

**JOB DESCRIPTION**

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| **JOB TITLE**  **PROGRAMME**  **HOURS OF WORK**  **CONTRACT**  **REPORTING TO:** | **EDUCATION PARTNERSHIPS ADVISOR**  **GIRLS EDUCATION CHALLENGE**  **37.5**  **3 YEARS**  **GEC STRATEGIC PARTNERSHIPS AND PROGRAMMES MANAGER** |
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**Introduction:**

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The role holder will assist in the provision of high quality teacher training, coaching and mentoring. Developing more effective pedagogy for language, mathematics and science is critical to turning around poor learning outcomes. Develop the capacity of education departments to improve teacher development and track girls’ learning outcomes in order to leverage sustainable outcomes. Pedagogical support should also address constraints of bilingual teaching (teachers lacking fluency in English) and weaknesses in subject knowledge (especially in English and mathematics)

GEC-T will actively collaborate with education departments and increase their expertise in teacher professional development and tracking learning outcomes

**Principle objectives of the job:**

**Objectives**

1. To lead and oversee development and implementation of more effective literacy and mathematics pedagogy strategies to support marginalised girls in Ethiopia to learn and transition from primary to secondary.
2. Manage and coordinate delivery of specific technical assistance from London to partners in Ethiopia especially in the areas of Monitoring, Evaluation and Learning (MEL), Finance, Social Norms and Disability Mainstreaming.
3. Represent ChildHope in Ethiopia to donor, government, technical and NGOs partners including managing relationships delegated from London.

**Responsibilities:**

*Time percentages below may change according to ChildHope’s strategic priorities*

**To lead and oversee development and implementation of more effective literacy and mathematics pedagogy strategies to support marginalised girls in Ethiopia to learn and transition from primary to secondary (40%).**

* Supervise activities for developing more effective instructional strategies for literacy and mathematics
* Develop and manage a coaching and mentoring plan to build capacity of the education team (project) and collaborating government education bureaus in implementing more effective mathematics and literacy pedagogy strategies.
* Supervise Education Specialists and Short-term Education consultants supporting the project.
* Develop a framework to assess to improvements in teaching strategies and impact on girls’ learning, progression and transition into higher education cycles.
* Provide direction to literacy and mathematics teams in supporting teachers to improve teaching and learning of mathematics and literacy: teaching strategies, assessment skills, interpretation, and use of assessment results.
* Provide quality assurance of preparation of materials to support teachers and learners, and identify resources for use by schools, and teachers – including: mathematics and literacy teaching strategies, assessment skills, and interpretation and use of assessment results.
* Research and provide information and guidance regarding a range of effective and innovative math and literacy practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.
* Assists Education Team in Ethiopia in developing strategies for interactive classrooms and assures that recommendations for improvement are implemented.

**Manage and coordinate delivery of specific technical assistance from London to partners in Ethiopia especially in the areas of Monitoring, Evaluation and Learning (MEL), Finance, Social Norms and Disability Mainstreaming (35%).**

* Coordinate development of a Girls’ Movement aiming to catalyse social change of harmful social norms that impact adversely on girls’ achievement in literacy and numeracy ensuring the active inclusion of disabled girls. Providing direction and implementation of The Girls’ Movements in response to the needs and guidance of Social Norms Consultant and the Ethiopia project team.
* Provide oversight of ChildHope’s mainstreaming of disability and specifically project manage being provided to over 500 girls with disability in the GEC project.
* Work with MEL Advisor in developing methods to track quality of teachers’ classroom practices and the teaching ‘process’ through inspection systems
* Work with the MEL Advisor in establishing mechanisms for track girls’ attendance, academic achievement
* Work with the MEL Advisor in establishing mechanisms for tracking shifts in social norms targeted by project.
* Build a strong network of contacts in the gender and education for development sector with whom to share ChildHope and CHADET’s programme learning
* Secure regular opportunities to share and promote the learning from the GEC-T programme, including high-level conferences
* Work with ChildHope and CHADET communications colleagues to ensure that the work is shared through different forms of print and social media, ensuring our websites are kept up to date as findings emerge

**Represent ChildHope in Ethiopia to donor, government, technical and NGOs partners including managing relationships delegated from London (25%).**

* Support GEC Ethiopia Project Management Unit in delivering agreed workplans
* Represent ChildHope to donors and partners in Ethiopia

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| **PERSON SPECIFICATION**  Description of the knowledge, experience and skills/abilities required to be effective in the job. Linked to recruitment requirements. | |
| **Essential** | **Desirable** |
| Knowledge: *Specific knowledge, may be acquired through education, qualifications or life/work learning* | |
| * Masters in pedagogical sciences, teacher education, teaching and learning, learning, pedagogy and assessment, mathematics education or Language pedagogy. |  |
| Experience: *Previous relevant experience, work or life* | |
| * At least eight years’ experience supporting teachers in implementing more effective pedagogies. * International experience (at least 5 years) in a senior level of responsibility related to girls’ social development and working with multilateral, bilateral or non-governmental development organisations. |  |
| Skills/Abilities: *Transferable skills and abilities required by the job* | |
| * Excellent written and oral communication skills. |  |
| * Strong relationships management and networking experience. |  |
| * Knowledge or willingness to undertake training on social norms theory. |  |
| * Quick to learn and adapt to new environments and work cultures |  |
| ChildHope’s aims and objectives: *Understanding of, and commitment to, the aims and objectives of ChildHope* | |
| * Commitment to international development, children’s rights and gender equality | * Understanding of and commitment to Equal Opportunities |
| * Commitment to and compliance with ChildHope’s Childsafeguarding Policy |  |
| Annual Leave: | 25 days per year |
| Probationary Period: | 6 months |
| Pension: | There will be (up to) 5% matched pension, after completion of probationary period |