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South Sudan, Juba
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PLAN INTERNATIONAL SOUTH SUDAN

EXTERNAL JOB ADVERTISEMENT

Plan International is an independent development and humanitarian organization that advances children's rights and equality for girls. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 80 years we have been building powerful partnerships for children and girls, and we are active in over 80 countries. Plan International has been working in South Sudan since 2009 and in close collaboration with the key stakeholders at all levels to bring positive and sustainable changes in the lives of children and girls of South Sudan.

In order to enhance its response program, Plan South Sudan is seeking to recruit a qualified South Sudanese to fill the position of **"Project Manager – to be based in Juba"**.

No. of Vacancies (1)

| | |
|--------------------|---------------------------|
| Job Title: | Project Manager |
| Department: | Programs |
| Reports to: | Head of Programmes |
| Level: | 15 |
| Location: | Juba |



Purpose of the Role:

PlayMatters 3.0 (PM3.0), a multi-year initiative funded by the LEGO Foundation. PM3.0 in South Sudan adopts a system-strengthening, learning through Play (LtP) approach to improve access to safe, inclusive, and quality learning for children in crisis-affected and recovery contexts. The programme focuses on strengthening education system's capacity for uptake and institutionalization of LtP, while expanding access to joyful, inclusive learning opportunities for children in both humanitarian and development settings. Implementation is delivered through a consortium led by IRC, in partnership with War Child Alliance and Plan International, working closely with national and sub-national education actors. More information on PlayMatters can be found here: <https://www.playmatters.org>

The Project Manager will be responsible and ultimately accountable for the project's strategic, technical, and operational leadership direction, quality delivery of results, financial management and compliance, team leadership, and effective coordination within the consortium, as well as stakeholder and national partner management and delivery against donor commitments. The role

stakeholder and national partner management and delivery against donor commitments. The role requires strong project management and problem-solving capabilities, a high degree of professional maturity, flexibility, organization, and strategic thinking to operate effectively in a dynamic and complex environment, while ensuring full adherence to Plan International's systems and policies, donor requirements, and core priorities, including gender responsiveness, inclusion, and child and youth safeguarding.

As part of PlayMatters 3.0, the Project Manager will operate within a consortium structure, working in close collaboration with the International Rescue Committee (IRC) and War Child Alliance. The Project Manager will represent Plan International South Sudan within the PlayMatters Project Management Committee (PMC), contributing to joint planning, adaptive management, performance monitoring, and shared learning in line with agreed consortium governance.

The Project Manager will be embedded within the Country Programme Team in Juba and will provide managerial and operational leadership to Plan International South Sudan's project team and national partners. S/he will oversee project planning, implementation, and performance management to ensure timely and high-quality delivery, working closely with the Education in Emergency Specialist, who ensures fidelity to agreed Learning through Play (LtP) standards and technical quality. More information on PlayMatters can be found here: <https://www.playmatters.org>

The role will ensure implementation is systems-focused, strengthening and leveraging existing national and sub-national education structures, including teacher training institutions, county education offices, and community-based mechanisms, while avoiding parallel systems. Implementation will follow a phased and context-responsive approach, adapting to operational realities and prioritizing accessible locations.

Within agreed consortium arrangements, the Project Manager will contribute to national-level engagement through IRC-led mechanisms, while leading coordination with sub-national education authorities and local stakeholders to support implementation and alignment with local systems.

The role will also support sustainability by facilitating the integration of LtP approaches into existing teacher professional development systems, including school-based and cluster models, community engagement structures in line with national education priorities. In the event of an unforeseen project-related crisis in Plan International's project locations, s/he will also be responsible for contributing to the activation, and management of a crisis modifier.

Key End Results and typical Responsibilities;

Project Management, Planning, and Delivery (30%)

- Lead overall project planning, implementation, and performance management to ensure timely and high-quality delivery of results in line with donor, government, and consortium requirements.
- Develop, update, and oversee detailed project work plans and implementation schedules across all locations, ensuring responsiveness to changing contexts.



