supported, and celebrated. Around 10% of students receive personalised learning support, achieving outcomes fully in line with school standards

— a testament to the strength of DAIS's inclusive approach.

At DAIS, we deeply believe that students inspire one another, fostering a culture of care and shared joy — truly, “The School with Heart” remains DAIS's proudest affirmation.



The Role

Reporting to the Dean & CEO, the Head of Secondary School provides pedagogical and administrative leadership for the Secondary section of DAIS. This is a high-impact role, requiring vision, academic depth, and the ability to inspire and manage a large, talented team.

The successful candidate will lead the Secondary faculty to deliver world-class learning, strengthen teaching practice, and uphold DAIS's commitment to excellence, innovation, and inclusion. The Head will also serve as the face of the Secondary School, fostering relationships with parents, staff, and students and upholding the culture and values that define DAIS.

This role requires a leader with strong international experience, a record of delivering exceptional outcomes, and the ability to combine strategic insight with day-to-day operational excellence.

Candidates must be able to demonstrate an impeccable track record of leadership, and capable of leading with conviction and decisiveness. They will be capable of making tough decisions, motivating and challenging as appropriate and always keeping the success of the young person at the heart of all they do. They must also be commercially astute.

The successful candidate will be running a significant school in its own right, and whilst enjoying significant operational autonomy will need to be able to work as part of the wider executive. The role will be enhanced further by the move to the new building and planned growth. The capacity for collaborative working and the understanding of a strong reporting framework is essential.

Job Description

The Head of the Secondary School at DAIS provides pedagogical leadership and ensures the overall academic success of the students in the IGCSE and IB Diploma classes. This role involves supervising the Head of Learning and Head of Student Life and respective programme coordinators while fostering a positive and enriching learning environment. They will work collaboratively with the Dean and CEO and other stakeholders to advance the school's mission, vision, and strategic initiatives. In consultation with the Board, Dean & CEO, and other school leaders, the Head of Secondary School participates in developing the DAIS values, vision, mission, goals, and Strategic Plan. They are responsible for continuous improvement of the Secondary School within the context of the School Strategic Plan. They will conceptualise and propose goals, strategies, and programmes to the Dean & CEO; obtain the Dean's concurrence; and be responsible to the Dean & CEO for the agreed upon results. This position plays a crucial role in driving instructional excellence and fostering a culture of continuous improvement.

The Head of Secondary School provides visionary leadership, supports faculty development, and contributes to the advancement of innovative teaching and learning practices. They are responsible for building and sustain a thriving culture of collaboration.

Core Responsibilities:

- Supervise and support a team of educational leaders, including the Head of Learning, Head of Student Life and Programme Coordinators of the IGCSE and IB Diploma Programmes
- Provide guidance and support to faculty members in developing and implementing effective instructional strategies
- Conduct regular classroom observations and provide constructive feedback to teachers to enhance their instructional practices
- Collaborate with teachers and instructional teams to design and align curriculum, ensuring standards-based instruction and promoting student engagement and achievement
- Lead and facilitate professional development sessions for faculty, focusing on instructional best practices, assessment strategies, and data-driven decision-making
- Analyse student assessment data to identify trends, areas of improvement, and develop targeted interventions to enhance student learning outcomes

- Stay informed about current research, trends, and innovations in teaching and learning, and share relevant findings with faculty to promote a culture of continuous improvement
- Foster a culture of collaboration and professional growth through coaching, mentoring, and providing resources to support faculty development
- Coordinate and organize conferences, workshops, and other professional learning opportunities for faculty to enhance their instructional expertise
- Collaborate with school leaders and administrators to ensure the alignment of instructional practices with the school's mission, vision, and goals
- Contribute to the development and implementation of initiatives aimed at promoting innovation and excellence in teaching and learning across the school community

