



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: Teacher Professional Development Specialist

Location: Juba

Reports to: EFASS Program Manager

Contract Period: One Year 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 Teacher Professional Development Specialist will lead the design, implementation, and strengthening of teacher professional development systems under the EFASS program in South Sudan. The role focuses on improving teaching quality, supporting teacher capacity, and promoting sustainable, context-responsive professional development models in fragile and resource-constrained environments. Provide technical guidance and conduct teacher capacity assessment and teacher profile. Facilitate development of child center pedagogical training manual in line with MoGEI teacher education curriculum. Coordinate with MoGEI tutors on CTPD program as well as work closely with relevant teacher Training institutes to provide in-service teacher training for female teachers. Establish strong and function female teachers' network in Magwi and Torit.

SCOPE OF ROLE:

Reports to: EFASS Program Manager

Staff reporting to this post: None



KEY AREAS OF ACCOUNTABILITY:

Teacher Professional Development Strategy

- Lead the design and adaptation of teacher professional development (TPD) frameworks aligned with national education policies.
- Ensure TPD approaches respond to the South Sudan context, including large class sizes, limited resources, and multilingual settings.
- Promote continuous professional development models like coaching, mentoring, peer learning.

Program Design & Implementation

- Develop and oversee teacher training programs (CTPD, pre-service and in-service).
- Integrate core areas such as child-centered pedagogy, foundational literacy and numeracy, inclusive education, gender-responsive teaching, and psychosocial support.
- Support rollout of structured teacher training packages and materials.

Capacity Building

- Strengthen capacity of master trainers, teacher trainers, and education officials.
- Provide technical support to County and State education authorities.
- Coach and mentor field teams and implementing partners on effective TPD delivery.

Quality Assurance & Monitoring

- Develop tools to assess teaching quality and teacher performance.
- Conduct regular field visits to monitor classroom practices and provide feedback.
- Use data to inform program improvements and adaptive learning.

Systems Strengthening

- Support Ministry of Education in institutionalizing teacher development systems.
- Contribute to policy development, teacher standards, and accreditation frameworks.
- Strengthening linkages between teacher training institutes and schools.

Material Development

- Lead development/adaptation of teacher guides, training manuals, and classroom resources.
- Ensure materials are contextually relevant, inclusive, and aligned with the national curriculum.

Coordination & Partnerships

- Engage with Ministry of General Education and Instruction (MoGEI), donors, NGOs, and education clusters.
- Represent EFASS in technical working groups related to teachers and education quality.
- Foster collaboration across sectors (e.g., protection, MHPSS).

Research, Learning & Reporting

- Support research and documentation of best practices and innovations in teacher development.
- Prepare technical reports, learning briefs, and donor updates.
- Contribute to evidence-based programming and knowledge sharing.

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.

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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**Essential**

- Bachelor's degree in education, Teacher Education, Curriculum Development and Educational Leadership

Preferred.

Master's degree in education (especially Teacher Education, Curriculum, or Educational Planning), International Development or Education in Emergencies

EXPERIENCE AND SKILLS**Essential**

- Minimum 4–6 years of relevant experience in teacher training and professional development, education programme implementation in NGO or government sector
- Demonstrated strong experience in designing and delivering teacher training programmes and supporting in-service teacher coaching and mentoring systems.
- Experience working in education in Emergencies (EiE) or fragile/conflict contexts, rural or hard-to-reach settings similar to South Sudan
- Proven experience with Accelerated Education Programmes (AEP/ALP) or non-formal education, Teaching at the Right Level approach.

Preferred

- Experience with Save the Children or similar international NGOs
- Familiarity with EFASS or FCDO-funded education programmes
- Experience integrating gender-responsive pedagogy and inclusive education practices (children with disabilities, marginalized learners)

Skills and Competencies

- Technical Competencies in teacher professional development with strong expertise in adult learning principles, teacher coaching and mentoring models and Continuous Professional Development (CPD) systems
- Ability to develop structured training modules and manuals, conduct Training of Trainers (ToT) and evaluate teacher performance and learning outcomes
- Education programming. Has strong knowledge of National curriculum (South Sudan context preferred), Early Grade Reading and Mathematics approaches or ESER and Accelerated and alternative learning pathways and understanding of safe and inclusive learning environments and Psychosocial support in education.
- Monitoring & Evaluation. Experienced in designing teacher performance monitoring tools like classroom observation frameworks, data collection and analysis for teacher development
- Ability to use data to improve teaching quality and adapt training approaches
- Ability to integrate gender-sensitive teaching practices and inclusive classroom strategies
- Programme Quality & Accountability with strong focus on quality standards (INEE Minimum Standards, SC Education benchmarks) and accountability to beneficiaries and communities

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.”

