Position: Program Manager
Reporting to: City Director, Dhaka
Start Date: December 2, 2018
Location: Dhaka
Employment Type: Full-time, paid
App Deadline: Rolling

**About Teach For Bangladesh**
Teach For Bangladesh (TFB) believes that every child in Bangladesh – regardless of socio-economic circumstance – deserves the opportunity for an excellent education. Our mission is to launch a movement of capable, committed, and compassionate leaders who share vision of an equitable Bangladesh and are working tirelessly inside and outside the nation’s classrooms to expand educational opportunity for all children.

Our flagship Fellowship program enlists highly talented graduates to spend two years teaching full-time in low-income schools. During that time, we train and support Fellows as they expand the academic achievement, access and aspirations of their students. The program also prepares Fellows to become lifelong leaders, who will spearhead systemic change across a diverse array of sectors in Bangladesh.

In 2019, the program will consist of 130-150 Fellows, teaching in 35-45 under-resourced schools in urban Dhaka and Chittagong, directly impacting over 8000 disadvantaged students. In addition, we will have 80 alumni who have completed the Fellowship and are continuing to drive impact from beyond the classroom.

Learn more about us at: [www.teachforbangladesh.org](http://www.teachforbangladesh.org)

Watch a video about working at Teach For Bangladesh: [http://goo.gl/ChjE6d](http://goo.gl/ChjE6d)

Learn more about the global network Teach For All at: [www.teachforall.org](http://www.teachforall.org)

**Our Vision for Students**
We envision a future in which all children know that they were born powerful and that anything is possible. They know, respect, and celebrate the attributes that make themselves and others unique in the world. They are resilient in the face of adversity and are empowered with the ability to make informed choices. They have necessary life, academic and vocational skills; think critically and creatively; and operate with awareness and agency. Learners are in the pursuit of physical, emotional, cognitive, social and spiritual wellbeing and happiness. All learners are in constant praxis to unlock their own potential, and the potential of their local and global collectives, towards building a just Bangladesh and world.

**Our Intended Student Outcomes**
1. Academic Proficiency (especially in English and Bangla literacy, and mathematics)
2. Growth Mindset
3. Critical Thinking
4. Agency
5. Awareness

**The Role of the Leadership Development Team:** The Leadership Development (LD) Team at Teach For Bangladesh is responsible for the growth and development of Teach For Bangladesh Fellows as effective teachers who are driving student outcomes in alignment to our vision, and as powerful leaders who are grounded in core values, and community.

**The Role of the Coach:** Leadership Development Coaches support groups of 14-16 Fellows. Broadly speaking, Coaches focus on building a strong technical foundation in first-year Fellows, and helping second-year Fellows to dive deeper into issues of social justice and inequity, and explore their personal purpose. Coaches support Fellows in their development as holistic, conscious leaders, who are pursuing a journey of self-transformation. They play an important role in fostering Fellows’ connection to the community and to the Fellow collective.
**The Role of the Manager:**
Each Program Manager supports a team of 3-5 Coaches (and through them, 45-75 Fellows and their classrooms). Program Managers are responsible for the training and ongoing development of Coaches, in order to ensure their success with Fellows and in classrooms. In addition to this, Managers will play a key role in developing, refining and executing the in-service training curriculum for Fellows.

**Key Performance Indicators for Program Managers (and their Coaches) include:**
- Student outcomes (in academic proficiency, growth mindset, and attendance)
- Fellow teaching proficiency (mastery of fundamental planning, lesson execution, classroom management, assessment and use of data for improvement)
- Individual Fellow leadership development (growth mindset, awareness of power and privilege, consciousness of limiting behaviors and mindsets and ability to move “above the line”)
- Strength of Fellow culture and collective (program completion rate, authenticity and trust amongst Fellows, inclusiveness and interdependence of the group)

**Major Responsibilities**
**Strategy and Impact**
- Coach and mentor Coaches to ensure that 100% of Fellows have a vision for students that is created from a deep engagement and collaboration with the communities and students we serve
- Create and ensure that the content, design, and execution of training for Fellows (including monthly all Fellow training, small group training) prepares them to meet key student outcome indicators
- Work in collaboration with the City Director to create, refine, and inform strategic decisions that will prepare the Fellows as the active agent for change in their community and work in collaboration with the stakeholders who impact our students’ success

**Management**
- Manage and coach a group of approximately 3-5 Leadership Development Coaches, who are responsible for supporting approximately 14-15 Fellows
- Support Coaches and Fellows to build strong school partnerships, and, where required, mediate and advise on issues related to placement and retention
- Support Coaches to ensure that Fellows have a positive Fellowship experience and a target percentage of Fellows complete the two-year program
- Train and support Coaches, including facilitating onboarding, in order to continuously enhance the capacity and skills of the Leadership Development Team, and meet key Fellow development and student performance indicators
- Actively create and maintain a strong staff and Fellow culture within a group of Coaches, in order to ensure a target increase in positive culture indicators from Fellow and staff surveys over the year

**Data**
- Ensure that systems created to collect, analyze and disseminate data are being maintained, and guide Coaches and Fellows through the analysis of this data
- Support Coaches in setting plans for Fellow support which are generated from strong data collection and analysis

**Key Skills, Competencies, and Educational Qualifications**
- Bachelor’s degree from reputable Bangladeshi or foreign university.
- Excellent written and oral communication skills in English.
- Proficiency in spoken and/or written Bangla, or an interest in learning Bangla.
- 4-8 years of relevant professional experience, including at least 2 years of full-time teaching in K-12 classrooms.
- Desire and ability to effectively operate independently and as part of a team in a high-intensity, high-uncertainty start-up environment, with a results-oriented culture.
- Deep understanding of, and strong alignment to Teach For Bangladesh mission, vision and core values (see https://www.teachforbangladesh.org/about#core-values)
- Strong belief that every child can learn and achieve high results.
Please note that only short-listed candidates will be contacted.