

*Program Officer, Education and Special Projects
Maple Leaf Early Years Foundation*

In this position you will be expected to provide guidance, direction, and technical assistance to MLEYF programs around evidence-based theory and best practice in education including digital learning, curriculum planning. You will provide guidance and design programs and proposals that demand for innovative approaches to resolving early childhood development and education development challenges. You will be responsible to lead on excellence, thought leadership and visioning around delivering high-quality education to children and families of the rural areas and other persons of concern where Maple Leaf Early Years Foundation (MLEYF) implements projects and programs. You collaborate with colleagues in the organization to drive a superb education strategy and curricula to ensure that all programs and projects are theoretically sound, and work with multidisciplinary teams to ensure our content is both educational and highly engaging. You will at times be expected to represent the organization in relevant forums, bringing expertise to diverse audiences.

RESPONSIBILITIES

- Lead and develop curricula and content ensuring alignment with intended project outcomes in collaboration with other educators and team members within the organization or otherwise as appropriate, including research teams, funding partner representatives, advisors, and other collaborators with MLEYF. This will frequently include playing a leadership role in curriculum/content training planning and execution
- Assist in hiring and on boarding new staff ensuring doing so without stereotyping or discrimination
- Provide educational leadership for content review on different platforms in collaboration with the communication/media and social media teams
- Provide leadership for RFP review and selection related to new content development in collaboration with the leadership team of the organization and colleagues
- Research, plan and facilitate training sessions for staff and leadership where necessary and appropriate
- Represent the organization as an education expert , engaging with stakeholders in the public sector, private sector, and academia, ensuring updated practices are being implemented in the early childhood and basic educational programming

PROJECT DIRECTION

- Take the lead and assist the ED in designing programs that directly support the demand for projects that MLEYF plans and implements with innovative approaches to resolving early childhood and basic education challenges. Such will be used for grant seeking and fundraising
- Develop monitoring materials, develop, and implement monitoring plans and interpret stakeholder feedback in a way that informs project improvements in partnership with representatives of partners, funders, and members of Education Clusters
- Ensure the execution of administrative processes related to our education and special projects including managing timelines, submitting reports, and coordinating communication with the different teams on the different projects/programs

MANAGEMENT

- Support, mentor and manage staff of the education and special projects assigned to you to effectively deliver on content leadership, program planning and project direction responsibilities

APPRAISAL, TRAINING, DEVELOPMENT, AND INDUCTION OF STAFF

- Supervising and participating in arrangements for the appraisal of the performance of teachers in the different learning centres
- Participating in the identification of areas in which staff would benefit from further training and undergoing such training
- Ensuring that all staff in the learning centres have access to advice and training appropriate to their needs, in accordance with the policies of MLEYF
- Ensuring that newly qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service
- Develop content and facilitate staff training sessions as directed by the ED
- Ensuring the training of teachers during their induction periods in accordance with the requirements of the governing body, and making recommendations at the end of such periods as to whether such teachers have met the requirements

RELATIONS WITH THE GOVERNING BODY (MLEYF)

- Attending meetings of the governing body and making reports to them in connection with his/her responsibilities as they may properly require either on a regular basis or from time to time
- Advising and assisting the governing body in the exercise of their functions
- Advising the governing body on the adoption of effective procedures to deal with incompetent teachers in the various centres and projects, and keeping the governing body informed of the general operation of such procedures
- Reporting to the governing body on the professional development of all staff at the learning centres and special projects.
- Supervising and accounting for those financial and material resources of the learning centres and special projects which are under the control of the TLC Heads and project leads
- Supervising the measures for the security, maintenance, development, and effective supervision of the learning centre structures and their contents and of the premises and ensuring (if so required) that any lack of maintenance is promptly reported to the maintaining authority, camp administration or, if appropriate, the governing body.
- Any other tasks as required of you from the ED and other senior management officers.

EXPERIENCE, SKILLS AND QUALIFICATIONS

University degree in Education or other related fields, and at least 2 years' experience working in administrative capacity in a school setting.

- ✓ Outstanding organizational and communication skills
- ✓ Conversant with Microsoft Office and ability to prepare reports
- ✓ Intermediate – expert level knowledge of Microsoft Word, Power Point Presentations and Microsoft Excel
- ✓ Ability to design and conduct presentations and training workshops
- ✓ Grant Proposal design and writing
- ✓ Good knowledge of creating, operating, and maintaining a budget
- ✓ Commitment to job responsibilities
- ✓ Punctuality
- ✓ Attention to detail
- ✓ Supervisory and leadership skills

Front Desk/Administrative Assistant

Maple Leaf Early Years Foundation

SUMMARY OF THE POSITION

Required to perform a variety of office support and/or secretarial duties for the organization, such as composing a variety of standard documents and correspondence, relaying, and resolving routine telephone and/or walk-up inquiries, scheduling calendar items and meetings, making travel arrangements, processing forms, performing data entry, and establishing and maintaining records. You will also be required to edit and proofread documents to ensure accuracy. May perform duties involving simple mathematical calculations and developing an operating office budget.

