

Role Profile

Academic Coordinator(s)

Role information		
Location	Report to	Contract
1 position for Madesh, and Lumbini Province	Project Lead	Project-based consultancy contract
1 position for Karnali and Sudurpachim Province		
Role type		Duration
Business Delivery	Choose an item.	Fixed term (July 2024 – June 2026)
Role purpose		
<p>The academic coordinator will work closely with the project lead, project team, partners, provincial governments, palikas, and schools to monitor and provide academic support in training rollout. They will support teachers through classroom observation and in-class assistance, establish teachers' Communities of Practice (CoPs), and build the capacity of implementing partners on classroom observation. This includes providing constructive feedback and supporting teachers' CoP, in line with the British Council requirements.</p>		
Role context		
<p>The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.</p> <p>We work with over 100 countries across the world in the fields of arts and culture, English language, and education. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.</p>		

British Council Nepal is a vibrant operation delivering a high impact portfolio of projects across Education and Skills, Exams and English and the Arts, present in Nepal since 1959. Further information is available on our website www.britishcouncil.org.np

The core objective of the project is to support the Government of Nepal in ensuring equitable access to quality education for all children, with a particular focus on those from socially and economically disadvantaged groups, children with linguistic diversity, and children with disabilities.

The project will support the implementation of the Equality and Inclusion agenda of the School Sector Education Plan (SESP) at the federal, provincial, and local levels, as well as fostering inclusivity in schools for children facing barriers based on their disabilities and those speaking different languages at home.

Main accountabilities

Monitoring and providing academic support

- Provide field-level programme data and information as per the agreed Monitoring, Evaluation, and Learning (MEL) format.
- Attend Training of Trainers (ToT) on Multi-Lingual Pedagogies delivered to Provincial Education Training Centre (PETC) trainers.
- Observe teacher training sessions alongside experienced observers to gain practical insights and expertise on how to observe and provide feedback.
- Observe training sessions and provide feedback to trainers using the sandwich model of feedback.
- Develop case studies on how teachers are embedding multi-lingual approaches in their classrooms.

Supporting teachers through classroom observations and community of practice (CoP)

- Conduct classroom observations for teachers from selected schools in the Madhesh, Lumbini, Karnali, and Sudurpachim Provinces using a bespoke classroom observation form that focuses on the use of multilingual approaches and gender-sensitive pedagogies in the classroom.
- Provide in-class support on implementing multilingual approaches, along with constructive feedback, which includes positive reinforcement and suggestions for improvement.
- Establish an online Community of Practice (CoP) and provide opportunities for teachers to share their challenges, successes, and experiences in integrating multilingual approaches in their classrooms.
- Share relevant resources from the TeachingEnglish platform.

Capacity building of local implementing partners

- Design and conduct practical workshops for implementing partners, focusing on key areas such as classroom observation, providing constructive feedback, and establishing and supporting teachers' Communities of Practice.
- Provide opportunities for the academic team of implementing partners to shadow classroom observations and gain hands-on experience to build their capacity.

Project management

- Identify risks, issues, and recommendations for any changes to the agreed scope over the life of the project.
- Support the development of annual work plans, annual reports, and lesson-learning documents.
- Prepare weekly and monthly updates and progress reports on ongoing activities, including key learnings, challenges, and proposed solutions for improvements.
- Establish strong relationships with relevant stakeholders, including UNICEF and implementing partners in the respective province.
- Support the development of professional networks and partnerships at province, palika, and school levels to enhance the British Council's impact and reputation.
- Represent the project and the British Council in stakeholder meetings.
- Actively support equality and diversity and adhere to the British Council's EDI policy at all times.

Compliance and Quality Assurance

- Ensure compliance with British Council financial policies and procedures
- Maintain quality of field-level activities and adheres to Safeguarding, Equal Opportunity, Environmental Framework Tool (EFT), and Equality, Diversity and Inclusion (EDI) policies

KEY RELATIONSHIPS

Internal

Project Lead
Administration and Finance Manager
Project Assistant
Business Support Services
Relevant Cultural Engagement Team

External

UNICEF
Implementing partner(s)
Provincial Governments
Provincial Education Training Centres
Palikas
Schools

Condition of employment

Proof of Identity requirements/right to work in country

Right to work in Nepal

Shortlisting

Language Requirements

Assessment
stage

English at CEFR C1/B2 level and fluency in Nepali		Shortlisting
Additional job requirements		
Role could require extensive domestic travel and occasional out of hours, evening and weekend work		Shortlisting AND/OR interview
Person specification		
Qualifications		
Minimum/essential	Desirable	Assessment stage
Bachelor's degree in education or related field		Shortlisting
Role specific knowledge and experience		
Minimum/essential	Desirable	Assessment stage
<ul style="list-style-type: none"> Minimum of 2 years of professional experience in project management within the education sector or similar fields Proven experience in delivering teacher training Proven experience in classroom observation and providing feedback and in-class support to teachers Experience in working with multiple partners and diverse stakeholders Experience in establishing teachers' communities of practice 	<p>Knowledge and experience in multilingual education within the Nepali context</p> <p>Competency in speaking one of the dominant languages in the selected province</p>	Shortlisting AND/OR interview
British Council core skills		Assessment stage
Managing Project (Level 3) Leads smaller projects Analyses requirements with the sponsor/stakeholders, defining the specification, planning, revising, implementing and evaluating on small-to-medium scale and/or low risk projects		Shortlisting AND /OR interview
Communication and influencing (Level 3) Is creative and adaptable in communications		

Able to use a range of non-standard and creative approaches to inform, and persuade others, extending beyond logical argument to influence decisions and actions in a way which is inclusive and engaging

Planning and Organising (Level 2)

Plans ahead

Organizes own work over weeks and months, or plans ahead for others, taking account of priorities and the impact on other people

Analysing Data and Problems (Level 2)

Uses data

Reviews available data and identifies cause and effect, and then chooses the best solution from a range of known alternatives

Managing Finance and Resources (Level 2)

Uses financial systems and processes

Uses corporate financial systems and processes appropriately as part of the job and on behalf of a team

Managing Risk (Level 2)

Supports a risk management culture

Has track record of identifying and highlighting risks and suggesting mitigating actions

Managing Accounts and Partnerships (Level 2)

Works with stakeholders and partners

Communicates regularly with diverse stakeholders, customers and/or partners to build mutual understanding and trust

British Council values and behaviours

British council values and behaviours are applicable across our organisation, in all roles and at all levels. They are important because they say what we stand for at the British Council and help us to deliver our strategy. We use them to guide our decision making, as well as guiding how we treat one another and the people we work with. These will be assessed in the selection process. Our values are:

Open and Committed

Our belief in what we do translates into a deep and long-term commitment to the people we work with and the places where we work. We tackle challenges and take responsibility with openness and honesty to bring about positive change.

Assessment stage

Shortlisting
AND /OR
interview

Expert and Inclusive

Inclusion is at the heart of everything we do. By involving everyone in the conversation we learn from each other and bring together all of our experience, knowledge and expertise to do the best work that we can.

Optimistic and Bold.

We believe in the potential of young people to create a better world. Inspired by this optimism, we are positive and creative, and we focus on what works. We are not afraid to make bold choices to shape a better future for everyone.

Role Profile completed by**Date****Name: Bhogendra Lamichhane**

June 2024