- Apply project management tools and approaches across the full project cycle to ensure efficiency, accountability, and results achievement.
- Monitor progress against agreed targets, benchmarks, and performance indicators, ensuring corrective actions are taken as needed.
- Conduct regular field visits with project staff, national partners, and consortium partners to monitor implementation quality, verify progress, and address operational bottlenecks.
- Ensure phased and context-sensitive implementation approaches, prioritizing secure and accessible locations and adapting delivery strategies in response to contextual risks such as insecurity and teacher availability.
- Contribute to the activation, and management of the crisis modifier in case of an unforeseen project-related crisis in Plan International's project locations.
- Maintain strong relationships with MoGEI, Education Cluster, Local Education Group (LEG), and other stakeholders to ensure alignment with national systems and priorities.

Consortium Coordination and Representation (15%)

- Represent Plan International South Sudan in consortium structures, including the PlayMatters Project Management Committee, contributing to joint planning, performance monitoring, adaptive management, and shared learning.
- Work in close coordination with the International Rescue Committee, ensuring alignment with agreed governance, reporting, and engagement protocols.
- Support IRC-led engagement with national-level stakeholders, including the Ministry of General Education and Instruction, by contributing Plan International inputs through agreed consortium mechanisms.
- Participate in relevant coordination platforms, inter-agency forums, and sector discussions to ensure alignment, visibility, and learning exchange in line with consortium positioning.

Partnership Management and Coordination (15%)

- Oversee identification, contracting, performance monitoring, and capacity strengthening of national implementing partners to ensure accountable and high-quality delivery.
- Ensure national partners have clear work plans, budgets, and reporting expectations aligned with project objectives and compliance requirements.
- Maintain effective coordination with local authorities, teacher training institutions, school and community-based structures, and other stakeholders at the sub-national level to support cost-effective and scalable implementation and alignment with local systems.

Technical Coordination (5%)

- Coordinate with the Education in Emergency Specialist and relevant advisors to ensure timely access to technical guidance and support, and that implementation maintains fidelity to agreed Learning through Play standards and frameworks.
- Facilitate alignment and integration of project approaches within existing sub-national education systems in project locations and Plan International South Sudan's broader programming, to ensure coherence with ongoing EiE and CPD initiatives.



- Coordinate cross-sectoral inputs (e.g., education, child protection, gender, and others) to ensure coherent and integrated implementation, in line with project design and consortium standards.
- Coordinate with consortium partners and stakeholders to ensure training schedules, delivery modalities, and technical inputs are harmonized to avoid duplication and minimize teacher workload
- Support identification, testing, and scaling of innovative and context-appropriate delivery approaches
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Quality Assurance, Risk Management, and Compliance (10%)

- Ensure strong systems are in place for programme quality, compliance, and accountability, aligned with donor requirements and Plan International policies.
- Regularly assess risks to compliance and implementation, including teacher attrition, non-payment, insecurity, and partner fragmentation, and ensure adaptive strategies are implemented to sustain delivery and participation.
- Manage project changes effectively, ensuring that any adjustments to scope, activities, or budgets are well-justified, documented, and approved in line with donor and consortium processes.

Reporting, Knowledge Management, and Learning (5%)

- Lead the preparation of high-quality, accurate, and timely narrative and financial reports in line with donor and consortium requirements.
- Establish and maintain effective knowledge management processes that support learning, documentation, and sharing of results and lessons, ensuring that implementation experiences and feedback are systematically captured to inform adaptive management, consortium learning, and potential scale-up within national systems.
- Support the development of evidence, case studies, and learning products in collaboration with RMEAL and technical teams, contributing to consortium-wide learning and visibility.
- Participate in internal and consortium learning forums and external technical networks, contributing operational insights to inform continuous improvement.

Budgeting and Financial Oversight (5%)

- Lead the development and regular review of project budgets and phased financial plans in coordination with finance and consortium partners.
- Monitor budget performance (BvA) and expenditure trends, ensuring effective utilisation of resources and value for money.
- Provide oversight on financial planning, forecasting, and reprogramming, ensuring alignment with implementation priorities and donor compliance.
- Ensure timely submission and quality of financial reports and contribute to donor financial reporting requirements.
- Identify financial risks and implement mitigation measures to safeguard programme delivery and compliance.



