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DRUK GYALPO'S
INSTITUTE
Pangbisa, Paro, Bhutan

The Royal Academy

Candidate Brief for the position of **Principal**

Paro, Bhutan
Grades 7 to 12, Co-educational, Boarding

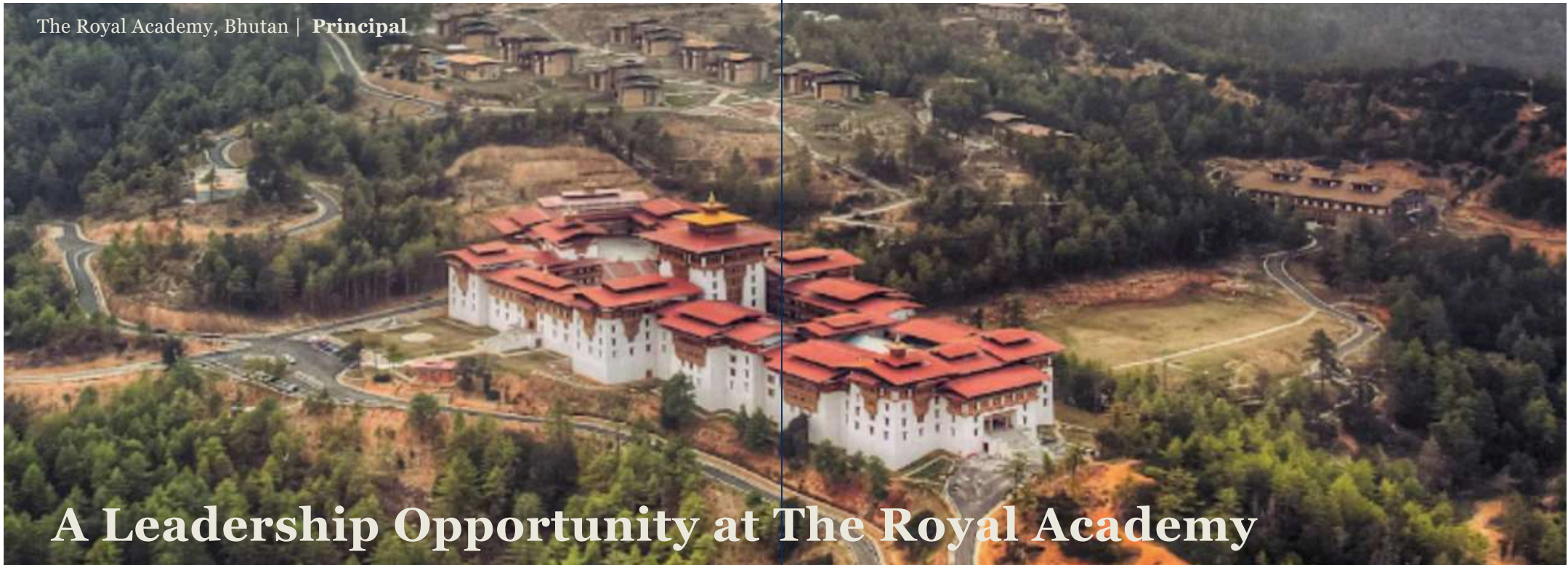
Required for September 2027

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Anthony Millard
CONSULTING



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A Leadership Opportunity at The Royal Academy

The Royal Academy (TRA) is seeking an experienced and thoughtful educational leader to serve as its Principal, starting September 2027.

Located in Pangbisa, Bhutan, The Royal Academy was established in 2011 under Royal Command by His Majesty King Jigme Khesar Namgyel Wangchuck as a tribute to the vision, leadership, and legacy of His Majesty Jigme Singye Wangchuck, the Fourth King. Cognizant of Bhutan's potential to contribute meaningfully to international discourse and development in education, The Royal Academy was founded on the belief that education plays a profound role in building a just and harmonious society, nurturing future leaders, enriching the lives of citizens, and bridging social and economic disparities as the greatest equaliser.

On 8 September 2021, a Royal Charter was issued for the establishment of the Druk Gyalpo's Institute (DGI), comprising The

Royal Academy, the Education Research Centre, and the Teacher Development Centre. The Druk Gyalpo's Institute aspires to stand out as a centre of excellence – one that leads in thought and creates new standards in education worldwide.

