

## Terms of Reference

### Program Associate for Life Skills

**Position Summary:** This role reports to the Program Manager for Student and Community Programs. It is anchored on our belief that teachers are key change agents in a school community. **The role involves managing TFP's Life Skills program and ensuring that this is effectively implemented by TFP Teachers in their respective schools. This role contributes directly to the attainment of our desired student outcomes.**

The Program Associate for Life Skills (LSA) is a member of the Program & Training team (P&T). The P&T team performs two primary functions in the organization: training management and program management. Training Managers are responsible for designing, developing, and delivering the organization's 24-month training curriculum for new and tenured teachers, while the Program Manager and Program Associates are responsible for designing, developing, and delivering the organization's student and community programs on functional literacy and life skills. Working with other teams, the P&T team works systematically to understand the needs of Filipino communities in order to design a high quality curriculum and programs. This design is based on the TLC© framework and TFP Program Framework that identify a set of competencies for TFP Teachers that, if realized, will enable them to significantly impact our students and communities and, ultimately, our vision, both within their two-year program, and beyond as Alumni.

For this role, the organization is looking for an excellent Program Associate who is open to learning, to ensure that the life skills program is implemented, monitored and reported excellently.

- *What is the job's purpose?* The purpose of the job is to accelerate TFP Teachers' competencies in the delivery of the organization's life skills program.
- *How does the job fit within the organization?* Without a Program Associate focused on delivering a competitive and quality life skills program, TFP Teachers would not be able to achieve optimum success inside and outside of the classroom, and students would not be able to develop essential skills to support their learning.
- *Why is the job important?* Without being successful in their jobs in the public schools, TFP Teachers cannot complete their two-year program in good standing or contribute to the attainment of our shared vision by becoming excellent Alumni of the organization. Approximately 24.5 Million Filipino children in public schools around the country can benefit from additional learning inputs in life skills. TFP Teachers can help them develop these essential skills, while also experiencing their own successes in teaching in a public school setting. In the long-term, the goal is for our TFP Teachers to join our Alumni and staff in passionately driving collective and systemic change inside and outside of the organization, and helping all Filipino children benefit from an excellent education within our lifetime.
- *What position does this job report to?* This role reports to the Program Manager for Student and Community Programs.
- *What is the span of control of this role?* The Program Associate works directly with TFP Teachers for the delivery of the life skills program. The role also works in close collaboration with the Functional Literacy Program Associate, Instructional Coaching (IC) team, and Data and Impact Assessment (DIA) team.

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- *What are the main challenges facing this role?* This role works within the changing contexts of the Philippines public school system, and demands both excellence and agility. This is a fast-paced job which may lead the individual to set aside their own personal and professional development. The expectation is for the Program Associate to align with their direct supervisor for professional development opportunities and to practice strong self-management skills.
- *What does success in this role look like?* An excellent Program Associate is able to meet identified program implementation targets determined by the Program Manager and P&T Director, in consultation with other function teams and the senior leadership of the organization. These targets are:
  - Number of teachers onboarded on program delivery
  - Number of students directly reached by the programs
  - Number of parents directly reached by the programs
  - Number of schools directly reached by the programs
  - Teachers' satisfaction with program onboarding and support
  - Participants' satisfaction with program delivery
  - Achievement of identified program outcomes
  - Timely completion of program implementation
  - Optimization of program budget