Integration, Sustainability, and Business Development (10%)

- Promote integration and institutionalization of PlayMatters approaches within sub-national education systems and Plan International programmes, with a focus on sustainability through government, TTIs, and community structures.
- Ensure that implementation approaches are cost-efficient, scalable, and designed to transition toward local ownership, minimizing dependency on external funding and structures.
- Support business development efforts by contributing to proposal development and positioning for potential scale-up or follow-on funding opportunities.

Safeguarding Children and Young People (Safeguarding), Gender Equality, and Inclusion (GEI) Commitment (5%)

- Commit and contribute to an environment where children and adult program participants feel respected, supported, safe and protected;
- Never act or behave in a manner that results in violence including SHEA against a child, young person or adult or places them at risk of such violence;
- Be aware of and adhere to the provisions of the Safeguarding Policy, PSHEA Policy and COC of Plan International;
- Report and respond to safeguarding and SHEA concerns and breaches in line with the applicable procedures of Plan International;
- Maintain confidentiality of safeguarding and PSHEA concerns reported;
- Never participate in or support child marriages.

Dealing with Problems/Risks

Complexity of problems handled & the degree of investigation, analysis, & creative thinking required to solve them;

- Ability to manage competing priorities and expectations from internal and external stakeholders and remain calm and resilient in the face of pressure.
- Use Plan procedures to settle conflicts among colleagues and national partners;
- Resolve problems that are not covered by the established process.
- Analyse possible causes of problems and suggest solutions to get them resolved.
- Refer, whenever necessary, cases beyond his or her tolerance to the Head of Program Implementation

LEADERSHIP AND BUSINESS MANAGEMENT COMPETENCIES

Leadership Competencies;

- Align work priorities and resource deployment in own area with Plan International's wider goals and longer-term direction.
- Lead through influence rather than position, and role model PI values, accelerating gender equality inside and outside Plan International and addressing resistance. Self-aware and keen to learn, seeking feedback and creates a safe environment for others to challenge self or raise concerns.



- Achieve desired outcomes and finds innovative solutions by using the expertise and creativity of others and adopting a coaching approach with the people they manage or advice.
- Delegate tasks and decisions, trusting and stretching others but ensuring they have the resources and support they need.
- Create space for reflection and uses external evidence and internal evaluation to identify what and how we need to improve and then to support others through change.
- Build positive relationships outside their own work area, being willing to compromise own preferences to achieve our broader purpose and longer-term impact

BUSINESS MANAGEMENT COMPETENCIES

- Understand relevant sectorial context including how the sector operates in terms of partners and governance and awareness of Plan's purpose, values, and global strategy
- Manage legal and reputational risk including risk assessment, communication, risk management and reporting in full compliance with risk-related standards, including in areas such as Child and Youth Safeguarding and Protection, Gender equality and inclusion, Counter Fraud, Safety and Security
- Manage people and information including skills in assessment and coaching, evidence-based management, communication skills, both speaking and writing, and digital working, including personal digital skills

Technical Expertise, Knowledge and Skills Required to Achieve Role's Objectives:

Required Qualifications and Technical Expertise

- Master's degree from an accredited university in Education Management, Teacher Professional Development, Curriculum Studies, Early Childhood Care and Education, or in an interdisciplinary field such as Development Studies, International Development, Strategic Planning, Program Management, or Social Sciences.
- 8–10 years of progressively responsible experience in project management, managing ECD and primary education programmes with system-level teacher professional development and community engagement components, in emergency and development contexts.
- Demonstrated experience managing large, multi-year, multi-million-dollar projects within consortium or multi-partner arrangements, including financial oversight, sub-grant and national partner management, and accountability for results.
- Experience engaging with international donors and producing high-quality narrative and financial reports.
- Proven ability to lead cross-functional and geographically dispersed teams.

Core Knowledge

- Strong understanding of play-based education/Learning through Play approaches and their application in resource-constrained, crisis-affected contexts.
- In-depth understanding of national and decentralized education systems, including practical knowledge of South Sudan's Teacher Development and Management System and teacher professional development models (e.g., school-based TPD, mentoring, coaching, and government-led approaches).