Educational Leadership

- Leads with a mission and vision that focuses on the desired results for student learning
- Provides visionary leadership in curriculum development, implementation, and evaluation, ensuring alignment with the school's mission and educational standards
- Oversees the delivery of high-quality instruction and assessment practices that promote student achievement, engagement, and well-being
- Fosters a culture of continuous improvement, encouraging innovative and effective teaching methodologies
- Collaborates with instructional leaders and teachers to develop and implement professional development programmes that enhance instructional practices and student outcomes
- Stays abreast of research-based best practices in education and promote their integration into the school's instructional strategies
- Energises the school community with clear, contemporary, and contextual guiding statements aligned with the IBO and CAIE Mission to build understanding and commitment for high expectations
- Regularly communicates the achievement of the school's mission and vision to provide evidence of

measurable gain, celebrate student progress, and to use the information for further improvements

- Uses data to support change and effectively leads innovations that result in improved learning
- Uses a definition of learning, developed from the school's shared culture and context, to guide curriculum planning, instruction, and assessment so that classroom practices align with research and provide a medium for students to act as a result of their own learning
- Ensures a coherent curriculum derived from agreed upon student outcomes and rooted in best practices to support the achievement of all students
- Establishes procedures for regular curriculum review and development
- Collaborates with the Leadership Teams to focus the agenda, attention and discussion on the substantive, strategic and symbolically important issues for the school

Human Resource Leadership

- Enacts legal and ethical practices to safeguard students' well-being and sets high levels of performance in staff
- Ensures that recruitment and retention practices are in alignment with the school's mission, vision and values and reflect the school's unwavering commitment to child protection
- Supports the development, communication, and implementation of personnel policies for all categories of staff, providing for clear expectations of professional practice
- Implements performance appraisal processes which include ongoing coaching, mentoring and feedback to promote learning
- Creates a climate that supports collaboration focused on improving learning
- Community, Communication and Relationships
- Cultivates positive relationships with families and the community to achieve partnerships that benefit student outcomes
- Creates a climate of trust and evidence-based professionalism, honouring commitments, and handling conflict directly and respectfully
- Effectively communicates the school's Mission, Vision and values to the school community

- Promotes teacher-student interaction that is appropriate, purposeful and characterised by mutual respect
- Establishes channels of communication that promote mutual understanding, compassion and understanding between all community members

Student Welfare and Engagement

- Prioritises Child Safeguarding in all aspects of the day-to-day operations of the school, ensuring a robust policy and procedure is well understood by all community members and establishing regular professional training for all adults on campus with regard to Child Protection
- Promote a safe, nurturing, and inclusive learning environment that supports the academic, social, and emotional development of students
- Collaborate with the school's student support services team to implement programs and interventions that meet the diverse needs of students
- Foster strong relationships with students, parents, and the wider community, actively seeking their input and involvement in the school's activities

Strategic Planning and Implementation

- Contribute to the development and implementation of the school's strategic goals, ensuring that the Secondary school's objectives are aligned
- Participate in decision-making processes related to budgeting, resource allocation, and educational policies
- Collaborate with other school leaders to ensure a cohesive approach to curriculum, instruction, assessment, and professional development
- Monitor and evaluate the effectiveness of programmes, initiatives, and policies, making data driven decisions to drive continuous improvement.
- Collaborate with the Student Support Team
- Works closely with the Student Support Team to ensure effective coordination of services and support for students with learning needs
- Facilitates regular meetings with the team to review student progress, discuss interventions, and develop individualized support plans as needed.

- Provides guidance and support to team members in implementing appropriate and inclusive accommodations and modifications to meet the unique needs of students with special needs
- Serves as an advocate for students with special needs, ensuring their voices are heard and their rights are respected
- Collaborates with parents, teachers, and support staff to develop effective strategies and interventions that address the specific needs of each student
- Regularly monitor the academic and social-emotional progress of students with special needs, collaborating with teachers and support staff to identify areas for improvement and implement appropriate interventions
- Oversee the College counselling department and ensure that the department works to future student pathways effectively
- Liaise with the Head of Library to ensure that research-based pedagogical methodologies and school learning resources are being used effectively to implement the IB and IGCSE curricula

