**TWO OUT-STANDING NEW SENIORTEACHERSNEEDEDFOR IBBA GIRLS BOARDING SCHOOL (IGBS), MARIDI STATE - SOUTH SUDAN**

The Challenge - and the Opportunity of a Lifetime

We are looking for two fullyqualified, committed, experienced, inspired and inspiring SeniorTeachers to help strengthen the teaching staffteam at Ibba Girls Boarding School (IGBS), Maridi State - South Sudan, as it starts its 4th year in Feb 2017.

The school was opened to its first 40 - ten year old girls in March 2014, and next Feb will have 160 students. The plan is to enrol 40 additional ten year old girls each year until 2022 when the school will reach its planned target of 360 students, in 9 classes from Primary 4 to 8 and Senior 1 to 4.

We will search worldwide to find the best possible person to take on these exciting roles and responsibilities and to help develop IGBS into a beacon of learning in South Sudan. “Educate a woman and they will heal and lead the local community and the nation”

This is a once in a generation opportunity to make a practical difference to the education and life chances of girls in South Sudan, the majority of whom get no schooling beyond the age of 10 - because of traditional and family pressures to help with domestic labour (cooking, fetching water and fire wood) and looking after younger children – and then early pregnancy and marriage (often as young as 14 years).

**The Vision and Plan for the School**

IGBS aims to provide high quality education rooted in Christian values, but open and welcoming to people of all faiths and none.

IGBS aims to provide high quality residential education for 360 girls aged 10 to 18 plus (from Primary Level 4 through to Senior Level 4) from across the whole of the former Western Equatoria State, and to empower young women with the values, knowledge and skills for leadership in their local communities and in this newest African nation.

The original vision and the land for this school came from Hon Nagomoro Bridget, former County Commissioner of Ibba and other local community leaders, and the school is accountable to a body of South Sudan Trustees and a Board of Governors. A small UK Charity - Friends of Ibba Girls School, has been set up specifically to help raise initial funding, and to provide professional support and advice for the school, working shoulder to shoulder in a long term partnership with the African Trustees, Governors and staff. We aim to combine the best of African and Western approaches to education.

A strong team of staff has been appointed to lead and manage this ambitious school. Head Teacher - Richard Aluma Gamma; Director of Studies - Vicky Ajidiru Dratia; Finance & Assets Manager - Sonaa Santino Raphael – plus 3 teachers, 3 matrons, cooks, cleaners, groundsmen and security staff.

**We Now Want To Appoint ‘A Senior Woman Teacher’ and ‘AClassroom Teacher’**

The South Sudan Governors now want to find an outstanding Senior Woman Teacher to join the School Management Team, and to give a lead in classroom teaching, especially with a specialism in English.

In addition we want to appoint an additional classroom teacher, preferably with a specialism in Mathematics.

We want to recruit outstanding people ideally from South Sudan, Uganda, Kenya or rest of Africa, or from the Diaspora. However, we will also search internationally to find the best possible candidate for these two very important jobs. Full job descriptions are attached.

**Applications for these two posts are therefore invited** from trained teachers of whatever age or background or country of origin. We are willing to offer a highly competitive salary, food, and residential accommodation at the school which has solar powered electricity, running water and satellite internet, plus access to a vehicle. However a clear vocation and personal calling to serve and improve girls education in South Sudan are even more important.

The person appointed must be committed to the Christian vision and values which led the Founders and Trustees to set up the school, and to the guiding principles outlined in the job description.

Above all the Senior Woman Teacher must be able to contribute to the academic and pastoral leadership and management of the school in a way which models and inspires high standards of teaching, a love of learning, a sense of safety and security, and a culture of caring for each other and for the wider community.

We need people (whatever their age, background or experience) who can combine positive energy, clear leadership and warm inter-personal skills with a firm commitment to achieving the highest standards of teaching, learning and behaviour throughout the school.

Further details, together with a film and news about the school are available from our website [www.ibbagirlsschool.org](http://www.ibbagirlsschool.org)

**Please send applications with CV and three(3)referees** to:

Richard Aluma Gamma – The Head Teacher ([alumarichard@gmail.com](mailto:alumarichard@gmail.com) ) and copied to:

1. Vicky AjidiruDratia - The Director of Studies (ajidiruvickydratia@gmail.com),
2. Hon Bridget Nagomoro– The Board of Governor Chairperson (nagosb@yahoo.com) and
3. Sr Margaret Scott ([jundascott@hotmail.com](mailto:jundascott@hotmail.com))– member of IGBS - Board of Governors.

**FURTHER DETAILS AND JOB DESCCRIPTION**

The school is deliberately designed to provide for girls aged from 10 to 18 years upwards (the age bracket at which they traditionally drop out from schooling) and to act as a bridge to take girls from Primary through to Secondary level. The Senior WomanTeacher will therefore need to have a good understanding of teaching and pastoral needs at both primary and secondary levels.

We are not prescriptive about the candidates’ background or present role. However, we expect that they will have substantial experience of teaching at primary or secondary school level.

It is also important to demonstrate an ability to manage and ensure the delivery of high quality and efficient education and pastoral care, ideally in a boarding school environment. This requires an understanding of the balance between academic and social and pastoral activity.

The Governors and School Management Teamwould prefer the Senior Woman Teacher and Classroom Teacher to be qualified and experienced women from South Sudan or sub-Saharan Africa. However, we will be happy also to consider applications from qualified male teachers.

