

Role: Adira Care Lead

About ISL

Vision: An India where all communities have the opportunity to thrive through sustainable economic development, citizen engagement, and innovation.

Mission: We develop transformative programs using innovative education methods and cutting-edge technological innovations to drive significant, positive social change in marginalised communities.

ISL currently runs three projects.

The Adira Academy

The Adira Academy is a micro-school dedicated to empowering high-potential young women from economically weaker sections (EWS) by providing world-class higher education and leadership pathways. Our mission is to equip students with the agency, risk-taking aptitude, and decision-making skills necessary to drive systemic change. We offer a self-paced, mastery-based curriculum aligned with NIOS and AP standards, enriched by mentorship and wellbeing support. Adira operates as a fully virtual programme — part-time for Grades 9–10 and full-time for Grades 11–12.

The Critical Literacy Project (CLP)

The Critical Literacy Project focuses on creating professional development spaces that prioritise critical thinking and reflective practice for educators. Our mission is to build vibrant communities where teachers can engage in deep, critical discussions tailored to their specific professional needs.

AI for Social Impact (AI for SI)

AI for SI leverages cutting-edge technology to build a comprehensive Community Map of low-income areas across India. By combining AI, extensive surveys, and drone mapping, we provide NGOs and government agencies with a data-driven foundation for impactful interventions.

Title	Adira Care Lead
Reporting to	Director, Adira Academy
Location	Remote (with in-person visits as programme requires)
Engagement	Full time

01 About the Role

Adira Care is the wellbeing infrastructure of our programme. It is not a support function that sits quietly in the background — it is a core vertical that shapes whether every girl at Adira can actually do the growing she came here to do.

The Adira Care Lead is the architect and steward of that infrastructure. This role owns four interconnected components: the Advisory programme, Child Protection, Parent Engagement, and the Wellbeing Curriculum. Together, these four components ensure that every student is known, safe, supported, and growing — not just academically, but as a whole person.

This is a role for someone who believes deeply that care is not soft. It is one of the most rigorous and consequential things an organisation like Adira can do.

The Care Lead reports directly to the Director and sits alongside the Upper School Lead, Lower School Lead, and Edge Lead. This is a leadership position, not a coordinator role.

02 What You Will Own

Advisory

Advisory is the weekly coaching relationship at the heart of every student’s Adira experience. As Care Lead, you do not just support advisors — you build their capacity to do this work well.

- Design and maintain the Advisory programme: session themes, frameworks, tools, and term-by-term structure.
- Monitor the effectiveness of advisory sessions and provide coaching to advisors on their facilitation and coaching practice.

- Manage escalations from advisors — student wellbeing concerns, family communication challenges, and peer conflicts.
- Ensure every student has at least one meaningful 1:1 with their advisor each month.
- Onboard and train new advisors to the Adira Care model.
- Be an advisor yourself.

Child Protection

Adira takes child protection seriously as a legal and ethical obligation. As Care Lead, you are a key partner to the designated Child Protection Officer.

- Support the CPO in implementing Adira’s Protection from Harm Policy across all staff.
- Ensure all advisors and staff understand their reporting obligations and are equipped to handle disclosures.
- Coordinate the 24-hour response protocol when a concern is raised.
- Maintain confidential records of all child protection concerns and their resolution.
- Lead or co-lead annual staff training on safeguarding, disclosure handling, and digital safety.
- Support annual review of the Child Protection policy.

Parent Engagement

Parents are the most underutilised asset in our students’ futures. A well-run parent engagement programme shifts how families think about their daughters. As Care Lead, you design and own this.

- Design and maintain the annual parent engagement calendar — orientation, quarterly calls, parent learning sessions, year-end events.
- Train and support advisors in running high-quality quarterly parent calls.
- Lead the two annual group parent learning sessions (Futures & Opportunities; Navigating Big Decisions).
- Step in directly for difficult family conversations — early marriage pressure, college resistance, family crises.
- Track and ensure every family has been reached across all four quarterly touchpoints.

