

Role Profile
Ref no:

Job Title	Project Manager Schools		
Directorate or Region	Wider South Asia	Department/Country	Education & Society, Nepal
Location of post	Kathmandu	Pay Band	Band G / 6 (Country Appointed)
Reports to	Head of Schools	Duration of job	30 months

Purpose of job:

As a project manager for Schools this role will manage the planning and implementation of the British Council's schools work in Nepal, ensuring the successful delivery of scale, reach and impact in line with the country, regional and corporate strategies.

Context and environment:
External

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide.

Our work is organised into the areas of Arts, English and Exams, and Education and Society.

Arts: New ways of connecting with and understanding each other through the arts.

English and Exams: More widespread and better quality teaching, learning and assessment of English worldwide

Education and Society: Enhanced UK leadership of and shared learning from international education. Societies whose young people, citizens and institutions contribute to and benefit from a more inclusive, open and prosperous world.

Nepal is one of the poorest countries in the world. Education is seen as an important way to improve the life chances of individuals and to contribute to the economic development of the country as a whole. However, the quality of education in many government schools is poor and donors, such as DFID, are keen to improve it in any way they can.

The core purpose of the British Council's work with school systems is to improve learning outcomes through:

- building a body of research that is publically available on best international practice
- facilitating system improvement in the areas of access, quality and innovation
- services that support practitioners to deliver quality education

Through this work, we will raise aspirations and support young people to live and work in an increasingly globalised world thus contributing to the stability and prosperity of our societies.

Our schools work is centred on our flagship global school programme, Connecting Classrooms, co-funded by UKAid from the Department of International Development (DFID).

Connecting Classrooms supports schools in Nepal, the UK and globally through school

partnerships, the professional development of teachers with face-to-face and online courses, school leadership development, the International School Award and policy engagement, amongst others.

Connecting Classrooms is the British Council's global education programme for schools, co-funded by the British Council and the UK's Department for International Development.

Connecting Classrooms has been running since 2012 in Nepal, focusing on building global awareness and cross-cultural learning amongst young people through bringing an international dimension to learning. In response to recent research that has shown that the majority of education systems around the world are not equipping young people with the skills they need in our rapidly changing world, from September 2015 to July 2018 Connecting Classrooms will focus on helping young people to develop the knowledge, skills and values to live and work in a globalised economy.

It will do this through building the capacity of teachers and school leaders to integrate a range of Core Skills into the curriculum, therefore improving learning outcomes for young people and enabling them to become more globally aware and globally competitive. Connecting Classrooms has entered its third phase of implementation and the schools team (3 staff) will work to deliver and achieve the project's ambitious goals.

Internal

As a low priority country with a limited GPF budget, the British Council in Nepal has to focus on the areas where it can have the most impact – English and Education. This also fits in well with the South Asia regional strategy and considerable support is available from the Region. The Schools team in Nepal will have 3 staff; an Officer, the Project Manager Schools and the Head of Schools. This post reports to the 'Head of Schools' and together they will ensure that the Schools project is an integral part of our activities, delivering our wider objectives.

Alongside the Connecting Classrooms and Schools programmes are many other strategically programmes, such as Project NIITE (In-service teacher training for Primary state teachers), World Voice (using Song to improve cultural understanding and pedagogy), and English and Digital for Girls Empowerment (EDGE) which empowers girls in rural communities through access and understanding of technology and English language training.

Accountabilities

This position is accountable for achievement of targets, scorecard figures and budget management and for reporting on these to Head of Schools.

Responsibilities

- Managing delivery of the project's key components
- Managing key partnerships
- Managing budget for CPD and School Leadership output
- Reporting on progress against KPI's for all the project outputs

Main duties:

- Work closely with the South Asia RM, Head of Schools and Head of Programmes to ensure the successful implementation of the Schools project strategy for Nepal.
- Manage effective implementation of continuous professional development for teachers and school leaders to improve the teaching of core skills and lead on embedding these core areas in schools
- Support the Head of Schools for planning and management of the operational budget of £600,000 from 2016 to 2018
- Establish and maintain effective working relationships with the Nepali schools, internal stakeholders in the UK and suppliers' and contractors' project management teams (as appropriate), to facilitate the smooth running of the projects and ensure alignment of interests.
- Meeting the target of 15 professional partnerships grants per year
- Support the Head of Schools to pilot the Curriculum Mapping resource manual in six districts and handover to the Curriculum Development Centre
- Manage the International Schools Awards (ISA) and explore scope for funding and partnerships
- Promote Core Skills online courses to government and institutional schools in Nepal
- Ensure corporate quality standards are met and British Council project management methodologies used, including adherence to all processes and procedures, governance requirements and communication procedures.
- Report to Head of Schools and key stakeholders both internally and externally on targets, monitoring and evaluation results and outcomes.
- Manage project finances through the British Council's SAP based financial and business system (FABS).
- Selection and recruitment of trainers in consultation with the Ministry of Education and partner organizations.
- Working with other SBU's to develop new projects and improve programme performance through collaboration
- With the marketing and communications team ensure effective marketing and promotion of British Council's schools work and dissemination of successes internally and externally.