RESPONSIBILITIES

- *Perform a wide variety of assignments which may be confidential in nature and require research to complete; operate assigned computer to compose, edit, revise, tabulate, and print letters, tables, reports, and other materials.*
- *Greet and direct visitors appropriately, resolve routine administrative problems and answers inquiries concerning activities and operations of MLEYF; accept, screen, and route telephone calls; maintain log of inquiries as required.*
- *Perform a range of staff and/or operational support activities; may serve as a liaison between staff on basic administrative and/or operational matters.*
- *Sort, screen, and distribute incoming and outgoing mail, draft or prepare responses to routine inquiries, and operate a variety of office equipment.*
- *Establish, maintain, process, and update files, records, certificates, and/or other documents.*
- *Arrange meetings and conferences, schedule interviews and appointments, and perform other duties related to maintaining one or more individual schedules; make travel and lodging arrangements, either directly or through travel agencies.*
- *Order, stock, and distribute office supplies.*
- *Perform basic, routine bookkeeping functions, which may involve simple billing and cash receipt activities.*
- *Perform miscellaneous job-related duties as assigned.*

Minimum Job Requirements

University degree or HND; at least 1 year of experience directly related to the duties and responsibilities specified.

EXPERIENCE, SKILLS AND QUALIFICATIONS

- *Ability to perform simple accounting procedures.*
- *Knowledge of supplies, equipment, and/or services ordering and inventory control.*
- *Records maintenance skills.*
- *Ability to communicate effectively, both orally and in writing.*
- *Ability to maintain calendars and schedule appointments.*
- *Ability to understand and follow specific instructions and procedures.*
- *Ability to maintain confidentiality of records and information.*
- *Word processing and/or data entry skills.*
- *Skill in the use of operating basic office equipment.*
- *Ability to create, compose, and edit written materials.*
- *Organizing and coordinating skills.*
- *Receptionist skills.*

***Transitional Learning Centre Head, Maple Leaf Early Years Centre
(in several states including Bauchi, Cross River, Edo, Imo and Zamfara States)***

SUMMARY OF THE POSITION

To provide professional vision and leadership for the learning centre which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

You are expected to perform such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by MLEYF, MLEYC, EYFIDPS, (herein referred to as the governing body) under their powers
- Any rules, regulations or policies laid down by the governing body

RESPONSIBILITIES

- Responsible for the internal organization, management, and control of the learning centre.
- In conducting your duties as the TLC Head, you shall consult, where this is appropriate, with the authority, the governing body, the staff of the learning centre, the parents of its pupils, the pupils themselves and the IDP and local community.
- Your professional duties include:
 - Formulating the overall aims and objectives of the learning centre and policies for their implementation
 - Strategic direction and development of the learning centre: leading by example, providing educational vision and direction to secure the strong and enthusiastic commitment of staff, parents/guardians, and pupils.
 - Leading the selection and appointment of the teaching and non-teaching staff of the learning centre.
 - Ensuring the health and safety of all children, staff, parents/guardians, and visitors.

MANAGEMENT OF STAFF

- Deploying and managing all teaching and non-teaching staff of the learning centre and allocating particular duties to them (including such duties of the TLC Head as may be properly delegated to a deputy head teacher, assistant head teacher or other member of staff) in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher for the work conducted in the learning centre

- Ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers in the learning centre (including the TLC Head), taking account of their teaching and other duties
- Ensuring that teachers at the learning centre receive information they need to perform their professional duties effectively
- Ensuring that staff are aware of current educational developments and are kept up to date through an ongoing program of continuous professional development
- Leading, motivating, supporting, challenging, and developing staff at all levels in order to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development
- Supporting middle and senior leadership of the learning centre to build capacity, recognize existing talents and encourage delegation
- Challenging underperformance at all levels and putting in place effective procedures to deal with underperforming staff
- Providing information, references and testimonials about the work and performance of staff employed at the learning centre, with due regard to the principles of equal opportunities, where such information is relevant to their future employment.

CURRICULUM

- Determining, organizing, and assisting to implement a broad and balanced curriculum (FCT UBEB) for the learning centre, having regard to the needs, experiences, interests, aptitudes, and stage of development of the pupils and the resources available to the learning centre
- Ensuring that all pupils in attendance at the learning centre take part in daily activities, academic and otherwise
- Ensuring that improvements in the curriculum are a priority for all pupils including those with special needs
- Ensuring that all aspects of learning centre performance are monitored and evaluated in a robust, cyclical manner and maintaining a record of self-evaluation and areas for improvement, and of progress made in respect of these.

STANDARDS OF TEACHING AND LEARNING

- Evaluating the standards of teaching and learning in the learning centre and ensuring that proper standards of professional performance are established and maintained.