Wellbeing Curriculum and Counselling Support

Students should not only receive support when things go wrong. The Wellbeing Curriculum builds their inner resources before they need them. As Care Lead, you are the lead designer and facilitator.

- Design and maintain the four-year Wellbeing Curriculum: annual theme map, session plans, and student-facing materials.
- Facilitate Wellbeing Curriculum sessions, or commission and brief approved external practitioners.
- Brief advisors before and after each session on what to notice and how to follow up.
- Source and manage relationships with external mental health practitioners for specialist sessions.
- Evaluate the curriculum annually and update based on what students are bringing.

03 What Success Looks Like

In the first 90 days

- You have checked in with each advisor once to understand the successes and challenges of their advisory.
- You know the name, grade, and one current challenge of every student in the programme.
- You have led or co-led the first Parent Orientation session and followed up with all advisors.
- You have reviewed the existing wellbeing session materials and proposed a first-year curriculum calendar.
- You have read and discussed the Child Protection policy with the CPO.

In Year 1

- Every family has completed all four quarterly touchpoints. Non-responsive families have been actively followed up.
- Advisors describe the Care Lead as someone who makes their work easier, clearer, and better.
- The Wellbeing Curriculum has been delivered across all cohorts with documented attendance and reflection.
- No child protection concern has been mishandled or inadequately documented.
- Students can name the difference between Advisory and the Wellbeing Curriculum — and value both.
- At least two difficult family conversations have been navigated with the Care Lead's direct support.

You will know this role is working when students feel known, parents feel like partners, and advisors feel supported.

04 What We Are Looking For

We care much more about how you think and what you have actually done than about credentials or titles. That said, here is what the role genuinely requires.

Non-negotiable

- Genuine belief in the potential of the girls Adira serves. Not charitable belief — demanding belief.
- Experience working with adolescent girls in a coaching, counselling, mentoring, or advisory capacity.
- Comfort navigating family conversations that involve cultural sensitivity and real stakes.
- Clear, warm written and verbal communication. Families need to trust you. Advisors need to learn from you.
- Comfort holding difficult things — disclosures, escalations, family resistance — without collapsing or deflecting.
- Willingness to learn child protection protocols and take them seriously as a professional obligation.
- The ability to either teach a subject at secondary level OR provide structured mental health counselling to adolescents. Care Leads work directly with students, and subject teaching or counselling is how that relationship is built and sustained.

Highly valued

- Experience facilitating group sessions with adolescents on SEL, wellbeing, identity, or related topics.
- Background in education, social work, counselling, or psychology — training or experience; formal qualification not required.
- Familiarity with coaching frameworks or adolescent development models.
- Experience managing or mentoring a team of adults.
- Comfort with a virtual programme — you know how to build warmth and rigour across a screen.

An honest note on what this role is not

This role is not a welfare officer who responds to crises. It is a proactive designer and builder who prevents them.

This role is not a service provider who fields requests. It is a leader who shapes a vertical.

This role is not easier because our programme is virtual. The absence of in-person proximity requires more intentional design, not less effort.

If you are drawn primarily to the advisory relationship and not the broader design and leadership work, this may not be the right fit at this stage.

05 What Adira Offers

What You Get	What It Means in Practice
Real ownership	You design the Care vertical. You are not implementing someone else's model — you are building Adira's.
A seat at the table	The Care Lead sits alongside the other school leads in all strategic conversations about student experience.
Students who make it worth it	The girls at Adira are exceptional. Working closely with them, and watching them grow, is genuinely meaningful.
A team that cares	Adira staff take this work seriously. You will be surrounded by people thinking hard about the same questions you are.
Investment in your growth	We want you to get better at this. Training, coaching, and access to external practitioners are part of how we work.
Flexibility	This is a remote-first role. We trust you to manage your time and prioritise your energy.

06 How to Apply

We are looking for people who are right for this role, not people who are good at applying for roles.

Please fill out the [application form](#) to submit your application.

Compensation: Salary commensurate with experience.
