



JOB OPPORTUNITY

This position is open to South Sudan nationals only.

Applications are welcome equally from South Sudanese women as well as men

JOB TITLE:	Head Teacher
LOCATION:	Ibba Girls Boarding School (IGBS)- Ibba County, Western Equatoria State (WES), South Sudan
Accountable to	Chair of IGBS Trustees and Board of Governors; and Director of Programs for Windle Trust International (WTI)
Reporting to	WTI Director of Programmes and IGBS Board of Governors
APPLICATION OPEN DATE	01 July 2024
APPLICATION DEADLINE	18 July 2024, 5:00 PM South Sudan Time

INTRODUCTION

Ibba Girls Boarding School (IGBS) is located on a 100-acre forest site in Ibba village, situated between Yambio and Maridi in Western Equatoria State (WES). IGBS opened in 2014 and provides high-quality education for 360 girls in both primary and secondary school education (P4 through to S8), in a residential setting so that girls can study without domestic pressures, and because the catchment area is across the whole of Western Equatoria State. The Head Teacher is responsible both for the education and the protection and well-being of all the girl students in this residential setting.

Ibba Girls Boarding School is a community school founded by members of Ibba community in collaboration and with financial and technical support and advice from, Friends of Ibba Girls' School (FIGS). FIGS is registered as a charity in the UK for this specific purpose. Although the school is located in Ibba County, the catchment area covers all the 10 counties of WES from where the school thus recruits its learners. IGBS aims to provide quality teaching and learning in a safe environment for all girls regardless of their social status or background. The school comprises sections of both Primary (from Primary 4 to Primary 8) and Secondary (from S1 to S4), with up to 360 enrolments (currently 320). There are 40 teaching and support staff (including live-in dormitory matrons, school nurse, cooks, cleaners, guards and ground staff).

A broad-based body of IGBS Trustees, Board of Governors and PTA guides the school. In 2023, Windle Trust International (WTI) was commissioned by FIGS and IGBS Trustees and by the Ministry of General Education and Instruction (MoGEI) to manage Ibba Girls' Boarding School and provide the capacity building and training of the South Sudanese Trustees, governors, PTA, leadership and staff of IGBS.

FIGS and IGBS have now agreed a new strategic action plan to consolidate and strengthen the South Sudanese governance and leadership of the school, and to provide a more sustainable flow of income and of staffing to sustain the school for the next 10 years. As part of this strategy FIGS and IGBS Trustees signed a Tripartite MOU with the Ministry of General Education and Instruction (MoGEI), and Windle Trust International (WTI) in which WTI they contracted WTI, funded by FIGS, to act as their agents and partners to manage IGBS in South Sudan.

Windle Trust International (WTI) is an international NGO that challenges poverty and inequality by expanding access to, and improving, the quality of education and training, for communities affected by conflict, displacement, neglect, or discrimination. WTI has over 40 years' experience investing in the education, professional and leadership development of conflict-affected communities in the Eastern and Horn of Africa. WTI's vision is "A world where everyone has the opportunity, through education and training, to make the most of their potential and contribute to the public good". WTI has been operational in South Sudan since 2006.

IGBS and FIGS Trustees in partnership with WTI are now recruiting a qualified and experienced teacher to fill the position of **Head Teacher** and to be responsible for the leadership and day-to-day management and administration of Ibba Girls Boarding School. As a residential school you will lead not only the teaching and learning aspects of the school but be responsible for the well-being and pastoral care of students whilst in the care of the school throughout each term.

Job purpose: As a **Head Teacher**, you will provide overall leadership, management and administration of this boarding school including academic and pastoral leadership and management of the learners, teachers and other staff. This should be undertaken in a way which models and inspires high standards of teaching and a love of learning. You will be responsible for the co-curriculum for informal learning out of academic hours, and the wellbeing and safety of girls in their dormitories and daily life, creating a sense of safety and security and a culture of caring for each other, and a spirit of teamwork across the school.

You will build a dedicated senior leadership team, with delegation of appropriate matters, to oversee this wide set of duties. You will be responsible for financial management of the school budget, supported by WTI team, processes and accountability systems. You will work in collaboration with and under the guidance of the governing bodies of the school - Trustees, Board of Governors, Parents-Teachers Association, School Management Committee and the wider community, and, in line with relevant professional practices, procedures and policies as specified by MoGEI, IGBS, FIGS and WTI, and as summarised in the school's statements of policy and practice.

Key Accountabilities

The Head Teacher's Role

The person appointed as Head Teacher will work closely with the IGBS Trustees, Chairpersons of Board of Governors (BoG), School Management Committee (SMC) Parents Teachers' Association (PTA) and the Western Equatoria State Government.



Working with, and under the guidance of the governing bodies, FIGS, WTI, and the Ministry of General Education and Instruction (MoGEI), the Head Teacher will develop and implement a strategic framework that achieves the written aims and objectives of the school including:

1. Developing policies, priorities, outcomes and targets for the achievement of the above strategy, aims and objectives.
2. Monitoring and evaluating whether and how far the above strategy, aims and objectives are being achieved in practice.
3. Reviewing school activities, culture and processes and suggesting what needs to be done to improve school performance, through a school development plan, in conjunction with governing bodies.
4. Leading by example by regularly teaching a significant number of lessons and modeling high quality teaching practice.
5. Ensuring that the school demonstrates the highest standards in education, management, positive culture and integrity in order to maintain the confidence and support of key stakeholders and financial donors.
6. Providing overall leadership, staff wellbeing and accountability for all aspects of the school management in a residential context.
7. Promoting staff professional development, in collaboration with the governing bodies and WTI.