APPRAISAL, TRAINING, DEVELOPMENT, AND INDUCTION OF STAFF

- Supervising and participating in arrangements for the appraisal of the performance of teachers in the learning centre
- Participating in the identification of areas in which staff would benefit from further training and undergoing such training
- Ensuring that all staff in the learning centre have access to advice and training appropriate to their needs, in accordance with the policies of the maintaining authority and governing body
- Ensuring that newly qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service
- Being responsible for the supervision and training of teachers during their induction periods in accordance with the requirements of the governing body, and making a recommendation at the end of such periods as to whether such teachers have met the requirements

PUPIL PROGRESS

- Ensuring that the progress of pupils of the learning centre is monitored and recorded
- Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning
- Using this data continuously to support and improve standards.
- Promoting equality and inclusion in all aspects of the learning centre life
- Ensuring that proper standards of behavior are adhered to
- Ensuring the maintenance of good order and discipline at all times during the day when pupils are present on the learning centre premises and whenever the pupils are engaged in authorized learning activities, whether on the learning centre premises or elsewhere.

RELATIONS WITH PARENTS

- Planning for parents/guardians to be given regular information about the curriculum, the progress of their children and other matters affecting the learning centre, so as to promote collective understanding of its aims
- Creating and maintaining an effective partnership with parents/guardians to support and improve pupils' achievement and personal development
- Collaborating with parents/guardians to ensure children have access to extended services, extracurricular opportunities that the governing body

may make available, homework and other social and educational experiences

RELATIONS WITH THE GOVERNING BODY

- Attending meetings of the governing body and making reports to them in connection with his/her responsibilities as they may properly require either on a regular basis or from time to time
- Advising and assisting the governing body in the exercise of their functions
- Advising the governing body on the adoption of effective procedures to deal with incompetent teachers, and keeping the governing body informed of the general operation of such procedures
- Reporting to the governing body on the professional development of all staff at the learning centre.
- Allocating, controlling, and accounting for those financial and material resources of the learning centre which are under the control of the TLC Head
- Planning for the security, maintenance, development, and effective supervision of the learning centre structures and their contents and of the premises and ensuring (if so required) that any lack of maintenance is promptly reported to the maintaining authority, camp administration or, if appropriate, the governing body.

ABSENCE

- Arranging for an interim deputy head teacher or other suitable person to assume responsibility for the functions of the TLC Head at any time when you are absent from the learning centre.

EXPERIENCE, SKILLS AND QUALIFICATIONS

- ✓ Outstanding organizational and communication skills
- ✓ Conversant with Microsoft Office and ability to prepare reports
- ✓ Basic knowledge of creating, operating and maintaining a budget
- ✓ Commitment to job responsibilities
- ✓ Punctuality
- ✓ Attention to detail
- ✓ Supervisory and leadership skills

University or college degree in Education or other related fields, and at least 2 years' experience working in administrative capacity in a school setting

*Teacher, Education in Emergencies, Maple Leaf Early Years Centre
(in various states including Bauchi, Cross River, Edo, Imo and Zamfara States)*

SUMMARY OF THE POSITION

In this position it is expected that you:

- Take precautions to protect your students, equipment, materials and facilities
- Keep accurate records and follow the policies and procedures as laid out by the governing body
- Collaborate with the administration to create and implement rules and policies regulating student conduct
- Form interpersonal relationships with your students and take an interest in the general well-being
- Are caring, perceptive and proficient with organizing children

RESPONSIBILITIES

- Report to the Head Teacher/Head of the Transitional Learning Centre
- Establish a developmentally appropriate, positive, inclusive, and safe learning environment that is conducive to learning
- Observe and evaluate students' performance, behaviour, social development, and physical health
- Occasionally meet with students and their parents/guardians to discuss education-related issues, and attending staff meetings
- Communicating proficiently with students
- Provide individualized instruction to each student by promoting interactive learning
- Assess and record students' progress and provide grades and feedback
- Plan and execute educational in-class and outdoor activities and events
- Implementing the FCT Universal Basic Education Board Curriculum
- Preparing notes and plans for assigned classes and providing lessons at designated times
- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to the students
- Assign and grade class work and homework
- Integrating suitable use of technology
- Determining and supporting standards of classroom behaviour and upholding appropriate discipline policies
- Maintains order and discipline among students while promoting safety and compliance with school rules and guidelines
- Planning and supervising assignments and activities for student teachers, teacher assistants and volunteers as required
- Advance positive interpersonal relationships with coworkers and students
- Attend occasional continuing education seminars

EXPERIENCE, SKILLS AND QUALIFICATIONS

- ✓ Teachers Registration Council of Nigeria certificate of registration
- ✓ Proven experience teaching in a formal school environment
- ✓ Proficient knowledge of teaching strategies and methods
- ✓ Proficient knowledge of applicable laws, policies, and procedures
- ✓ Excellent people skills
- ✓ Excellent communications skills, both verbal and written
- ✓ Outstanding organizational skills
- ✓ Proficient computer skills

Key Competencies

- self-motivation
- high energy level
- verbal and written communication skills
- attention to detail
- high work standards
- problem solving
- decision making
- organizing and planning
- learning orientation
- critical thinking
- stress tolerance
- flexibility and adaptability
- taking initiative