

## Role Title

Ref no- 18/06/257

Head of Schools - Bangladesh

## Role Information

Role Type	Pay Band	Location	Duration	Reports to:
Full time	Band 7/F	Dhaka	Indefinite	Director Education

## Role purpose

- To lead the overall strategic development of the Schools programme in Bangladesh involving all strategic business units in line with the country, regional and corporate strategy.
- To lead the overall planning and delivery of the Schools programme, ensuring the successful delivery of scale, reach and impact in line with the country, regional and corporate strategy.

## About us

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.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. 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.

## Function overview:

As the United Kingdom's international organisation for cultural relations and educational opportunities, the British Council creates international opportunities for the people of the UK as well as of Bangladesh in order to build trust and understanding between them and maintain mutually beneficial relationships. The importance of the British Council's work in the Education, Society and Skills sectors helps the organisation foster links between UK and local organisations, institutions and practitioners.

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

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

**Education** Enhanced UK leadership of and shared learning from international education

**Society** Societies whose young people, citizens and institutions contribute to and benefit from a more inclusive, open and prosperous world.

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

Our work in Education and Society stands with the Arts and English as fundamental to the British Council's mission in Bangladesh. We have five main platforms of activity: Internationalising Higher Education, Schools, Skills, Youth and Society and Governance and Civil Society.

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 Bangladesh, 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.

The schools team (5 staff) will work to deliver and achieve the project's ambitious goals.

Alongside the Connecting Classrooms are many other globally strategic important programmes run through our work in Arts, Society, International Higher Education and English. These include our Active Citizens programme, which empowers local youth community leaders; our Arts inclusivity programme which includes, amongst many others, disability theatre and, our flagship English and Digital for Girls Education (EDGE) programme which empowers girls in rural communities through access and understanding of technology and English language training.

### **Main opportunities/challenges for this role:**

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 publicly available on best international practice
- facilitating system improvement in the areas of access, quality and innovation
- services that support practitioners to deliver quality education

Connecting Classrooms third phase will close end June 2018 and we are awaiting final approval for CC4 - this has been agreed in principle but we have not yet received documentation. CC4 is likely to focus on policy engagement aligning our Schools offer with the Ministry of Education's Secondary Education Development Programme (SEDP) which launch in 2019.

**Institutionalizing Connecting Classrooms** – as part of an alignment with SEDP there is the opportunity to have the Core Skills and Leadership programmes built into a revised state curriculum for Secondary education.

**Piloting Connecting Classrooms in Primary** – British Council is working with the Ministry of Primary Education on an English programme. There is scope to pilot CC4 in Primary and the post holder will lead on this.

### **Main Accountabilities:**

#### **Programme Management**

- Agree and clarify targets, metrics and milestones for the Schools team, in line with the regional strategy and be accountable for overall adherence to quality standards in the pursuit of these goals.
- Clarify and communicate the activities necessary to deliver agreed project outputs, ensuring deliverables fit the local context.
- Control allocated resources (both financial and staff) to deliver agreed results.
- Resolve immediate operational, commercial or technical problems and contribute to the incremental improvement of procedures in these areas
- Lead effective day-to-day communication with identified internal and/or external partners to communicate delivery progress and to ensure smooth project delivery

- Lead the effective delivery of Partner Schools Global Network (PSGN) for UK curriculum schools focussing on three strands learners, teachers and leaders.

#### People Management and Support

- Build and motivate an effective team including supporting buy-in to a single vision.
- Manage team performance in line with British Council's performance management procedures

#### Partnership Development and Stakeholder Management

- Identify and develop new opportunities for collaboration, co-creation and co-funding with a range of new and existing partner organisations.
- Identify and effectively manage relationships with key external stakeholders important to the programme, in collaboration with the partnerships team
- Work with internal stakeholders from across all SBUs to shape and deliver a joined-up British Council offer for the Bangladesh school system.

