

Job title:	IWW Cluster Mentor (CM)
Reporting to:	Programme Manager
Working with:	Programme Manager, Deputy Programme Manager, Programme Lead and partner schools
Location:	Districts of Port Loko, Falaba, Tonkolili and Koinadugu
Contract Type:	1 year with a possibility of extension
Equipment:	EducAid mobile phone and motorbike provided
Hours:	40 hours per week, additional hours as required

Job Purpose

To provide support to the implementation of teaching and learning strategies to EducAid's Imagine Worldwide partner schools in the Port Loko district, Falaba distinct, Tonkolili district and Koinadugu district and will mostly work on the ground to ensure that the aims of the project are achieved i.e., that student learning outcomes in literacy and numeracy improve. They will also participate closely in the identification and analysis of training needs. They will liaise with local stakeholders on a day-to-day basis and build relationships between the community, the government, and the schools in order to achieve a common understanding of good educational practices and each player's role and responsibilities.

Overview

EducAid runs programmes in Sierra Leone with the belief that education is a powerful tool to destroy poverty. Many of our staff are the product of our education, and it is crucial that we provide a strong organisational structure within which they can run the organisation. It is also essential that we ensure a continuation of our values. Our values contribute to the overall organisational mission.



EducAid’s sustainable model emphasises the training and empowerment of Sierra Leoneans, with the majority of our key positions being held by our past students. Our staff are expected to commit themselves to hard work in order to become skilled, efficient and valued professionals.

EducAid has a national and international reputation for excellence. The IWW Cluster Mentors (CMs) play a hugely significant role in maintaining the standard of education, administration, and communication.

Key Responsibilities:

Teacher Training and Quality Assurance:

- Identify training needs in collaboration with the program manager and school heads.
- Lead teacher training initiatives and provide ongoing support for quality assurance.
- Conduct lesson observations with school leaders and offer constructive feedback and coaching support to teachers.
- Train headteachers to collect, manage, and utilise data for resource allocation and action planning.

Program Understanding:

- Collaborate closely with the program coordinator, education specialist, and program leaders to understand school improvement programming content and best practices in primary teaching.

Training Facilitation:

- Support program coordinators and program leads in facilitating training sessions.

Communication and Reporting:

- Share district-level intelligence and updates as necessary with the program manager.
- Hold weekly meetings with school leaders and teachers following the 'visit guide.'
- Identify, report, own, and manage district-level risks and issues in liaison with the program manager.

Resource Management:

- Ensure Imagine assets and materials are appropriately utilised and secured.

Data Collection and Monitoring:

- Download data from the tablet weekly, maintaining data accuracy and completeness.
- Observe teaching sessions, assess inventory of items, and submit monitoring surveys as required.
- Hold one-on-one meetings with the supervisor, completing follow-up actions weekly.
- Ensure general child safety measures are implemented during visits to all schools.




Community Engagement and Stakeholder Relations:




- Engage with, manage, and lead relations with local government, community leaders, and NGOs/CSOs to create an enabling environment for primary grade literacy and numeracy improvements.
- Deliver bi-annual training sessions to School Management Committees (SMCs) to support the establishment of community-led school governance.
- Be responsible for disseminating and promoting the project's community support mechanisms, providing close support to schools.
- Collaborate with other IWW CMs, EducAid school improvement team members, and data collection officers to implement activities that enhance project sustainability and monitor performance.

Decision Making

EducAid operates under the system of Every Voice Counts (EVC); the EVC is designed to ensure that peoples' voices from throughout EducAid are listened to in every decision. As with any organisation, however, there needs to be a decision-making hierarchy.

As a IWW Cluster Mentor your decisions, and your activities in your district, should reflect the guiding principles of EducAid:

Protect teaching time	
Ensure emotional, physical and academic safety of all	
Adhere to previously established protocols and policies	

Do your best	
Protect others' progress as I protect my own	
Love and do as you will – Kindness!	

Reporting Channels

As an IWW Cluster Mentor, your line manager is the Programme Manager. You should consider this as your first point of contact in any event.

Requirements:

- Credits in WASSCE English and Maths and at least three other subjects
- Knowledge of Microsoft Office Suite
- Accuracy and attention to detail
- Determination and hard work
- Teaching experience
- Ability to speak well in public
- Ability to ride a motorbike
- Two referees
- Knowledge of Sierra Leone, education, and international development (desirable)
- Experience working a similar role.
- Teacher training & coaching experience
- Strong administration skills
- Strong growth mindset – able to take criticism and use it as a basis for growth and self-improvement
- Ability to draft correspondence, reports, strategy, etc.
- Ability to communicate effectively with colleagues at all levels
- A realistic perception and presentation of self
- Diplomacy, discretion, tact, and resilience
- Ability to remain calm and composed when under pressure when faced with multiple tasks and deadlines
- Self-starter, able to work with limited supervision
- Ability to be open, honest, and kind in relationships with others
- Fluent in written and spoken English
- A valid driver's licence

Organisational Competencies:

- Commitment to upholding the charity's Code of Conduct
- Commitment to the charity's vision, mission, and objectives
- Commitment to developing additional skills in the light of the charity's need