Key Relationships

External

- Ministry of Education and line agencies
- Local District Education Offices and Education training Centres
- Partner Organizations
- Trainers
- British Council School Ambassadors
- School principals and teachers (both in Nepal and the UK)
- DFID

Internal

- Regional Schools Manager
- Head of Schools
- Head of Programmes
- Schools team colleagues
- Marketing and Communications colleagues

- English, Arts and Exams colleagues

Other important features or requirements of the job

- The post holder will understand and make decisions which are affected by our Equality, Diversity and Inclusion policy. Additionally he/she will exploit the opportunities brought by diversity and build them into all planning.
- The post holder will understand the importance of child protection and ensure that policies and processes are in place to offer maximum protection of young people at all relevant events and venues and ensure compliance with BC Child Protection policies.
- The post holder will need to be flexible in terms of occasional in country and/or international travel and weekend and evening work.

Please specify any passport/visa and/or nationality requirement.	Nepali/must have the existing working right to work in Nepal
Please indicate if any security or legal checks are required for this role.	ID, local/international police record checks, qualification and reference checks are required for all candidates.

“The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989”

PERSON SPECIFICATION

Behaviours	Required at the “more demanding” level (2)	Assessment stage
<u>Working Together</u>	<p>Ensuring that others benefit as well as me</p> <ul style="list-style-type: none"> • I ask for feedback from others and check they are getting what they want as well as me • I agree expectations and work with others to deliver benefits for everyone • I make changes or exchange resources to create mutual benefits • I use my understanding of team dynamics to harmonise working and enhance results • I share praise with others • I share responsibility when there are problems • I help others to work together more effectively • I work with clients to come up with solutions and gain their support 	Short-listing and interview

<u>Making it happen</u>	<p>Challenging myself and others to deliver and measure better results</p> <ul style="list-style-type: none"> • I regularly review results and look for ways of raising levels of achievement for myself and others • I exceed challenging objectives • I identify barriers to success and tackle them before they become an issue • I commit resources to support the learning and development of others • I look for new responsibilities and assignments in order to develop • I take advantage of opportunities and mitigate risks 	Short-listing and interview
<u>Creating shared purpose</u>	<p>Creating energy and clarity so that people want to work purposefully together</p> <ul style="list-style-type: none"> • I use a variety of ways to check the understanding of others and build engagement • I adapt what I say for different individuals, groups and cultures • I act creatively to inspire others to ensure they focus their efforts appropriately • I link my team's vision to the British Council's vision 	Short-listing and interview
Behaviours	Required at the "essential" level (1)	Assessment stage
<u>Being Accountable</u>	<p>Delivering my best work in order to meet my commitments</p> <ul style="list-style-type: none"> • I focus my time on the activities that will deliver benefits for the British Council • I always meet my commitments and take personal responsibility for the results • I give constructive feedback to others in a way they can understand and accept • I give praise and recognition when appropriate • I know my own strengths and weaknesses • I remain determined when faced with obstacles or setbacks 	Not assessed for recruitment purposes
<u>Connecting with others</u>	<p>Making regular opportunities to understand others better</p> <ul style="list-style-type: none"> • I make myself approachable to others • I take steps to learn about other people, cultures and organisations • I apply my learning about how things are achieved in different cultures or environments • I interact with others openly and honestly • I make connections between the aims of different people or organisations • I listen to others' points of view 	Not assessed for recruitment purposes

<u>Shaping the future</u>	<p>Looking for ways in which we can do things better</p> <ul style="list-style-type: none"> • I recognise and react to opportunities or issues so that we improve what we do • I use my knowledge, skills and experience to create better ways of doing things • I make plans to achieve clear results • I demonstrate how I add value in what I do day by day • I ask why we do things in a certain way 	<p>Not assessed for recruitment purposes</p>
<p>Skills and Knowledge</p>	<p>Project and Relationship management</p> <ul style="list-style-type: none"> • Takes lead responsibility for the implementation of projects at different stages of the project cycle to ensure delivery of project outputs and targets and manages change. • Understands project identification processes and demonstrates ability to contribute to these. • Manages and develops client / partner / stakeholder relationships that support the delivery of specific projects • Demonstrates an understanding of project risks and operating context, and adjusts planning accordingly during implementation. • Agrees monitoring and evaluation criteria and plans with internal and external clients /partners / stakeholders at project pre-implementation. • Manages the delivery of monitoring plans and takes action to ensure projects are delivered to time, quality and cost targets. • Understands processes for developing proposals and demonstrates ability to contribute to these • Excellent written and spoken English for internal and external communication, proposal and report writing etc. 	<p>Short listing and interview</p>
<p>Experience</p>	<p>Essential</p> <ul style="list-style-type: none"> • 2 years' experience of Project and Relationship management in a multicultural international organisation. • Experience of working with INGO's, donor organisations and Government institutions. • Experience of working within the education and/or development sector • Financial management at the project level <p>Desirable</p> <ul style="list-style-type: none"> • Experience of delivering professional development/capacity building trainings • Experience of working with Children. • Professional training in project management 	<p>Short listing and Interview</p>

	<ul style="list-style-type: none"> • Experience of fundraising, acquiring sponsorship preferable 	
Qualifications	A good bachelor's degree in Management, Education, Sociology or similar	Short listing

Submitted by	Ashim Kharel	Date	March 2016
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