The Royal Academy is a residential, co-educational school for students from Grades 7 to 12. Since its founding in 2016, it has provided an environment where both students and educators develop holistically across the Five Areas of Development: Cerebral, Emotional, Physical, Social, and Spiritual. It is also the first school to implement the Bhutan Baccalaureate, a learning process aimed at nurturing constructive, contributory citizens in a just and harmonious society. Currently, there are 332 students (136 boys and 196 girls) at The Royal Academy.

Role Description

The Principal of The Royal Academy provides overall leadership of the school, shaping its direction while ensuring its smooth and effective functioning. The role combines long-term strategic thinking with strong instructional and organisational leadership, with a particular focus on nurturing a thriving learning community grounded in the values of the Bhutan Baccalaureate.

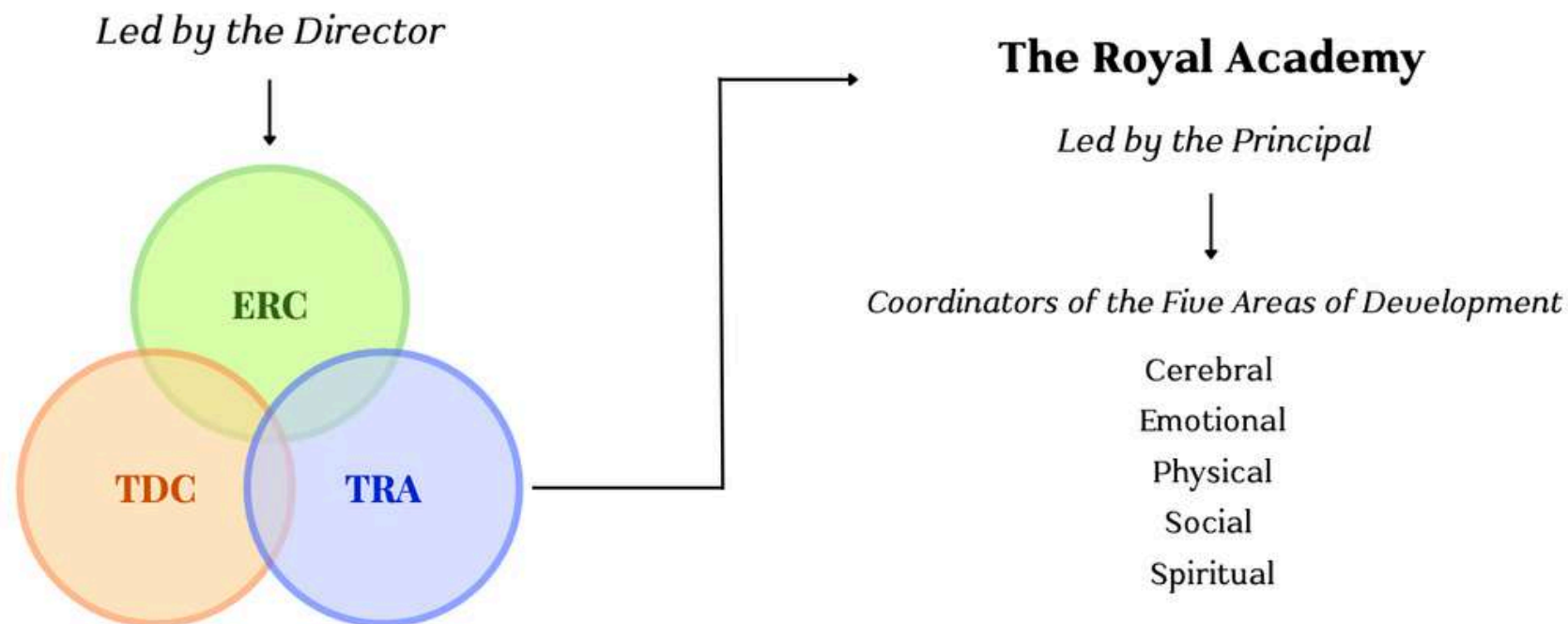
Key responsibilities:

- Set the vision and strategic direction of The Royal Academy, fostering a culture of excellence, innovation, and wholistic development of learners
- Establish and strengthen governance, leadership, and management systems to ensure effective, ethical, and sustainable operations



