



Save the Children



6 August 2026

Job Advertisement

Save the Children is an international non-governmental organization that works for a future of children, their families and communities realize social equity and dignity; have access to their basic physical, emotional and development needs.

SCI is seeking to recruit: -

Job Title: Foundational Learning & Access Lead

Location: Juba

Reports to: Director of Programmes Operations.

Contract Period: 12 months with possibilities of extension based on performance.

CHILD SAFEGUARDING:

Level 3: the post holder will have contact with children and/or young people either frequently (e.g. once a week or more) or intensively (e.g. four days in one month or more or overnight) because they work in country programs; or are visiting country programs; or because they are responsible for implementing the police checking/vetting process staff.

ROLE PURPOSE:

The Foundational Learning and Education Access Lead provides strategic and technical leadership for improving foundational literacy and numeracy outcomes and expanding equitable access to education under the EFASS program. The role ensures that all children especially the most marginalized can access safe, inclusive, and quality learning opportunities in South Sudan's fragile and resource-constrained context. Guides consortium partners in technical engagement, learning measurement and evidence-based approaches & support development of key learning frameworks. He or She will be responsible for providing day-to-day overall technical support in the delivery and monitoring of foundational learning interventions in schools as well coming up with strategies to increase inclusive access to education and execution of foundational learning and access budget including procurement of foundational learning and access supplies.

SCOPE OF ROLE:

Reports to: Director of Programmes Operations.





Staff reporting to this post: None

Budget Responsibilities: None

KEY AREAS OF ACCOUNTABILITY:

Strategic Leadership. Lead the design and implementation of strategies to improve foundational learning (literacy and numeracy) using Teaching at the Right Level approach & expand access to education, ensure alignment with South Sudan's national education priorities and EFASS program objectives and Integrate education access and learning quality into a cohesive program approach.

Foundational Learning Programming. Provide technical oversight for early grade learning interventions, promote evidence-based approaches (structured pedagogy, Teaching at the Right Level, etc.), ensure integration of inclusive, gender-responsive, and child-centred teaching practices and strengthen interventions addressing learning loss and low learning outcomes.

Education Access & Equity. Lead initiatives to increase enrolment, retention, and transition rates, design strategies to reach out-of-school children, girls, children with disabilities, and conflict-affected populations and address barriers to access such as safety, poverty, distance, and sociocultural factors.

Systems Strengthening. Support Ministry of General Education and Instruction (MoGEI) in strengthening systems for access and learning, contribute to policy development, planning, and implementation frameworks and strengthen data systems to track access, attendance, and learning outcomes.

Program Implementation & Oversight. Oversee implementation of field activities through partners and local structures, ensure quality delivery, timely execution, and adherence to program standards and provide technical guidance to field teams and implementing partners.

Monitoring, Evaluation & Learning. Develop indicators and tools to measure foundational learning outcomes and access improvements, use data to inform adaptive programming and continuous improvement and lead learning agenda, documentation of best practices, and evidence generation.

Partnerships & Coordination. Engage with government counterparts, donors, NGOs, and education clusters, represent Save the children in technical working groups on foundational learning and access and foster collaboration across sectors-protection, WASH & school feeding.

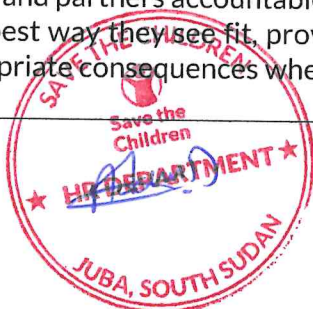
Integration of cross-cutting themes. Ensure integration of gender equality, inclusion, protection, and MHPSS. Promote safe and supportive learning environments, embed safeguarding and "Do No Harm" principles across all interventions.

BEHAVIOURS (Values in Practice)

Accountability:

- holds self accountable for making decisions, managing resources efficiently, achieving and role modelling Save the Children values
- holds the team and partners accountable to deliver on their responsibilities - giving them the freedom to deliver in the best way they see fit, providing the necessary development to improve performance and applying appropriate consequences when results are not achieved.

Ambition:



- sets ambitious and challenging goals for themselves and their team, takes responsibility for their own personal development and encourages their team to do the same
- widely shares their personal vision for Save the Children, engages and motivates others
- future orientated, thinks strategically and on a global scale.

Collaboration:

- builds and maintains effective relationships, with their team, colleagues, Members and external partners and supporters
- values diversity, sees it as a source of competitive strength
- approachable, good listener, easy to talk to.

Creativity:

- develops and encourages new and innovative solutions
- willing to take disciplined risks.

Integrity:

honest, encourages openness and transparency; demonstrates highest levels of integrity

QUALIFICATIONS

Education Essential: Master's degree in education, International Development, or related field.

EXPERIENCE AND SKILLS

Experience: -

Education Programme Leadership. Over 5 years of progressive experience leading large-scale education programmes in fragile and conflict-affected contexts, with a strong focus on foundational literacy and numeracy (FLN) and equitable access to education for marginalized children.

FCDO/Donor-Funded Programme Management. Proven track record managing complex, multi-year, donor-funded projects (including FCDO or similar), ensuring compliance, quality delivery, and results-based management.

Experienced in budget oversight, logframe design, and performance monitoring aligned with donor requirements.

Foundational Learning Expertise. Demonstrated technical expertise in designing and implementing early grade reading and mathematics interventions, teacher coaching models, structured pedagogy approaches, and use of Teaching at the Right Level (TaRL) or similar methodologies to improve learning outcomes.

