**Job Description:** Functional Literacy & Numeracy Accelerated Learning Specialist (2 National Volunteer positions)

**Responsible to:**
- EFL Project Coordinator (VSO)
- EFL National Project Manager (AAK)

**Responsible for:** Teachers and Educator facilitators professional development

**Location, Group & Function:** Garissa and Isiolo,

**Job Purpose:** The specialist will provide Teacher Professional Development support to Educator Facilitators and Primary school Teachers participating in the Education for Life Project. The Specialist is expected to build the capacity of the EFs and Teachers specifically on Functional Literacy and Numeracy; Gender and Social inclusion; Safeguarding and Girls right to Education, lifelong learning and transition to meaningful employment opportunities. Key strategies to be used are: Assessment of skills and competency gaps, Skills training, coaching and mentorship through classroom observations, constructive feedback and Peer Learning Forums.

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<tr>
<th>Responsibilities</th>
<th>Knowledge/qualifications:</th>
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<td><strong>1. Deliver Professional development processes for Educator Facilitators and Teachers in the county of placement</strong></td>
<td>A combination of education, training and experience which demonstrates ability to perform the duties and responsibilities as described:</td>
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<tr>
<td>- Assess Educator Facilitators and Teachers capacity to identify existing strengths and gaps in functional literacy and numeracy; and design capacity development strategies through participatory mechanisms.</td>
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  - Qualified teacher with, as a minimum, a degree in Education from a recognised institution. Preferably, qualification as a teacher trainer.  
  - Evidence of work in Literacy, numeracy and Accelerated Learning-Functional literacy and Numeracy greatly desired  
  - Minimum of five years’ teaching experience in primary level, preferably comprising experience in both well-resourced and minimally resourced education systems.  
  - Ability to teach large classes in minimally resourced education systems and develop teaching and learning materials from low cost, locally available materials.  
  - Ability to demonstrate inclusive, learner-centred, process-oriented teaching and learning methodologies and positive discipline practices.  
  - Understanding of ‘traditional’ ways of teaching and learning, and how to build on them to improve teaching effectiveness.  
  - Experience in adult learning methodologies and in training teachers in learner-centred pedagogies, lesson planning and schemes of work, positive discipline, inclusive classroom management and curriculum strategies, and formative and summative assessment. |
| - Deliver capacity strengthening sessions through formal and informal trainings, coaching and mentorship sessions to equip Teachers with learner-centered, process-oriented teaching and learning methodologies and positive discipline practices. |  
  - Equip Teachers with gender sensitive, safe and inclusive learner-centered teaching pedagogies  
  - Facilitate teachers to conduct Action Research on gaps in curriculum delivery to inform further interventions  
  - With support from Education Agencies, MOE and TSC; conduct classroom observation sessions to inform Teacher mentorship sessions  
  - Provide capacity building trainings and coaching to EFs and Teachers on their well-being using already developed and tested Teachers’ in Crisis Working Group materials. |
3. **Establish/strengthen Teacher Learning Circles**
   - Support Educator Facilitators and Teachers in establishing/strengthening peer learning circles
   - Infuse technology aided techniques in teacher coaching

4. **Administrative Tasks**
   - Participate and inform material development on TPD and Functional Literacy and Numeracy
   - Work with the EFL Project Officer to plan and execute EFs and Teachers periodic trainings and forums
   - Represent EFL project in County level Education platforms together with the Project Officer
   - Maintain data on all EFs and Teachers participating in the project

5. **System Strengthening of EFL Agencies, Ministry of Education and Teacher Service Commission Structures to mainstream Teacher professional development**
   - Integration of existing Teacher Professional Development (TPD) materials, and creation of new ones where necessary
   - Mentor EFL Agencies, MOE and TSC officials on TPD methodologies and strategies
   - Disseminate best practices (and learning derived from TPD interventions) in Governments’ and Non-governments stakeholder forums at county and National Levels

Due to the nature of our volunteer placements, it is possible that the responsibilities of this role may differ in reality and therefore the post holder will need to be prepared to be flexible and adapt to their environment as necessary.

- Experience in delivering a range of teaching development activities, preferably including through in-service, pre-service and distance modalities, and at a variety of different levels, but especially training primary teachers. Experience to include the development of teacher training materials and/or curricula.
- Experience in assessing capacity, designing capacity development strategies through participatory mechanisms, and delivering staff development through a variety of means, including formal and informal training, mentoring, and workshop facilitation.
- Knowledge and Experience in psychosocial support, safeguarding and child protection.
- Ability to rapidly understand the policy, strategic and institutional environment and to provide contextually appropriate, relevant, achievable and accurate technical advice.
- Up-to-date knowledge of trends in teacher development, preferably including own research.
- Ability to use ICT software to develop basic work plans, budgets, training plans and monitoring and evaluation tools, and the ability to write concise, accurate reports in easily understood language.
- Ability to use evidence to inform programme development and management.
- Commitment to participatory and inclusive methods of working, and to form relationships based on mutual respect and trust.
- Ability to work in difficult environments.

**Language Requirement**

- Fluent in English language
- Fluent in the catchment language and understanding of county specific socio-cultural, political and economic dynamics

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*VSO has zero tolerance of abuse and exploitation of vulnerable people. We expect all our employees/volunteers to ensure we are protecting children, young people and vulnerable adults from harm and abide by our safeguarding policy*