- Oversee the implementation and contextualisation of the Bhutan Baccalaureate to ensure meaningful learning experiences
- Promote and sustain the wellbeing and growth of both students and teachers, to ensure a supportive environment that nurtures learning and professional development
- Strengthen The Royal Academy's national and international presence through strategic partnerships and representation within Bhutan and beyond
- Contribute to the research and ongoing evolution of the Bhutan Baccalaureate in collaboration with the Education Research Centre, Teacher Development Centre, and the network of Bhutan Baccalaureate schools
- Manage staff, budgets, infrastructure, and overall school operations to maintain high standards of performance and continuous improvement

Reporting Structure and Finance



Druk Gyalpo's Institute (DGI) provides strategic direction and oversight for its three centres:

The Royal Academy

The Education Research Centre

The Teacher Development Centre

Within this structure, the Principal of The Royal Academy reports to the Director of the Druk Gyalpo's Institute and works closely with the leadership of the other centres. Within the school, the Principal works closely with the Coordinators of the Five Areas of Development, each of whom reports to the Principal.

The Royal Academy is funded through the Druk Gyalpo's Institute. Financial management is guided by principles of accountability, transparency, and long-term sustainability. The Principal of The Royal Academy works with DGI's leadership and administration team to oversee budgeting, resource allocation, and infrastructure development.



Admissions at The Royal Academy

Admissions at The Royal Academy are offered only in Grade 7 through a comprehensive process designed to build a balanced and diverse student community that reflects Bhutan's national character and cultural richness.

Each year, 150 students are invited to participate in a five-day camp held on campus. 120 students are nominated from across the Dzongkhags (Districts), with six students from each Dzongkhag. Of these six, four are from socio-economically vulnerable families, and two are academic toppers. 30 additional students are selected through an online application process, which has a minimum requirement of a 90% score in the Grade 6 Board Examinations.

Over the five days, students' learning potential is assessed through the 'Δ delta' they demonstrate – the difference between where they begin and their growth in the camp.

Following the camp, 40 students are selected, two students from each Dzongkhag. Additionally, 20 students are then selected based on overall performance and potential demonstrated during the camp, making up a total of 60 students. Every student at The Royal Academy receives a full scholarship granted by His Majesty the King, covering their tuition, accommodation, meals, travel, clothing, toiletries, and any other essential support required for the students' education and well-being.

Student Pathways

The Royal Academy students sit for national board examinations at Grades 10 and 12, which play an important role in determining progression into tertiary pathways. The tertiary education landscape in Bhutan is highly competitive and merit-based, with most students, including most graduates of The Royal Academy, competing for government-funded ex-country and in-country scholarships.

Many of the sought-after scholarships are in specialised fields such as medicine and engineering abroad. These scholarships are funded either directly by the Royal Government of Bhutan or through partnerships with foreign governments and institutions. Following this, admission to in-country tertiary institutions is also a highly pursued pathway.

Within Bhutan, many students attend a college of the Royal University of Bhutan (RUB), a decentralised network of constituent colleges specialising in fields such as sciences, humanities, natural resources, engineering, architecture, information technology, business, and teacher education.

Students who miss out on public university slots, or who prefer specific campus environments, pivot to private tertiary education within and outside Bhutan. Beyond Bhutan, India remains one of the most common destinations for higher education due to geographical proximity and affordability. Increasingly, students are also attending higher education institutions in countries such as Australia, Canada, New Zealand, the United Kingdom, and the United States, often through self-funded pathways linked to international exposure and post-study work opportunities.



Why join The Royal Academy?

A Conscious Focus on Wholistic Education

The Royal Academy is guided by a clear belief that education should develop the whole person. This aspiration is built into the structure of daily life at the school, through the Five Areas of Development and the values that shape how the community works and lives together.

Learning is designed to support students in becoming Persons of Substance, with intellectual depth, ethical awareness, resilience, responsibility, and compassion. This role offers the opportunity to work in a context where this commitment is deeply embedded and intentionally sustained.

