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| **TITLE:**  Learning Delivery Lead (South Sudanese, preferably) | | |
| **TEAM/PROGRAMME:** Education | **LOCATION:** Juba, with frequent travel to field locations | |
| **GRADE**: TIER 4 | **CONTRACT LENGTH: 24** Months with possible extension | |
| **CHILD SAFEGUARDING:**  Level 3:  the post 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 with country programmes; or are visiting country programmes; or because they are responsible for implementing the police checking/vetting process staff. | | |
| **PROGRAMME OVERVIEW**  The anticipated 5 years EFASS project has been designed to deliver around two outcome areas in the Republic of South Sudan:     * Children, especially girls and those living with disability, can safely access 12 years of quality education which equips them with the knowledge and skills they need to thrive. * Quality is improved through increased investment (including as a result of increasing government budget allocation and execution) and strengthened national policy in areas critical to inclusion.     The programme will deliver the following outputs at national level (complemented by independent learning and evaluation) to achieve the outcomes and contribute to the impact:     * Improved access and retention through cash transfers targeted at girls and children with disabilities. * Improved access and retention and improved enabling environment through support for community-based behavioural change * Improved quality of teaching and learning through investment in foundational learning including continuous professional development for teachers and accelerated learning/catch up education. * Improved government policies, systems, and capacities to deliver education through targeted technical assistance at national and state levels and working across education and finance.   The EFASS will directly support boys and girls, and children with disabilities to access education through cash transfers, whilst investment in behaviour change, teacher training, and catch-up classes will improve both access and learning for many more nationwide. Systems strengthening and incentivising greater ownership of, and investment in, the education sector by the Government of the Republic of South Sudan will help strengthen the social contract and build functioning education institutions to enable future development. Geographically targeted pilots, including an innovative health co-investment, will support life skills development, address additional barriers faced by children with disabilities, enable improved resilience (including to climate shocks), and peacebuilding, to help prevent drop-out.  **ROLE PURPOSE:**  The Learning Delivery Lead will oversee the adaptation of learning interventions, to include Continuing Professional Development for teachers, Foundational Learning activities and Accelerated Learning. The role holder will be the lead within the EFASS team on the major technical component that focuses on the teaching and learning of education support nationwide in South Sudan, leading of several implementations workstreams and be the primary point of technical engagement for delivery partners. The Learning Lead will report to the Team Leader and work closely with the Education Adviser.**Note:** The five years project is expected to start in May 2024. SCI is conducting an early recruitment to address the donor’s expectation that the profiles and CVs of Key Personnel positions be presented in the proposal. The successful candidate will be presented with a conditional job offer, pending proposal selection. | | |
| **SCOPE OF ROLE:**  **Reports to:** Team Leader, with a dotted lines reporting to SC **Staff reporting to this post:** Yes, details to be confirmed during design phase  **Direct:**  Project team (Learning deliver team)  **Indirect:** TBD  **Budget Responsibilities:**  Yes, primarily accountable for the learning delivery project budget.  **Role Dimensions**:  **About:** For 100 years, Save the Children has been making a difference in children's lives in more than 120 countries. We are the world's largest independent child rights organisation, underpinned by a vision of a world in which every child attains the right to survival, protection, development and participation. Our mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.  Save the Children is an organisation for talented people with different backgrounds and perspectives. We are proud that our people are representative of the children we work with and we thrive on our diversity. We are an equal opportunity organisation dedicated to our core values of Accountability, Ambition, Collaboration, Creativity and Integrity. Our culture is embedded in these values, along with a strong commitment to our Child Safeguarding Protocol, ensuring that all representatives of Save the Children demonstrate the highest standards of behaviour towards children both in their private and professional lives. In South Sudan, we implement programmes in Education, Child Protection, Child Rights Governance, Food Security and Livelihoods, Health and Nutrition. We save children’s lives. We fight for their rights. We help them fulfil their potential.  **Role Dimensions**:  This role will contribute towards Save the Children’s Education strategic objective to ***‘Increase Access to, and retention in safe, inclusive and quality basic education by 2024’*** and towards Save the Children’s global breakthrough 2030 ***‘All children learn from a quality basic education’.*** | | |