Administrative

- Implement and monitor all policies and regulations
- Review and analyse student performance data and periodically apprise the Dean & CEO on the progress of student performance
- In consultation with the Head of Learning and Head of Student Life and programme coordinators develop a teaching allocation for each class and division, within the academic calendar of the school, considering the availability of teacher resources and students' choice of subjects
- Contribute and review information for the preparation of the school diary, staff handbook and policy manual
- Supervise preparation of school publications such as the school magazine and newsletters
- Approve the leave of teachers based on the school's leave policies
- Supervise and contribute to the orientation and presentations in the Secondary School section, in consultation with the Programme Coordinators and Counsellors

- Extend academic support in the admissions process by conducting admission tests and interviewing prospective students in consultation with the admissions committee and the Dean & CEO
- Weekly reporting to the Dean & CEO on the development and progress of the Secondary School
- Perform other duties as assigned by the Dean & CEO

Safeguarding Commitment

In accordance with the school's commitment to adhere to the International Task force on Child Protection and all other relevant guidance and legislation in respect of safeguarding children, the Head of Secondary School will be required to demonstrate commitment to promoting and safeguarding the welfare of children and young people in the school.

Person Specification

This person specification is an indication of the strengths and qualities that DAIS will be seeking in the Head of Secondary. The recruitment process will consider candidates against this list of experience, qualifications, values and attributes.

The significance of the role is such that it is most suitable for an existing Head or equivalent. However, the Board is open to some of that leadership experience having been gained in a wider educational context other than just direct school leadership. There is an absolute expectation of sustained successful leadership in an educational context. Likewise, the school hopes to be appointing this post for at least five years, with the expectation of extending the initial 3-year contract by at least a further 2 years. There is a tradition of sustained and consistent leadership which makes for a clarity of vision which is exciting and liberating.

The Head of Secondary will have high level IB experience and be able to demonstrate how they have delivered exceptional outcomes over a sustained period. They will inspire trust and commitment from colleagues and students.

Experience and Qualifications

- Educated to university level and have an appropriate teaching qualification. They will have a degree and ideally a further academic qualification
- Likely to possess an education leadership qualification such as NPQH
- 20–25 years in international education (IB expertise

essential) with 10+ years leadership experience in Secondary Section

- Collaborative, student-centred leader

Please note that the above are essential requirements

- Strong record of having participated in continuing professional development, including recent safeguarding training
- Can demonstrate a successful track record of: developing and implementing vision and strategy, managing both direct and indirect staff reports, autonomy and accountability for the delivery of organisation-wide initiatives and projects, specific achievements at a senior level, monitoring and evaluating the performance of a school and responsibility for safeguarding and safer recruitment
- Experience in a high-achieving school

Competencies

- A strategic but practical thinker, with the capacity to foster a strong community with enthusiasm and values
- Collaborative spirit with drive and capacity to develop and retain an exceptional staff of educators
- Communicates well with others engagingly and persuasively, both in writing and in person (one-on-one, group and presentation)
- A confident advocate for the school; willing and able to engage with external audiences
- Results-oriented, motivated by goals and drives self and others to achieve them
- Well-organised, works within timescales and delivers against deadlines
- Seeks solutions to problems, finds a work-around to apparently intractable issues
- Energetic, determined and driven, able to be adaptable in a fast-moving start-up situation
- Accepts accountability and holds others to account
- Accepts constructive feedback and uses it to modify behaviours
- Works collaboratively in a team

DISCOVER LIFE IN MUMBAI

Mumbai, often called the Gateway of India, is a city of contrasts—vibrant, ambitious, and endlessly inspiring. It is a melting pot of cultures and ideas, offering a rich and diverse experience to all who call it home. Living here offers both a fulfilling lifestyle and the opportunity for meaningful cultural immersion. With a moderate climate, thriving food and arts scene, and easy access

to some of India's most beautiful destinations, Mumbai offers a life that balances professional purpose with personal adventure. Living in Mumbai complements the DAIS experience—a community grounded in learning, connection, and belonging in one of the world's most dynamic cities.