A Learning Ecosystem

As part of the Druk Gyalpo's Institute, The Royal Academy works closely with the Education Research Centre and the Teacher Development Centre to inform the development and evolution of the Bhutan Baccalaureate. This close relationship between research, practice, and professional growth allows new ideas to take shape in meaningful ways. Teachers and students of The Royal Academy contribute directly to this work, and the Principal plays a key role in shaping its direction.

Additionally, The Royal Academy engages regularly with DGI's wider network of national and international partners, drawing on these relationships to strengthen its work and perspectives. This role offers the opportunity to lead a school while contributing to the ongoing evolution of an education system with wider relevance for Bhutan and beyond.



A Diverse School Community

The Royal Academy brings together students from all twenty Dzongkhags (districts) of Bhutan, creating a learning community that is genuinely diverse in cultural background and experience. In the coming years, the school will also welcome students from outside Bhutan.

The faculty is equally diverse, bringing together educators from a range of international backgrounds and professional experiences. Of our 33 faculty members, 11 are non-Bhutanese, with educators currently from India, Myanmar, Romania, France, the United Kingdom, and the United States of America.

All students are full-time boarders, and all teachers live on campus — this shared life shapes the culture of the school in ways that a day school cannot. Except for the teaching of Dzongkha, Bhutan's national language, all instruction is in English.



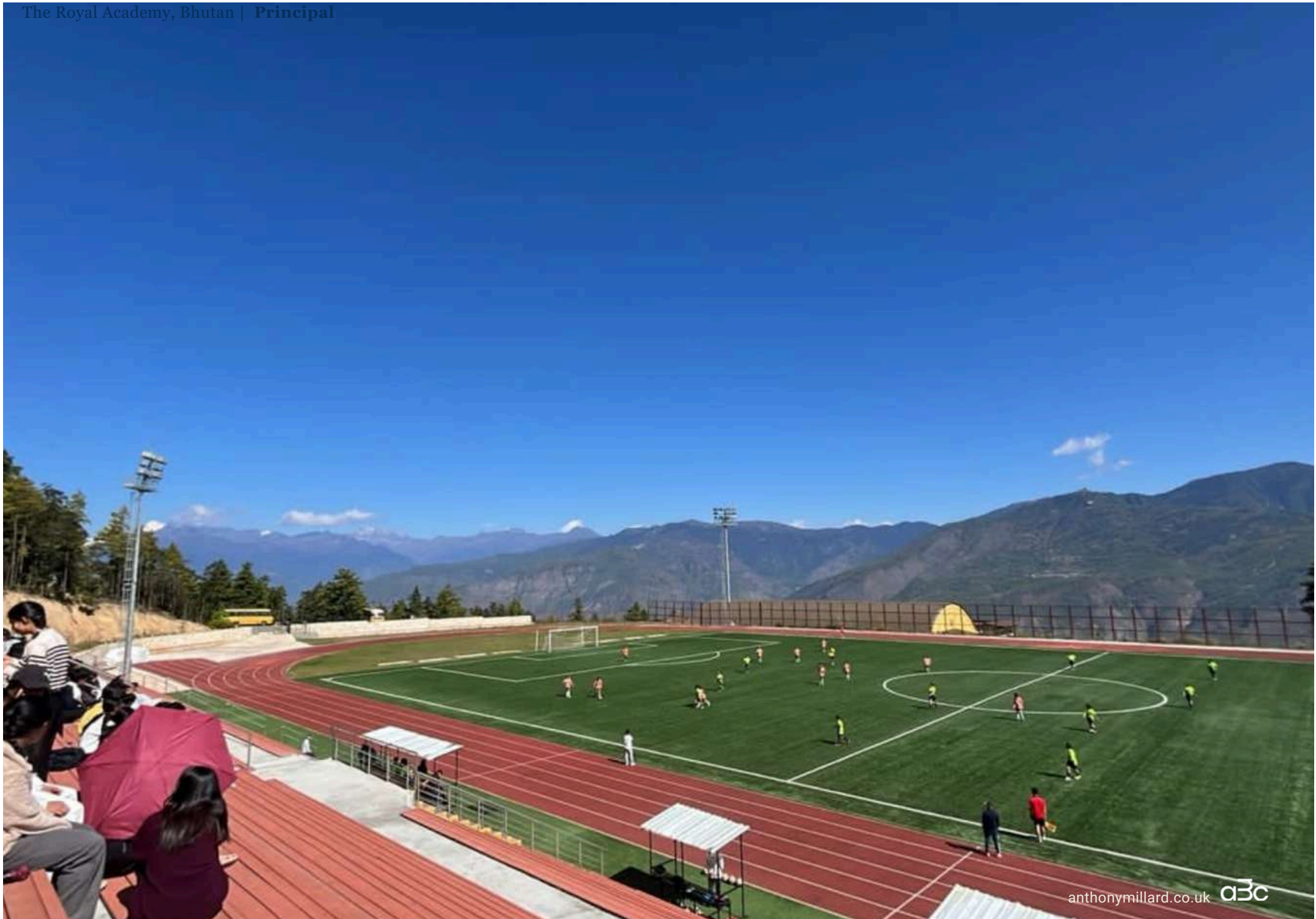
Leading and Learning from a Network of School Leaders

