



GAMBIA ACADEMY

LITERACY AND ENGLISH TEACHER

1. INTRODUCTION

The Gambia Academy is seeking a highly proficient, innovative, and critically minded Literacy & English Teacher to join one of Africa's most forward-thinking educational institutions. This role is unique and requires a teacher capable of delivering two distinct but complementary subjects:

1. Literacy

At the Academy, Literacy encompasses the study of literature, reading comprehension, expressive and analytical writing, and the broader conceptual and language-analysis skills that are universally applicable across languages. These general language skills—traditionally taught within the English Language curriculum—have been intentionally integrated into our Literacy programme, allowing students to develop strong interpretive, expressive, and critical-thinking abilities through a unified, literature-based approach without being held back by their proficiency in the English language.

2. English (EFL)

English is taught separately as a foreign language, following an international EFL framework. This curriculum focuses on developing students' proficiency in speaking, listening, reading, and writing in English, emphasising fluency, accuracy, vocabulary development, and practical communication for real-life contexts. All direct English language acquisition is therefore delivered within the EFL programme, ensuring a clear distinction between learning *about language* in Literacy and learning *the English language itself*.

This separation allows each discipline to be taught with greater clarity, purpose, and depth – an innovative approach designed to strengthen students' communication abilities and critical engagement with language.

We welcome applicants who speak fluent, accurate English—preferably native speakers, though exceptionally proficient non-native speakers are also encouraged. Familiarity with international literacy or literature curricula is essential, alongside a grasp of how English is taught as a foreign language in global education systems.

If you are passionate about educational reform, excited by innovation, and ready to help shape two growing curriculum areas, we encourage you to apply.

2. ABOUT THE GAMBIA ACADEMY

Founded in 2015 by Dr. Sona Jobarteh, the Gambia Academy is a pioneering institution dedicated to transforming education in Africa. Our model combines:

- Academic depth
- Practical and technical disciplines essential for nation-building
- African cultural grounding and identity

We are designing a new curriculum from the ground up - one that empowers students to think critically, articulate ideas effectively, and engage deeply with texts. Our decision to separate Literacy from English language learning is part of this reform, enabling students to study both areas with far greater clarity and impact.

We also embrace modern technologies, including the growing integration of AI tools, to support personalised reading, writing development, and innovative teaching approaches.

3. ROLE OVERVIEW

The Literacy & English Teacher will deliver instruction in two separate areas and contribute actively to the development of both curricula.

Literacy:

The teacher will guide students through a wide range of literacy learning, including reading, interpretation, expressive and analytical writing, and the broader conceptual and language-awareness skills that underpin strong written and verbal communication. The curriculum draws on elements commonly found across international literature and English programmes, but reorganises them into a cohesive Literacy structure designed to enhance clarity, depth, and practical application.

English (EFL):

The teacher will teach English as a foreign language following an international EFL model. Lessons will focus on speaking, listening, reading, writing, pronunciation, vocabulary building, fluency, and communication for real-world contexts.

As AI becomes increasingly integrated into our teaching model, the teacher will help shape how these tools support differentiated reading, writing practice, and language acquisition.

The teacher will work across developmental levels equivalent to the Gambian Grade 1–12 range, although the syllabus is entirely unique to the Academy and does not replicate the national system.

This role requires someone who can:

- inspire students to read, write, analyse, and communicate confidently;
- distinguish clearly between literacy learning and English language learning;
- adapt to an innovative and evolving curriculum;
- apply critical thinking to evaluate and improve lessons;
- and collaborate in the development of two complementary subject areas.

4. KEY RESPONSIBILITIES

Teaching and Curriculum Development

Literacy:

- Deliver engaging lessons in literature, comprehension, expressive writing, and language-in-context.
- Teach figurative language, grammar concepts, narrative devices, and stylistic tools through literary texts and creative expression.
- Help refine the new literacy curriculum by providing reflective notes and feedback.

English (EFL):

- Teach English as a foreign language using international EFL methods.
- Focus on speaking, listening, fluency, pronunciation, accuracy, and functional communication skills.
- Design and adapt activities that support language acquisition at multiple proficiency levels.

For Both Subjects:

- Contribute to the ongoing development of both curricula, which are new and evolving.
- Use AI-supported tools to enhance explanation, scaffold reading/writing skills, and support differentiated learning.
- Plan or adapt lessons and assessments in line with the Academy's ethos of clarity, creativity, and critical thinking.
- Make Literacy and English deeply relevant to students' lives, cultural identity, and future opportunities — empowering them with the critical thinking, confidence, and sense of agency needed to articulate their ideas, engage in national development, and find their voice in discussions on leadership, politics, and societal change.

Student Learning and Development

- Build confidence in communication, expression, reading, analysis, and writing.
- Track progress through both formal and informal assessments.
- Support learners with varied proficiency levels.
- Encourage a love for reading, storytelling, expression, and meaningful communication.

Professional Collaboration

- Work alongside other teachers to maintain a clear distinction between Literacy and English language teaching.
- Participate in teacher training, curriculum workshops, and reflective practice.
- Contribute ideas that strengthen the programme's long-term effectiveness.

Contribution to the School Community

- Uphold the Academy's ethos of cultural grounding, excellence, and self-discipline.
- Participate in reading clubs, creative writing activities, performances, and school events.
- Serve as a role model of articulate communication, curiosity, and integrity.

5. CANDIDATE PROFILE

Essential

- Fluent, accurate command of English (native-level or highest-level non-native proficiency).
- Strong foundation in literacy, literature, or English studies.
- Familiarity with international literacy or literature curricula
- Ability to teach across developmental levels equivalent to Grades 1–12.
- Willingness to teach two distinct subjects and adapt to an innovative curriculum structure.
- Openness to using AI tools and staying current with emerging educational technologies.
- Strong organisational and classroom management skills.
- Culturally sensitive, emotionally intelligent, adaptable.
- Strong critical thinking and willingness to contribute to curriculum development.
- Committed to long-term impact (minimum 1–2 years).

Desirable

- Experience teaching both literature and EFL teaching methods.
- Background living or working in African contexts.
- Experience in curriculum design or inquiry-based learning.
- Above all: deep alignment with the Academy's mission and educational vision.

6. WORKING AT THE ACADEMY

This role is based on our rural campus in The Gambia. The Academy operates off-grid. This role is based on our rural campus in The Gambia, which operates off-grid using solar energy and well water. Teachers should be ready for a grounded, community-centred environment and the realities of working in a developing context.

Accommodation is available for international teachers, with a required contribution to food costs.

Full-time or part-time positions are available, but all teachers must be physically present in The Gambia.

7. COMPENSATION & BENEFITS

- Competitive salary aligned with experience and regional economic context.
- Campus accommodation for international teachers (with food contribution).
- Access to Academy facilities and teaching resources.
- Supportive, purpose-driven working environment.
- A unique opportunity to shape a pioneering literacy and English programme with long-term national impact.

8. WHY JOIN US?

Joining the Gambia Academy as a Literacy & English Teacher means contributing to an ambitious reimagining of how young Africans learn to read, write, think, and communicate.

You will help:

- Reform African education at its foundations.
- Develop articulate, confident, expressive thinkers.
- Strengthen both literacy and English language capacity across the Academy.
- Build a new curriculum with potential influence beyond national borders.
- Empower students with communication skills essential for leadership and nation-building.

9. APPLICATION PROCESS

To apply, please visit www.gambiaacademy.org and complete the Application Form under the recruitment section on the home page.

Deadline:

Application deadline January 31st, 2026.

Shortlisted candidates will be invited for virtual interviews with the Director and leadership team.