***The following provides guidance on development of role profiles. This guidance should be used when completing the template. (Please use font Gill Sans MT size 11)***

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| **TITLE: Education Officer** | | |
| **TEAM/PROGRAMME: Education** | **LOCATION: Kumo – Nuba Mountains Region** | |
| **GRADE**: 4 | **CONTRACT LENGTH: 12** | |
| **CHILD SAFEGUARDING: (select only one)**  Level 3. The role holder will have contact with children and/or young people either frequently (e.g. once a week or more) or intensively (e.g. four days in one month or more or overnight) because they work in country programs; or are visiting country programs; ore because they are responsible for implementing the police checking/vetting process staff. | | |
| **ROLE PURPOSE:**  The Education Officer – under the guidance of the Education Coordinator is responsible for the planning, implementing, monitoring and reporting of education projects (including primary, secondary and education in Emergencies) in line with and agreed plan of action and budget, donor, SC and government policies, requirements and procedures. The Education Officer will provide technical support to partners at state, districts and school level including teachers focusing on effective planning, school WASH related activities, distribution of teaching and learning materials, reporting school management and leadership, ILET and child centred teaching learning methodologies among others. He/she will ensure efficient utilization of project resources for the intended purpose through effective planning and monitoring. He/she will ensure the use of appropriate, cost effective and innovative approaches especially in improving quality, equity, inclusiveness and performance of students especially those disadvantaged groups. He/she will ensure synergy through collaboration and networking with other actors at state and locality level. The education officer will ensure partnership with relevant partners including secretariat of education (SOE) county education officers (CEOs), community based organisations, (CBOs) Parent Teachers Associations PTA, teachers and children. The education officer shall ensure linkage among education and other thematic areas at the field level. He/she will play key role in representing SCI in relevant networks and forums and engage in Advocacy and dialogue with relevant education duty bearers and stakeholders at region and district level. | | |
| **SCOPE OF ROLE:**  **Reports to: Education Coordinator**  **Staff directly reporting to this post: Community Mobilizers** | | |
| **MAIN RESPONSIBILITIES**  ***Cluster Coordination:***   * Assume overall responsibility for co-leadership of the Education Sector in Nuba Mountains, south Kordofan * Work closely with other key members of the Education sector at Nuba Mountains, including school officials, Counties, division, Local Governments, OCHA, UNICEF and all other sector members. * Secure commitments from humanitarian actors responding to or supporting the emergency response. * Support both multi-sector and education specific needs assessments and utilise existing secondary to inform sector response planning. * Lead updating of the Education sector work plan, and co-ordinate the harmonisation of response activities, ensuring that activities prevent overlap and duplication. * Ensure that inter-agency response strategy for Education reflects key findings from needs assessments, identifying gaps, and formulating a sector-wide interagency response plan, taking into account the cross-cutting areas from other sectors or clusters * Ensure that information is shared amongst sector members, and that information from other sectors and clusters is made available to cluster members in order to improve planning, integration and implementation. * Ensure clear and effective communication occurs between the field and the national cluster. * Contribute to regular ISCG sitreps, and take an active part in ISCG co-ordination meetings. * Ensure education is explicitly included and prioritized in all multi-sector assessments and reports, including ISCG Sitreps. * Track and monitor cluster members fundraising for Education specific interventions, and ensure that members are aware of funding opportunities. * Consult and identify how the education sector should facilitate the move towards early recovery and plan an exit strategy for the cluster.   ***Developing and maintaining collaborative relationships:***   * Display neutrality and act as the representative of all education sector members. * Develops strategies for teams to work across traditional boundaries, working in diverse environments * Establishes clear objectives with teams and individuals and monitors progress and performance * Fosters collaborative, transparent and accountable relationships through wide diversity of partners * Uses negotiation and conflict resolution skills to support positive outcomes for the Education Sector as a whole * Develop and maintain a strong and positive relationship with UNICEF, our Education Sector co-leads * Develop and maintain a strong and positive relationship with National Cluster leads, particularly SC * Develop and maintain a strong and positive relationship with national and international NGO colleagues   ***Capacity Building:***   * Assess technical capacities of member of the Education Sector and use the results to develop