The Royal Academy is part of a national network of 24 public school leaders implementing the Bhutan Baccalaureate across Bhutan. This network provides a platform for collaboration, reflection, and the exchange of ideas. The Royal Academy plays a central role within this community. The Principal of The Royal Academy has the opportunity to lead discussions within this network, sharing insights from The Royal Academy's experiences, and strengthening the Bhutan Baccalaureate across the country.

An Experience Grounded in Nature and Community

The Royal Academy's campus in Pangbisa is set within a natural environment that shapes daily life in quiet but meaningful ways. Living and learning in close connection with nature encourages mindfulness, respect for the environment, and a deeper awareness of interdependence.

Life on campus is grounded in community and shaped by its surroundings. Being part of this — in close proximity to nature and within Bhutan's cultural context — is central to the experience of the school. It offers a way of living and working that extends beyond the professional, and will resonate with someone seeking a deeper sense of purpose in their role.



Candidate Profile

An ideal Principal of The Royal Academy would be an inspiring and reflective educational leader who can steer the school into its next phase of growth while reinforcing its position as the pioneer school of the Bhutan Baccalaureate.

Given the breadth and complexity of the role, it is understood that no single candidate will embody every attribute equally; however, a strong blend of the following qualifications, experiences, skills and attributes will be essential.

Qualifications

The ideal candidate should have:

- A master's degree in education or a related field
- Additional experience in professional learning or research related to curriculum development, leadership, or educational innovation would be beneficial

Professional Experience

- Proven experience in senior leadership roles within a school or educational setting
- A demonstrated commitment to student wellbeing, with experience building systems and cultures that support the holistic growth of learners
- Experience designing and implementing educational programmes or curricula, with engagement in education research or teacher professional development
- Experience in building and leading effective, high-performing teams
- Exposure to working in diverse educational environments and cultural contexts
- Experience in residential schooling and wholistic education would be an added advantage