**The Role**

The person appointed as Senior Woman Teacher will work closely with the IGBS School Management Team and Board of Governors to support:

1. Developing and implementing a strategic framework, aims and objectives for the school.
2. Developing policies, priorities, outcomes and targets for the achievement of the above strategy, aims and objectives.
3. Monitoring and evaluating whether and how far the above strategy, aims and objectives are being achieved in practice.
4. Reviewing the lessons from experience and what needs to be done to improve school performance.
5. Teaching the curriculum, in order to lead by example, and to model good teaching practice.

**Specific Duties of IGBS - Senior Woman Teacher**

* Advising the Head of School on strategic planning & development of Girl-child friendly school policies & strategies.
* Supporting staff in understanding appropriate needs of the girl-school children.
* Ensuring objectives to developing Girl-child friendly facilities are reflected in school development plan.
* Monitoring the growth, development & progress of all the girl-school children.
* Evaluating effectiveness of teaching and learning by the girl-school children.
* Liaising with staff, parents and external agencies and other schools to coordinate & lobby for support for the girl-school children.
* Identifying and adopting the most effective teaching approaches that benefit girl-school children.
* Liaising with other schools to ensure continuity of support and learning when transferring girl-school children from other source school.
* Ensuring all members of staff recognize and fulfil their obligatory responsibilities to all the girl-school children.
* Contributing to the professional development of Matrons & other female support staff.
* Providing regular information to the Head of School and Governing Body on the evaluation and impact & challenges faced by all girl-school children.
* Advising the Head of the School on Efficient and effective deployment of staff and resources to support all the girl-school children.
* Identifying the appropriate resources needed to meet the needs of girl-school children and advise the Head Teacher of priorities for expenditure.

**OTHER GENERAL ROLES & RESPONSBILITIES**

* Cultivating within the school a positive understanding and attitude towards the Christian faith and values, while also being open and welcoming and respectful to people of all faiths and none
* Providing and ensuring enthusiastic and effective teaching and learning so that all of the pupils are motivated and inspired to achieve their full potential, with excellent results, and to emerge as capable, confident and caring young women.
* Developing and maintaining the pastoral care of all pupils, and fostering caring personal relationships;
* Working with the teaching staff and parents to enhance the performance and reputation of the school;
* Identifying girls with potential in local primary schools for moving on to the Ibba Girls School, and working with the feeder primary schools, parents and the wider community to identify and encourage girls with potential to join the school.

Person Specification for the Senior Woman Teacher

The person appointed will be expected to have the potential to develop

* Effective leadership and management skills
* The drive, energy and enthusiasm to communicate their passion for the school and its values and ethos ;
* The ability to communicate effectively and relate easily to staff, pupils, parents, prospective parents and the school governing committee;
* The ability to teach in a professional and engaged way and to relate to the learning needs of girls in mid primary and secondary classes.
* The ability to motivate and inspire pupils to achieve high standards in both academic and extra-curricular activities;
* Excellent judgement and listening skills, with an ability to empathise with individuals while considering the needs of the community as a whole;
* Personal presence, confidence, visibility and accessibility;
* Understanding of and sympathy with the school’s foundation in Christian values, alongside their own personal spiritual commitment;
* A warm personality together with integrity, resilience, robustness and a sense of humour.

**Dates:**

**Interview:** Friday - 27th.January, 2017

**Job start**: Sunday - Feb 5th.2017

**Location**: Ibba County, Maridi State, South Sudan

**Contract type**: Full Time Residential

**Contract term**: Three years in the first instance, following completion of satisfactory probation for 1-year.

**ROLES & RESPONSIBILITIES OF A TEACHER AT IBBA GIRLS BOARDING SCHOOL**

**(A). MANAGING AN ORGANISED & PROFESSIONAL CLASSROOM THAT IS CONDUCIVE FOR LEARNING & DEVELOPMENT**

1. Maintaining complete and accurate records of each student’s academic, spiritual, social & emotional growth using both school wide & classroom based formative and summative assessment.
2. Planning documents and carrying out daily lessons that align to Ibba Girls School plans, curriculum & academic standards.
3. Recognising the needs of individual students and the whole group at large. Offering support as needed using flexible groups, workshops, compacting & other differentiation models.
4. Establishing consistent and logical limits, expectations and classroom routines for students to allow for maximizing learning.
5. Maintaining an organised & inviting physical learning environment.
6. Handling stressful situations with grace, patience, understanding & flexibility.

**(B). FOSTERING COOPERATIVE & RESPECTFUL PARTNRSHIP WITH ALL PARENTS**

1. Maintaining close relationships with parents, communicating on regular basis.
2. Facilitating parent-teacher discussions, providing written materials as and when required.
3. Encouraging parents and the community involvement in the pupils education.
4. Maintaining open communication with families via school webpage, email, phone conversations or PTA meetings.

**(C). WORKING AS PART OF A COOPERTIVE & DIVERSE TEAM OF EDUCATORS & ADMINISTRATORS**

1. Attending and participating in & contributing to in-service teacher training activities and staff meetings.
2. Participating in development of curriculum & assessment of curriculum effectiveness in the classroom.
3. Consulting appropriate school administration & specialists in timely manner to address the needs of struggling students.
4. Collaborating with colleagues to share experiences and knowledge.

**(D). CONTUNOUS SELF INTELLECTUAL & PROFESSIONAL DEVELOPMENT**

1. Observing the classroom teaching-learning activities of other colleagues as appropriate.
2. Welcoming observation by & feedback from other colleagues & professionals in education.
3. Seeking out and attending workshops, seminars & courses relating to professional growth goals.