RESPONSIBILITIES	QUALIFICATIONS
<p><u>Commitment to Program Impact</u></p> <ul style="list-style-type: none"> <li>● Conduct research and assessments to determine life skills needs in TFP placements, as required by the Program Manager</li> <li>● Attend alignment meetings with the Program Manager, (external) Program Design team, and DIA team to develop the monitoring &amp; evaluation framework and tools for the program               <ul style="list-style-type: none"> <li>○ Identify program monitoring outputs and outcomes in coordination with the Program Manager and DIA team, including but not limited to:                   <ul style="list-style-type: none"> <li>■ Achievement of program reach targets</li> <li>■ Achievement of program outcomes</li> </ul> </li> <li>○ Develop program monitoring tools and processes for measuring the achievement of identified outputs and outcomes in coordination with the Program Manager and DIA team</li> <li>○ Ensure constant alignment with the IC team regarding the program monitoring and evaluation plan</li> </ul> </li> <li>● Work with the Program Manager to provide timely and relevant updates to the organization about program implementation for the purpose of promoting program achievements and managing stakeholders' expectations</li> <li>● Prepare quarterly, mid-year, and end-year reports to showcase implementation progress and to</li> </ul>	<p><u>Role Requirements</u></p> <ul style="list-style-type: none"> <li>● Filipino citizenship or an Alien Employment Permit authorizing a foreign national to work in the Philippines</li> <li>● Commitment to the Core Values of Teach for the Philippines</li> <li>● Bachelor's degree in Psychology or related field preferred</li> <li>● 2 or more years of teaching experience required, preferably in the public elementary school setting</li> <li>● Experience in implementing community programs</li> <li>● Willingness to travel and work on some weekends</li> <li>● Willingness to perform in an output-based capacity</li> </ul> <p><u>Skill Competencies</u></p> <ul style="list-style-type: none"> <li>● Proven ability to manage programs from initiation to evaluation and reporting</li> <li>● Strong research and communication skills</li> <li>● Strong organizational skills and attention to detail, specifically in keeping accurate records</li> <li>● Strong technological skills</li> </ul>

communicate recommendations for program improvement

#### Commitment to Program Quality

- Ensure a complete and accurate understanding of the program design by studying program materials, attending meetings, and consulting with the Program Manager and (external) Program Design team, as required
- Work with the Program Manager and P&T Team for the effective onboarding of TFP Teachers for program implementation
- Monitor the implementation of the program based on the approved monitoring and evaluation framework
  - Observe program implementation by TFP Teachers to gather data to inform program development
  - Ensure TFP teachers' effective use of program monitoring tools and compliance with program monitoring processes
- Work with the Program Manager and IC Team to provide guidance and support to TFP Teachers for program contextualization and to ensure consistent progress towards identified outputs and outcomes
- Work with the Program Manager and DIA team to identify areas of improvement to the overall program design
- Stay updated on the latest trends in life skills education - and be proactive in sharing these with other members of the organization (P&T, IC, and DIA)

#### Commitment to Resource Optimization

- Work with the Program Manager and Functional Literacy Program Associate to determine resource optimization goals (i.e. schedule and budget management)
- Work with the Program Manager and Life Skills Program Associate to establish systems and processes for effective resource management
- Work with the P&T Team for the effective onboarding of TFP Teachers for program implementation and administration
- Monitor TFP Teachers' utilization of resources and provide feedback as needed
- Work with the Program Manager and Director of Program & Training to ensure alignment with the Finance (FIN) team and Development (DEV) committee for the effective and efficient mobilization of program and organization resources to achieve program outputs and outcomes

#### Commitment to Organizational Goals

- Strong critical thinking, problem-solving, and decision-making skills
- Coaching and feedbacking skills
- Strong writing and presentation skills

#### Character Competencies

- Strong growth mindset and proven ability to work relentlessly toward goals
- Proven ability to work in a fast-paced, data-driven and results-driven environment
- Committed to achieving positive student outcomes
- Humble and empathetic
- Able to perform excellently under minimal supervision
- Resourceful and proactive
- Innovative
- Positive and professional

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| <ul style="list-style-type: none"><li>• Work closely with the Functional Literacy Program Associate to ensure streamlining of program management systems and processes</li><li>• Support the P&amp;T team on cross-functional projects to meet organizational goals and funder-related requirements</li><li>• Collaborate with other Functions as assigned by the Program Manager and Director of Program &amp; Training</li></ul> |  |
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