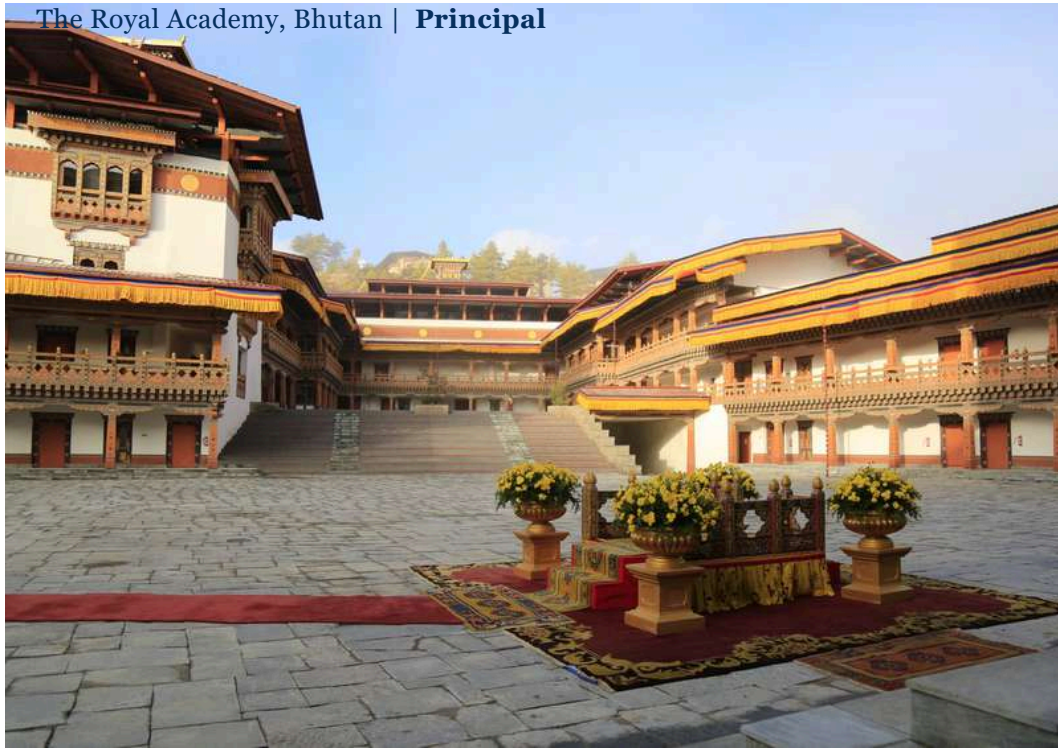


Knowledge, Skills, and Attributes

- A clear understanding of the purpose of education, with the ability to articulate and lead a vision aligned with the Bhutan Baccalaureate
- The ability to translate educational philosophy into clear, coherent, and actionable institutional strategies
- Strong leadership that inspires others, builds trust, and fosters a culture of collaboration and shared responsibility
- Excellent communication and interpersonal skills to engage effectively with students, educators, parents, community members, and wider stakeholders
- The capacity to evaluate programmes, use insights to inform decisions, and drive continuous improvement within the school
- A strong sense of integrity and authenticity, with the ability to hold oneself and others accountable
- Sensitivity to Bhutan's cultural context, with the ability to nurture an inclusive and diverse learning community



The Royal Academy, Bhutan | **Principal**



Terms of Appointment

The Principal of The Royal Academy is expected to join by September 2027.

The employment will be on a 5-year contract (renewable).

A competitive remuneration package which includes a comprehensive benefits package and fully furnished accommodation on campus is offered.



Application Process

Anthony Millard Consulting are assisting The Royal Academy Bhutan with the recruitment of this post.

Applications should be submitted at www.anthonymillard.co.uk by 30th September 2026.

Applications should include:

- A curriculum vitae outlining the candidate's professional experience and qualifications.
- A cover letter describing the candidate's interest in the role and how their experience and leadership philosophy align with the mission and values of The Royal Academy.

Names, addresses, email addresses and telephone numbers of three referees (including current and past direct line managers) are required, but will only be taken up with each candidate's consent.

Closing date for applications is **7th October 2026**.

For an initial discussion about this opportunity, please contact Anthony Millard Consulting:

Wendy Ellis: wendy@anthonymillard.co.uk

In addition to this Candidate Brief, additional documents for candidates include '**The Bhutan Baccalaureate Learning Process**' providing a clear and comprehensive detail on the Bhutan Baccalaureate, and '**Living in Pangbisa**'.

Candidates who are short-listed will be invited to interviews, which will take place in October / November 2026.

Selection Process

Following the closing date for applications, the selection process will include:

Initial Review of Applications and Shortlisting:

Applications will be reviewed by the selection committee to identify candidates whose experience and leadership philosophy align with the needs of The Royal Academy.

First Round of Interviews:

Selected candidates will be invited to participate in the first round of interviews online with the representatives of the Druk Gyalpo's Institute and The Royal Academy.

Second Round of Interviews:

Candidates selected from the first round of interviews will be invited to the second round of interviews online with members of the Governing Board of Druk Gyalpo's Institute.

Visit to Pangbisa:

Shortlisted candidates will be invited to visit The Royal Academy to interact with the Director of the Druk Gyalpo's Institute and faculty and students of The Royal Academy.

Final Appointment:

Following the completion of the interview process, the successful candidate will be offered the position and discussions regarding the terms of appointment will be finalised.

The Royal Academy welcomes applications from interested candidates who are inspired by the opportunity to contribute to the development of wholistic education while living and working in Bhutan.

For further information on the school, please visit the website: theroyalacademy@academy.bt

The Royal Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all successful applications.