LIVING AND WORKING IN MUMBAI



Living in Mumbai offers a unique balance of purpose and discovery. As India's cultural and financial capital, the city brims with creativity, energy, and opportunity. From its thriving arts and culinary scene to its sense of community and celebration, Mumbai invites you to be part of its rhythm—vibrant, fast-paced, and deeply human. For educators at DAIS, Mumbai is not just



where you work—it's where you grow. The city's cosmopolitan character and diverse culture mirror the values of the school: inclusivity, curiosity, and resilience. With a moderate year-round climate and rich travel options across India and Asia, life here offers professional fulfilment and personal adventure.

REMUNERATION

The successful candidate will be offered a highly competitive and significant package with salary paid net of taxes and in line with the seniority of the role. The remuneration package will include fully furnished accommodation, educational provision for dependent children, private medical insurance within India, annual

flights home for the Head of Secondary and spouse, car and driver and relocation allowance. It is expected that a three-year contract will be offered in the first instance with the hope that the Head of Secondary will commit for at least a five-year tenure.

HOW TO APPLY

This recruitment process is being managed by RSAcademics Ltd on behalf of DHIRUBHAI AMBANI INTERNATIONAL SCHOOL (DAIS)

Unless stated otherwise, all communication about the appointments will be via RSAcademics. Two members of the RSAcademics team are primarily engaged on this process:

Matthew Bartlett, Senior Advisor

MatthewBartlett@rsacademics.com

Hannah Green, International Appointments Consultant

HannahGreen@rsacademics.com

Interested candidates are invited to contact Hannah Green by email for an initial confidential conversation; please attach a copy of your CV/résumé.

The deadline for receipt of applications is Wednesday 12 November 2025 at 10:00am (UK)/15:30 (India)

Please note that early applications will be considered as received and potential candidates may receive an invitation for interview with RSAcademics before the closing date therefore early application is encouraged.

You should submit:

- A completed application form
- A completed data sharing agreement
- A copy of your curriculum vitae/résumé
- A covering letter, preferably of no more than two pages, addressed to Mr A. Basu, Dean and CEO. The letter should explain the attractions of the role, the relevance of your experience and your education philosophy, and other information that can demonstrate your alignment with the role. Please make your letter as specific as you can, addressing the role, the DAIS vision and the opportunities presented by DAIS. A letter that is largely generic may result in your application not being considered.
- Applications should be made electronically to R S A c a d e m i c . P l e a s e a p p l y a t www.rsacademics.com via the Apply Now link accompanying the announcement of the position. You will be taken to an online portal where you will be able to download an application form. Please follow the instructions to complete and submit your application.
- Should you have any queries relating to uploading your application documents, please

contact Alison Hooper, Project Coordinator, at applications@rsacademics.com. Alison can also be reached by calling +44 (0) 204 6269 791.

The recruitment process will proceed as follows:

- When you submit your application, you will receive an automated email from RSAcademics confirming that we have received it. If you have not received the automated email within two working days of submitting your application, please email us at applications@rsacademics.com or contact us by telephone on +44 (0) 204 6269 791
- Selected candidates will be invited to preliminary interviews with RSAcademics colleagues, which will take place by MS Teams between 14 November and 19 November with the possibility of some earlier interviews (please see above)
- Video interviews with members of the DAIS team will take place w/c 24 November 2025
- Final interviews will take place in Mumbai w/c 8 December 2025. Any candidate who knows they will have difficulty travelling then should make this known at preliminary interview. Please be aware it may not be possible to adjust times for these interviews due to holiday periods and visa requirements
- RSAcademics will collect references for candidates invited to attend the video interviews with the DAIS team (i.e. at the longlist/video interview stage). No referees will be contacted until RSAcademics has received your express permission to do so. Independent checks on social media engagement and profile will also be undertaken at this point.
- Dhirubhai Ambani International School (DAIS) is committed to safeguarding and promoting the welfare of children. Applicants must be prepared to undergo stringent child protection screening including checks with past employers and an enhanced DBS (or equivalent) is required.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.
- The safeguarding responsibilities of this post are detailed within this candidate information brochure.
- RSAcademics is committed to safeguarding and promoting the welfare of children and young people and to promoting diversity and inclusion in schools.