#### Compliance and Financial Management

- Meet income and expenditure targets for the Connecting Classrooms programme and wider Schools activity.
- Interpret, plan and implement diverse procedures (eg financial and reporting) to ensure project delivery is compliant with British Council systems and standards

#### Marketing and Communications

- With Marketing and Communications team, develop an overall marketing and communication strategy for schools activity and ensure effective dissemination of successes internally and externally.

### Key Relationships:

#### Internal

- Regional Head of Schools
- Corporate Schools team
- Director Education Bangladesh
- Schools team colleagues
- Marketing and Communications colleagues
- Arts, Society, Higher Education and Library teams

#### External

- Ministry of Education (Secondary) officials
- Ministry of Primary & Mass Education officials
- School principals and teachers (both in Bangladesh and the UK)
- DFID
- BRAC

### Role Requirements:

Threshold requirements:		Assessment stage
<b>Passport requirements/ Right to work in country</b>	Bangladeshi passport holder or legally entitled to work in Bangladesh	Shortlisting
<b>Direct contact or managing staff working with children?</b>	Yes  The post holder will understand the importance of child protection and ensure that	N/A

	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.	
<b>Notes</b>	The post holder will need to be flexible in terms of occasional in country and/or international travel and weekend and evening work.	
<b>Person Specification:</b>		<b>Assessment stage</b>
<b>Language requirements</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Assessment Stage</b>
Excellent English language skills (e.g. IELTS level 7)		Shortlisting
<b>Qualifications</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Assessment Stage</b>
Bachelor's degree in an educational field – teacher development, ELT, etc.	Masters level qualification in an educational field	Shortlisting
<b>Role Specific Knowledge &amp; Experience</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Assessment Stage</b>
<ul style="list-style-type: none"> <li>▪ In-depth knowledge of Bangladesh education sector.</li> <li>▪ At least five years' experience of working in programmes management in education sector including two years' experience in a similar role.</li> </ul>		Shortlisting and/or interview
<b>Role Specific Skills</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Assessment Stage</b>
<ul style="list-style-type: none"> <li>▪ Project management skills</li> <li>▪ Effective communication and engagement with children and their families</li> <li>▪ Experience of working with children.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitoring &amp; Development of programmes.</li> <li>▪ Experience of safe planning, organisation and delivery of activities for children</li> </ul>	Shortlisting and/or Interview
<b>British Council Core Skills</b>		<b>Assessment Stage</b>
<p><b>Managing people (Level 3)</b> Provides full line management to a team where all members are working in a similar area of expertise or business. Scope includes planning, setting objectives, role modelling an inclusive culture, recruitment, and development and performance management.</p> <p><b>Managing projects (Level 3)</b> Analyses requirements with the sponsor/stakeholders, defining the specification, planning, revising, implementing and evaluating on small-</p>		Shortlisting and/or Interview

to-medium scale and/or low risk projects.

**Communicating & influencing (Level 3)**

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 & organising (Level 3)**

Develops and reviews the implementation of annual plans for a work group or function, taking account of business and customer requirements and reconciling competing demands.

**Managing finance & resources (Level3)**

Monitors and controls an agreed budget within a defined area, producing reports and analyses and contributing to planning.

**Developing business (Level 2)**

Researches markets and conducts cost/benefit analyses to identify new opportunities or recommend improvements to current initiatives.

**Managing accounts & partnerships (Level 2)**

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

**British Council Behaviours**

**Assessment Stage**

**Connecting with Others (More demanding)**

Actively appreciating the needs and concerns of myself and others.

Interview

**Being Accountable (Most demanding)**

Showing real dedication to the long-term mission of the British Council or the team.

**Making it Happen (More demanding)**

Challenging myself and others to deliver and measure better results.

**Shaping the Future (More demanding)**

Exploring ways in which we can add more value.

**Prepared by:**

**Date:**

David Maynard, Director Education Bangladesh

21/5/2018

*“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”*

*“The British Council is committed to a policy of equal opportunity. Our policy aims to ensure that no job applicant or employee receives less favourable treatment on the grounds of gender, age, disability, ethnicity, religion or marital status. We guarantee an interview to disabled candidates who meet the essential criteria”*