- Knowledge of education delivery in humanitarian and displacement contexts, including refugee and host community settings.
- Familiarity with gender-responsive and inclusive programming, including meaningful child participation.
- Knowledge of participatory Monitoring, Evaluation, Accountability, Research, and Learning systems and processes.
- Deep understanding of activation and management of crisis modifiers in acute emergencies.
- Familiarity with key international standards, including INEE Minimum Standards for Education in Emergencies, Minimum Standards for Child Protection in Humanitarian Action, and Inter-Agency Guidelines on Mental Health and Psychosocial Support.

Key Skills and Competencies

- Strong leadership, interpersonal, and cross-cultural skills, with the ability to build, motivate, and manage multi-disciplinary teams in complex environments.
- Proven coordination and partnership management skills, including oversight and capacity strengthening of national partners.
- Excellent analytical, problem-solving, and decision-making skills, with strong attention to detail.
- Solid financial and numerical skills, particularly in budgeting, financial monitoring, and reporting.
- Strong communication skills, with full professional proficiency in English (verbal and written), including donor reporting and formal communication.
- Demonstrated ability to work effectively both independently and collaboratively in high-pressure and complex operating environments.
- Proficient in the use of standard digital tools and systems, including word processing, spreadsheets, databases, and online applications.
- Experience in subgrant management and working with national partners.

Desirable

- Experience as a Teacher Training Institute tutor.
- Experience in educational content or curriculum development.
- Active participation in education coordination forums at national or sub-national level.

Communications and Working Relationships:

Working contacts inside and outside the organization, include the purpose and level (high, medium, low) of the contact.

Internal:

- Consortium Regional Project Team, Plan Denmark National Office (DNO)
- Procurement and Logistics unit, Finance department, Sector Leads, DNO, Regional Advisors).
- Education in Emergency Specialist
- Program teams, Logistics & Procurement, Finance, Country Office staff

External

- Consortium Partners



- Government and Public Sector
- Partners
- External stakeholders

PLAN INTERNATIONAL'S VALUES IN PRACTICE

We are open and accountable

- Promotes a culture of openness and transparency, including with sponsors and donors.
- Holds self and others accountable to achieve the highest standards of integrity.
- Consistent and fair in the treatment of people.
- Open about mistakes and keen to learn from them.
- Accountable for ensuring we are a safe organization for all children, girls & young people

We strive for lasting impact

- Articulates a clear purpose for staff and sets high expectations.
- Creates a climate of continuous improvement, open to challenge and new ideas.
- Focuses resources to drive change and maximize long-term impact, responsive to changed priorities or crises.
- Evidence-based and evaluates effectiveness.

We work well together

- Seeks constructive outcomes, listens to others, willing to compromise when appropriate.
- Builds constructive relationships across Plan International to support our shared goals.
- Develops trusting and 'win-win' relationships with funders, partners and communities.
- Engages and works well with others outside the organization to build a better world for girls and all children.

We are inclusive and empowering

- We empower our staff to give their best and develop their potential
- We respect all people, appreciate differences and challenge equality in our programs and our workplace
- We support children, girls and young people to increase their confidence and to change their own lives

Physical Environment

- Standard office environment with some exposure to heat, cold, dirt, noise and rainy weather conditions; dim or crowded surroundings, especially when in the field
- The post holder has a travel required of 40% to the field areas and the country office.

Level of Contact with Children:

- High level of contact with children

Inclusion and Diversity.

Plan International is an equal opportunity employer within the meaning of the relevant UN convention, Equality, diversity and inclusion is at the very heart of everything that Plan



International stands for. Qualified Women and people with special needs are strongly encouraged to apply.

Employment of Relatives:

Plan International South Sudan is an equal opportunity employer. However, it discourages employment of relatives of staff members because of the conflict of interest associated with it. While trying to avoid such cases, applicants are required to declare in writing if they have any relatives working with Plan International South Sudan.

Application Submission Details:

All applications should be marked “Application for the Position of “Project Manager” Based in Juba” and should be addressed to:

**The Director of People and Culture - Shared Services
Plan International South Sudan
Juba, Hai Jerusalem.**

NB: Applications can be submitted Online through hr.ss@plan-international.org
OR Hand delivered to Plan International Office in Juba.

The closing date for receipt of applications is before close of business on Wednesday, 27th May 2026.

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