

Senior Pupil and Teacher Performance Advisor (SPTPA) (readvertised)

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Company: Creative Associates International

Location: Abuja

Category: other-general

Overview

BACKGROUND

Creative Associates International is a fast-growing, social impact company that specializes in the areas of education, economic growth, democratic transitions, and stabilization in post-conflict environments. Based in Chevy Chase, Maryland, this global development organization has a field presence in more than 25 countries and a strong client portfolio that includes the U.S. Agency for International Development and the State Department. Since its founding in 1977 by four enterprising women, Creative has earned a solid reputation among its clients and is well-regarded by competitors and partners alike. Creative Associates International has been working in Nigeria for more than a decade to support education programs in Nigeria.

PROGRAM DESCRIPTION

Funded by the U.S. Agency for International Development and in close partnership with federal partners and select Nigeria States (designated as legacy [Bauchi and Sokoto], launching Adamawa) and technical assistance), the five-year Leveraging Education Assistance Resources in Nigeria (LEARN) project will support sustainable improvements in reading outcomes for first and second grade pupils. The goal of LEARN is to strengthen and scale early grade reading (EGR) best practice by ensuring that standards-based, context-appropriate assessment, materials, training, and administrative supports needed to improve literacy skills for P1-2 pupils are embedded within the federal policy, funding, and monitoring frameworks, and state and local authorities have the implementation protocols,

capacity, and resources to carry out and sustain standards-based, data-driven EGR reform. The project objective is to instill ownership in and build capacity of school-community, local, state, and federal systems to establish a base for adequate, consistent data-driven funding, monitoring and performance that increase the equity, inclusion, and wellbeing necessary to achieve sustained EGR gains. LEARN will therefore be building on lessons learned from prior Nigeria reading programs to introduce a flexible, cost- efficient EGR intervention model that can be tailored to state contexts

POSITION SUMMARY

The Senior Pupil & Teacher Performance Advisor will be responsible for coordinating and implementing project activities in LEARN-supported schools and communities with the goal of improving P1 and P2 literacy outcomes. The SPTPA will provide technical leadership to the project team, USAID, and other stakeholders on high-quality and developmentally appropriate learning interventions. Supervise and provide quality assurance to the production of activity-supported materials, trainings, coaching, and pupil assessments. Supervise and provide quality assurance to the production of TA materials and support. Provide leadership in organizing curation and authoring of materials that are leveled and differentiated to meet learning needs. Liaise with government representatives and technicians on technical matters. Responsible for management, leadership, and mentorship of technical staff. Work with Senior TA Coordination and Learning Advisor to develop plans to monitor and support TA Teacher and Learning Performance gaps as needed. Provide capacity building, coordination, and monitoring support to Data Systems TA staff and consultants in Abuja and in Legacy, Launching, and On-Demand states. The position reports to the Deputy Chief of Party.

Responsibilities

Maintain a sharp focus on the evidence-based technical activities which will result in the greatest Early Grade Reading outcomes for P1&2 learners.

Supervise and provide quality assurance for design, planning and implementation of CLA-related EGR activity-advocacy, materials, trainings, coaching, school assessment, teacher assessment and pupil assessments.

Ensure activities and approaches across geographic areas are complementary, equitable, and include underserved populations and those in need of inclusive education.

Liaise with government representatives and technical experts on early-grade reforms and policy implementation.

Provide technical oversight on the book supply chain and private sector engagement in the implementation of early grade reading activities.

Coordinate with the M&E/CLA team to develop knowledge-sharing efforts related to EGR, including communication briefs and presentations on achievements and lessons learned.

Manage and mentor technical staff including Student Learning and Curriculum Advisor, Student Assessment Advisor, Teacher Professional Development Advisor, Coaching Advisor and Book Change Management Advisor.

Work with Senior TA Coordination and Learning Advisor to develop plans to monitor and support TA Teacher and Learning Performance gaps as needed.

Qualifications

Required Skills & Qualifications:

Minimum Required Education & Experience, Skills, and Abilities

Master's degree in education, preferably with a specialty in early-grade reading. . in education with a focus on early childhood education and/or early grade learning preferred.

At least eight years of experience in programs in sub-Saharan Africa that work specifically to improve early-grade reading.

At least four years of direct supervisory experience.

Prior experience with the development and implementation of evidence-based, local language education materials, training programs, classroom monitoring protocols, and assessments.

Demonstrated experience improving evidence-based education programming including rural, multilingual, and underserved populations.

Experience and understanding of the USAID MATTERS Framework and how to apply it.

Fluency in written and spoken English. Fluency in Hausa, Igbo, or Yoruba is highly desired.

Preferred Experience & Skills

Proven experience, directly and indirectly, supervising and managing staff and teams.

Experience with a USAID-funded or other international organization implementing an early-grade program operating in insecure areas is desired.

Strong ability to deploy and use various forms of tracking tools.

Good oral and written communication and interpersonal skills.

Excellent record-keeping and documentation skills.

Ability to coordinate and maintain strong communication and coherence across remote teams.

Only finalists will be contacted. No phone calls, please.

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