

## Job Description

<b>Job title:</b>	Systems Strengthening Lead
<b>Group:</b>	Education Services Group
<b>Dept/Project/Service:</b>	Teacher Effectiveness and Equitable Access for all Children (TEACH) programme
<b>Reports to:</b>	Education Technical Lead with dotted line to the Team Leader
<b>Responsible for:</b>	Embedded Technical Assistance (curriculum, inspections, assessment, pre- and in-service Teacher Professional Development), Capacity Building Lead (matrix supervision)
<b>Usual office base:</b>	Harare
<b>Grade:</b>	4

### Project Overview:

Education Development Trust has been awarded a contract by FCDO to provide the Teacher Professional Development (TPD) component for the Teacher Effectiveness and Equitable Access for All Children Programme (TEACH) in Zimbabwe. The main aim of the TPD programme is to improve the quality of teaching and learning in Zimbabwean schools, in line with the "leave no child behind" principle. This £12 million programme will run until October 2025 and will focus on improving teacher effectiveness in the classroom at national, district and local levels by building teacher networks, providing targeted in-service teacher training and support to pre-service teacher training. A better and more equitable access to primary and secondary schools will be achieved through increased participation, retention and attainment of the poorest children, marginalised girls, and children with disabilities. This program will also contribute to the broader reform of the national education system, including inspections and assessment reforms.

### Job purpose and scope:

The Systems Strengthening Lead is a senior member of the in-country team. Reporting to the Education Technical Lead (and working with relevant task leads and Technical Quality Advisers), the post-holder will provide leadership to the work of the embedded technical experts in the key reforms of the curriculum, assessment and inspection. The postholder will work closely with key government stakeholders (especially MoPSE) to strengthen the effective functioning of the national education system. They will also support and work closely with the Capacity Building workstream, which is focused on designing and developing training to build the capacity of teachers and school leaders. The role will be based in Harare, Zimbabwe with possible travel to other Sub-Saharan regions if required.

**Job Objectives:**

- 1 Provide leadership on education system strengthening, overseeing engagement with senior stakeholders in the Zimbabwean education sector and providing overall management and coordination of all system strengthening workstream activities. Monitor progress against project objectives and deliverables and be accountable for successful outputs
- 2 Lead activities with key and most relevant government stakeholders to improve key functions of the education sector through system strengthening activities. This involves improving oversight and accountability of resource allocation (expertise, priority areas) from the central government to the districts and schools.
- 3 Liaise closely and develop strong relationships with the Ministry of Primary and Secondary Education (MoPSE), Ministry of Higher and Tertiary Education Science and Technology Development (MOHTESTD) and the Zimbabwe Schools Examinations Council (ZIMSEC) to meet programme objectives and deliverables.
- 4 Support the activities and plans of the Capacity Building Lead in the design and development of training to build the capacity of teachers and school leaders, and the rollout of the in-service training utilising and improving the MoPSE administrative structures at national, provincial and district levels and effective delivery methods (workshops, seminars, onsite support, setting/support networks, etc). This should accurately (from implementation experience) inform the work and contribution of Technical Assistance.
- 5 Provide leadership and direction to the embedded TEACH programme by providing Technical Assistance within the MoPSE Head office experts to:
  - a support the teacher training initiatives on the new curriculum
  - b develop and implement key reforms to assessment. These include reforms to examination processes on continuous assessment and assessment for literacy and numeracy and technical support for delivery of the Zimbabwe Early Learning Assessment (ZELA)
  - c develop and implement key reforms to inspections. These include reforms to shift inspection beyond compliance into supporting improved learning outcomes and supporting the on-going reform of teacher professional standards.
- 6 Work with the MERL Lead to monitor and learn from implementation progress for adaptation and informed discussion with relevant government stakeholders, education partners, and Client at strategic and policy level.
- 7 Work closely with the short-term inclusion experts to ensure that the inspection and assessment reform meet the needs of all children, including Children with Disabilities (CWDs) and marginalised girls
- 8 Ensure alignment and coordination of activities with the Equitable Access component of TEACH delivered by UNICEF, which targets support for interventions aimed at improving equitable access for all
- 9 Contribute to the writing of the technical sections of client reports across the workstreams, collating inputs and editing prior to submission to client

**Person specification:****Knowledge****Essential**

- Qualified to Masters level or above in a relevant field, e.g., education, international development, basic education, teacher training, or another related degree
- Knowledge of education system policy and planning processes
- Knowledge of organisational development, institutional and individual capacity building
- Knowledge of teacher professional development, teacher training, literacy and numeracy teaching, assessment
- Understanding of the political economy of education reforms in low-income settings similar to Zimbabwe

**Experience****Essential**

- Extensive relevant experience, with at least 5 years working in a developing country context, preferably in Sub-Saharan Africa
- Extensive work experience in the Zimbabwean education system with a focus on supporting national-level systems change
- Demonstrable experience of working in close collaboration with senior government representatives and building relationships for coordination and system reviews with key stakeholders
- Experience in the delivery of NGO/donor funded (e.g. UNICEF/DfID/USAID) education sector programmes
- Experience of living and working in Zimbabwe

**Desirable**

- Experience integrating inclusive education techniques into education reforms

**Skills****Essential**

- Proficiency in use of computer and internet (working online)
- Excellent verbal and written communication skills including report writing
- Excellent managerial abilities and ability to work alongside senior stakeholders
- Fluency in English

**Desirable**

- Fluency in at least one Zimbabwean local language

**Competency Band:**

**Key Competencies for the role:**

Our Values	Key Competency 1	Key Competency 2
<b>Excellence - Creating and Leading Success</b>	Delivering the vision	Motivating Others
<b>Integrity - Supporting and Building Trust</b>	Upholding principles and values	Communicating with impact and empathy
<b>Accountability - Delivering and Improving</b>	Driving performance	Delivering commercial outcomes
<b>Collaboration - Engaging and Partnering</b>	Engaging others to achieve goals	Influencing and negotiating

***Education Development Trust is committed to safeguarding and promoting the welfare of children and adults whom we work with and come into contact with around the world. All applicants are subject to thorough screening and for applicable roles, successful candidates are subject to relevant criminal record checks with national police authorities or the UK's Disclosure and Barring Service.***

***Education Development Trust also participates in the Inter Agency Misconduct Disclosure Scheme and we may request information from relevant job applicants' previous employers about any findings of sexual misconduct, including harassment, during employment, or incidents under investigation when the applicant left employment. By submitting an application, the job applicant confirms his/her understanding of these recruitment procedures.***