Core Duties of IGBS Head Teacher

a) Strategy and Leadership:

- Consulting the State Ministry of General Education and Instruction (WES) and advising the IGBS Trustees on strategic planning & development of girl-child friendly school policies & strategies for IGBS.
- Supporting staff in understanding appropriate needs of the girl-school children.
- Ensuring girl-child friendly objectives and facilities are reflected in the school development plan.
- Monitoring the growth, development and 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 and 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 schools.
- Ensuring all members of staff recognize and fulfil their obligatory responsibilities to all the girl-school children.
- Contributing to the professional development of all staff.
- Providing regular information to the Trustees and other Governing Bodies on the evaluation, impact and challenges faced by all the girl-school children.
- Working with WTI to ensure efficient and effective deployment of staff and resources to support all the girl-school children at IGBS.

b) Management and Administration



- Identifying the appropriate resources required to meet the needs of girl-school children and advising the Trustees and donors on priorities for expenditure,
- The Head Teacher manages the annual budgets of the school, assisted by an Admin and Logistic Assistant, and under the supervision and guidance of WTI, IGBS Trustees and FIGS.
- Working in close collaboration with, and under the support of WTI, to develop resourcing plans and to ensure sustainability of the school.
- Providing detailed reports on the academic performance of the learners, general administration and operations, overall performance of both teaching and non-teaching staff on a quarterly or termly basis.
- Organizing regular meetings of the IGBS Trustees, BOG, PTA and SMC to discuss relevant progress, challenges and development plans for ensuring smooth running and sustainability of the school. The Head Teacher is 'Ex Officio' Member and Secretary to these bodies.
- The Head Teacher works in close collaboration with and under the guidance of WTI Management in Juba and Yambio state office, to ensure effective and timely provision of supplies, including food and non-food items.
- The Head Teacher approves all outgoing requests to WTI (such as, financial floats and other requests), and is overall accountable for the same, working with other administrative staff.
- The Head Teacher is the accounting officer of the school who will account all monies / float at his or her disposal to WTI supervisor and finance office.
- The Head Teacher will ensure that all lessons are taught by the teachers and students are attended to on an individual basis to support their learning.
- The Head Teacher will freely observe teachers' lessons as he / she may choose as a support function to the teaching staff and give positive feedback and areas of improvement after the lesson to ensure that the quality of teaching and learning is maintained.
- Responsible for the admission of new students in P4 and S1 in a fair, equitable and transparent way consistent with agreed student recruitment ratios per county as provided for in IGBS constitution.
- Ensures that the co-curriculum for out of academic hours activities are productive for overall learning, leadership development and wellbeing of the girl students.
- Ensures that dormitory living creates a caring environment for the physical and emotional health of the students.
- The headteacher is responsible for ensuring strict adherence to school discipline using the teachers' professional code of conduct and other relevant policies.
- Promotes good relationships between parents and the community the school serves.
- Convenes general assemblies of parents and guardians as required.
- Annually oversees the appraisal of both teaching and non-teaching staff, provides feedback and sets targets for better performance.
- Head Teacher ensures that senior school students are fully engaged through career guidance and mentoring support, and that all learners are given holiday assignments to keep them engaged during termly holidays
- Writes monthly and end of term reports to his or her supervisor at WTI.
- Any other duty assigned to him or her by the supervisor.

Other General Responsibilities of the Head Teacher



- 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 those without.
- Ensuring strict adherence, by teachers and all other staff and visitors, to safeguarding principles and that all safeguarding concerns and incidents are promptly reported to WTI and the governing bodies, and that such concerns and incidents are properly investigated, and relevant actions taken to address them.
- Providing and ensuring enthusiastic and effective teaching and learning so that all the learners are motivated and inspired to achieve their full potential, with excellent results, and so that the students emerge as capable, confident and caring young women.
- Developing and maintaining pastoral care of all learners and fostering caring personal relationships.
- Working with the teaching staff and parents to enhance the performance and reputation of the school.
- 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 Head Teacher

The person appointed will be expected to have:

- Demonstrable effective leadership and management capability and 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 committees.
- 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 co-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.

Required Qualities

- Bachelor's degree in Secondary Education as a minimum expectation
- At least 3 years' experience of teaching which has included significant management responsibility
- Good spoken and written English.
- Competent computer user, with knowledge and experience of Microsoft Word and Excel (or similar) software packages, internet and email skills.
- A personal commitment to the school's core ecumenical Christian values, and to welcoming and working with people of all faiths and denominations and none.
- Proven success in leadership and management of curriculum and school organization.



- A leadership style which emphasizes good communication and teamwork; preparedness to live in the school premises and to contribute to the life of the school community
- Knowledge, skills and experience in relevant budget and financial management.

How to apply:

Submit your CV, letter of motivation, certified copies of academic documents and National ID electronically (by email) to Jobs@windle.org.uk or hand-deliver hard copies to WTI Yambio Office located at the State Ministry of General Education and Instruction , or to WTI Head Office in Juba located at Gudele Road opposite Antipas Pharmacy behind Loggo Petrol Station. Applications must be submitted before or by the **18th July 2024**, and no later than 5:00pm South Sudan time. **Applications submitted after this deadline will be rejected.**

Qualified and experienced female teachers are strongly encouraged to apply.

Windle Trust International, as well as FIGS and IGBS have zero tolerance to all forms of abuse including sexual exploitation, sexual abuse, human trafficking, child abuse, child labour, discrimination, and fraud & corruption. All concerns and complaints regarding safeguarding will be rigorously identified, reported, and investigated by WTI. WTI will carry out thorough background checks to screen applicants and ensure their suitability for the position, and any pending sexual exploitation and abuse (SEA) allegation or abuse will lead to disqualification or termination of the application process.

Windle Trust International does not charge any fee at any stage of recruitment.

NB: Only shortlisted candidates will be contacted.