Access to Education in Emergencies and Protracted Crises. Extensive experience expanding safe, inclusive access to education in humanitarian and protracted crisis settings, including:

Accelerated Education Programmes (AEP). Alternative/basic education pathways

Gender and Disability Inclusion. Gender-responsive and disability-inclusive education strategies

System Strengthening & Government Engagement. Strong collaboration with Ministry of General Education and Instruction (MoGEI) and sub-national authorities to strengthen education systems, policies, and service delivery, including curriculum support, teacher capacity development, and data systems.



Teacher Professional Development. Design and delivery of scalable teacher training and continuous professional development (CPD) programmes, including mentoring, coaching, and classroom observation systems that directly improve instructional practices.

Monitoring, Evaluation, Accountability & Learning (MEAL). Expertise in developing MEAL frameworks, including learning assessments (EGRA/EGMA or similar tools), data-driven decision-making, adaptive programming, and documentation of evidence and best practices.

Equity, inclusion & Safeguarding. Strong commitment to gender equality, inclusion of children with disabilities, and safeguarding, ensuring programmes address barriers to access and learning for the most vulnerable populations.

Consortium and Partnership Management. Experience leading or coordinating multi-partner consortia, including local NGOs and international partners, ensuring alignment, capacity strengthening, and effective delivery in complex environments.

Team leadership & capacity building. Demonstrated ability to lead diverse, multidisciplinary teams, providing technical guidance, mentoring, and performance management to achieve high-quality programme outcomes.

Humanitarian-Development Nexus Programming. Experience designing and delivering programmes that bridge emergency response and long-term system strengthening, ensuring sustainability and resilience in education delivery.

Direct experience working in South Sudan or similar contexts, with deep understanding of conflict dynamics, displacement, language of instruction challenges, and barriers to education access.

Strong stakeholder coordination with clusters, donors, and government in Education in Emergencies (EiE) settings.

Core Competencies & Skills

- **Technical Education Expertise.** Has strong knowledge of foundational literacy and numeracy (FLN) approaches, experience with early grade reading & math (EGR/EGM) interventions, familiarity with structured pedagogy, TaRL, AEP models *and an* understanding of curriculum, assessment tools (EGRA/EGMA), and learning improvement strategies
- **Programme Management & Delivery.** Ability to design, plan, and manage large-scale education programmes with strong skills in logframe development, result frameworks, and activity planning, experience ensuring timely implementation and quality assurance *and have* solid budget management and cost efficiency oversight.
- **Donor Compliance & Grant Management.** *Have of* Knowledge of FCDO rules, compliance, and reporting requirements *with* skills in proposal development, donor reporting, and audit readiness *and* experience with results-based management and value-for-money principles
- **Monitoring, Evaluation, Accountability & Learning (MEAL).** Ability to design and use MEAL systems to track learning outcomes, *has* strong data analysis and interpretation skills *with* experience using assessment data to inform adaptive programming *and clear* understanding of accountability and feedback mechanisms
- **Leadership & Team Management.** Strong team leadership and supervision skills, ability to mentor technical staff and build capacity, experience managing multidisciplinary and multicultural teams *and* strong decision-making and problem-solving ability
- **Partnership & Stakeholder Engagement.** Proven ability to work with government (MoGEI), donors, NGOs, and communities Experience in consortium coordination and partner management *and* strong negotiation and relationship-building skills



- **Education in Emergencies (EiE) & Access Expertise.** Understand education delivery in conflict and crisis settings, Skills in expanding equitable access to education for vulnerable groups **and** experience with Accelerated learning programmes, **alternative/basic** education pathways **and** knowledge of school safety and resilience approaches.

Working Conditions: *Based in field locations with frequent travel with high-pressure donor environment with tight deadlines and possible deployment to remote and insecure areas.*

Additional job responsibilities

The duties and responsibilities as set out above are not exhaustive and the role holder may be required to carry out additional duties within reasonableness of their level of skills and experience.

Equal Opportunities

The role holder is required to carry out the duties in accordance with the SCI Equal Opportunities and Diversity policies and procedures;

Child Safeguarding:

We need to keep children safe so our selection process, which includes rigorous background checks, reflects our commitment to the protection of children from abuse.

Safeguarding our Staff:

The post holder is required to carry out the duties in accordance with the SCI anti-harassment policy

Humanitarian response

In the event of a major humanitarian emergency, the role holder will be expected to work outside the normal role profile and be able to vary working hours accordingly

Health and Safety

The role holder is required to carry out the duties in accordance with SCI Health and Safety policies and procedures.



Application Information:

Please attach a copy of your CV , ID/ Passport and cover letter with your application and include details of your current remuneration and salary expectations. A copy of the full role profile can be found at([SCI Career Site Careers \(oraclecloud.com\)](https://www.oraclecloud.com/careers))

Please attach the following documents

- Application letter/Cover letter
- ID/ Passport
- CV
- Education Qualifications/ Transcript and Certificate.

We need to keep children safe so our selection process, which includes rigorous background checks, reflects our commitment to the protection of children from abuse.

All employees are expected to carry out their duties in accordance with our global anti-harassment policy.

In case you face difficulty accessing the link, please come to Save the Children International head office Juba Hai Malakal or SCI Field Offices for HR Technical support.

Deadline for submitting applications: 25th August,2026 4.00 PM) the position will be filled subject to confirmation of the funding from the donor.”