with the partners a 6 months’ capacity development plan to support the standardisation of and the overall quality of the sector-wide education response * Identify learning and training funding and opportunities to ensure the implementation of the for Education Sector capacity building plan * With Education Sector members increase capacity in disaster preparedness and response as part of the contingency plan for the monsoon season * Ensure sector members at Nuba Mountains are aware of relevant minimum standards, policies and guidelines already contextualised and support further adaptation of global standards and technical resources to the specific needs of the response   ***Information Management***   * Through the line management of the Education Sector Information Manager, ensure quality and timely data are available to inform strategic decision-making of the ISCG and other relevant stakeholders engaged in the Nubians education response * With support of the GEC, ensure IM provides needs assessment and gap analysis (across other sectors and within the sector) and analysis to identify and address (emerging) gaps, obstacles, duplication, and cross-cutting issues.   ***General:***   * Comply with Save the Children policies and practice with respect to child protection, code of conduct, health and safety, equal opportunities and other relevant policies and procedures. | | |
| **BEHAVIOURS (Values in Practice**) (**Section should not consist of Competencies as this are the standard Values in practice)**  **Accountability:**   * holds self accountable for making decisions, managing resources efficiently, achieving and role modelling Save the Children values * holds the team and partners accountable to deliver on their responsibilities - giving them the freedom to deliver in the best way they see fit, providing the necessary development to improve performance and applying appropriate consequences when results are not achieved.   **Ambition:**   * sets ambitious and challenging goals for themselves and their team, takes responsibility for their own personal development and encourages their team to do the same * widely shares their personal vision for Save the Children, engages and motivates others * future orientated, thinks strategically and on a global scale.   **Collaboration:**   * builds and maintains effective relationships, with their team, colleagues, Members and external partners and supporters * values diversity, sees it as a source of competitive strength * approachable, good listener, easy to talk to.   **Creativity:**   * develops and encourages new and innovative solutions * willing to take disciplined risks.   **Integrity:**   * honest, encourages openness and transparency; demonstrates highest levels of integrity | | |
| EXPERIENCE AND SKILLS  ***Essential***   * Prior experience of working within cluster coordination * Previous first phase emergency response experience is essential * Education to Bachelor/Diploma level in Education (or a related field) or equivalent field experience * Excellent communication skills, including ability to facilitate diverse groups. * Excellent negotiation and conflict-resolution skills * Politically and culturally sensitive with qualities of patience, tact and diplomacy * A high level of written and spoken English * Demonstrable ability to work and represent views across different stakeholders taking part in the Education Cluster. * Experience of high level co-ordination and chairing of meetings. * Demonstrable understanding of international humanitarian response and co-ordination mechanisms. * Understanding of opportunities to provide integrated or cross-cutting humanitarian interventions with other sectors and Clusters * Understanding of opportunities to support the World Humanitarian Summit Agenda such as localisation and development-humanitarian nexus * Understanding of the Education Can Not Wait Multi-Year Fund Process and other funding mechanisms * Experience of applying INEE Minimum Standards and other relevant frameworks and standards in education in emergencies) * Experience in assessing Education Sector partners’ capacities to inform the development and roll out of capacity building plan to improve quality of the * The capacity and willingness to be extremely flexible and accommodating in difficult and sometimes insecure working circumstances.   ***Desirable***   * Strong influencing skills and experience in advocacy * Experience or knowledge of working and living in South Kordafan Nuba Mountains Region. | | |
| **Additional job responsibilities**  The duties and responsibilities as set out above are not exhaustive and the role holder may be required to carry out additional duties within reasonableness of their level of skills and experience. | | |
| **Equal Opportunities**  The role holder is required to carry out the duties in accordance with the SCI Equal Opportunities and Diversity policies and procedures. | | |
| **Child Safeguarding:**  We need to keep children safe so our selection process, which includes rigorous background checks, reflects our commitment to the protection of children from abuse. | | |
| **Health and Safety**  The role holder is required to carry out the duties in accordance with SCI Health and Safety policies and procedures. | | |
| **JD written by:** | | **Date:** |
| **JD agreed by:** | | **Date:** |
| **Updated By:** | | **Date:** |
| **Evaluated:** | | **Date:** |