| **KEY AREAS OF ACCOUNTABILITY:**  **Programme Management**   * Leading, monitoring and supporting the planning of learning delivery project’s activities, ensuring effective delivery in line with project design and donor requirements * Coordinating with programme team for the implementation of activities in the area of intervention * Preparing project planning, worksheets and activities follow-up mechanisms (general/specific activity plan, procurement plan, M&E plan, etc.) related to learning delivery component of the project * Supervising the staff to comply with planning documents and putting corrective mechanisms in place if necessary * Preparing internal and external reports to ensure effective and timely information flows and reporting * Ensuring timely information on progress, results and challenges * Compiling, organising, analysing, monitoring, and preparing data for situation reports, fact sheets, donor reports, briefing notes, and other reporting products * Undertaking field visits (depending on security conditions and security clearance) to gather the information on results related to the field activities * Ensuring efficient, effective and timely field data collection and analysis for donors, audits, and internal purposes * Ensuring the coordination with partners in the advancing the learning delivery component of the project * Actively participating to promote learning delivery harmonised approach and methodologies, supporting the development of specific tools, trainings and workshops to share experiences and good practices * Demonstrate behaviours that are consistent with Save the Children’s Mission, Vision and Values and ensure their broader application by staff across the programme. * Participate actively in planning and review activities, providing enhanced insight into learning delivery programming * Participate in any donor visit to project(s) within the country office portfolio, as required. * Analyse existing approaches to teacher training, provide feedback and recommendations, including new approaches, and support teacher training in target schools to improve the quality of teacher’s capacity. * Lead annual, quarterly, and monthly planning sessions focused on the learning component, in close collaboration with government, donors, local and international key stakeholders. Document lessons learned and best practices from remedial approaches. * Ensure appropriate adaptive learning, in accordance with the Results Framework and MREL requirements.   **Programme Quality**   * Overall responsible to define and ensure the programme quality of the learning delivery component of programming; * Provide technical guidance and support to the programme team and field staff in effective delivery of programme implementation on time: monitor against log frames, review actual vs target, and advise corrective measures: review of work plan and prepare acceleration plan * Provide, or obtain from members/external sources, appropriate high level technical support on methods and practices (training, tools) to be rolled out within the project; * Support the development, design and analysis of assessments of learning, and ensure that these are appropriately reflected in strategies and programmes design and development; * Conduct regular visits to the field offices to coordinate with other partners and programme implementation teams for direct capacity building for staff on key technical education areas, including teacher training, assessments, and curriculum development; * Ensure recognised international best practices and Save the Children policies are applied in the work with children; promote the safe participation of children in our programmes. * With Programme team and the Monitoring and Evaluation (M&E) team, collaborate on the development of tools to monitor and improve the quality of learning delivery work, including strengthened outcome level measurements, tools and training. Where necessary provide technical training for staff and partners as required. * With the programme implementation team, ensure reports to donors are of the highest quality, that there is alignment between the narrative and financial, and that they are submitted in a timely fashion; * Provide technical checking of health strategies, assessments and programmes as necessary, and proactively promote high quality health technical approaches within the programme.   **Human Resource Management**   * Conduct capacity assessment to identify training needs, and design a capacity development plan to support the skills and knowledge development of project team * Contribute to a conducive and productive work environment, characterised by enthusiasm, ambition, hard work and due process * Provide training and technical support to strengthen the capacity of MoGEI based on gaps identified whilst drawing from existing central capacity/expertise to strengthen at the decentralised level.   **Representation & Coordination**   * Work in close consultation and collaboration with the Ministry of General Education and Instruction (MoGE&I) and other relevant government institutions, donor projects, local organisations, and civil society that work in education to review, provide recommendations in adapting and creating education materials. * Maintain strategic links with key duty bearers and stakeholders such as the UN agencies, INGOs and other local NGOs and CBOs, Teachers College, etc. * The post holder will be expected to work with senior programme team, other Technical Specialist, Field Managers, Programme Managers & Coordinators; Education Specialist from other organisations * Represent the consortium in technical working groups along learning and teaching in South Sudan. | | |
| **BEHAVIOURS (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 | | |
| **QUALIFICATIONS**     * Master's degree or equivalent in education, international development, education management or a related field required. * At least 10 years of Senior Management Team experience on similar programmes with deep technical and management experience on education delivery programmes in South Sudan. Experience working on FCDO-funded programme preferred. * Professional knowledge, technical competence, and experience in the fields of teacher training, literacy or distance education, including ALP and NFE, for teachers and students in developing countries. * Excellent written and verbal communication skills, including report writing, data analysis, and presentation skills. Demonstrated ability to deliver training(s) in an engaging and consistent manner. * Fluency in English required, fluency in additional/local languages preferred. | | |
| **EXPERIENCE AND SKILLS**  **Essential**   * Proven capacity to train, supervise, and coach staff on key education topics * Practical experience on Education based learning approaches * Fluent in written and spoken English * Fluent in basic/Juba Arabic is an added advantage   **Desireable**   * Strong interpersonal and communication skills * Problem solving and decision making skills * Ability to prioritise tasks * Able to work to tight deadlines and under pressure * Strong interpersonal skills, ethical sensitivity and ability to empathise with children, youth and their carers | | |
| **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:** Isaac Otieno – Education Technical Advisor | | **Date: November 2023** |
| **JD agreed by:** | | **Date:** |
| **Updated By:** | | **Date:** |
| **Evaluated:** | | **Date:** |