

Job Description

Position : Associate Director – School Partnership Programme
Reports to : Director – Operations

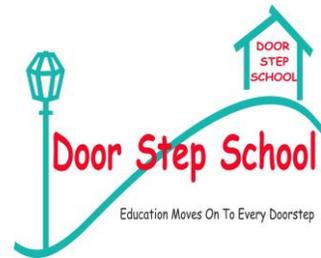
Background

Door Step School (DSS) was established in Mumbai, India in 1989 with the aim of addressing literacy amongst the marginalized sections of society. The school provides education and support to the often-forgotten children of pavement dwellers, slum dwellers and construction site families. The school has since expanded to cover both Mumbai and Pune and has successfully reaches out to over 50,000 children annually. Many of these children are not enrolled in school and have limited access to books and a place to study. Additionally, many children (particularly girls) drop out of school to work or care for younger children. With neither support nor resources at home some children also suffer from very low learning levels.

Since inception Door Step School has been striving to provide multiple educational services, as per the needs of the children through Balwadis (kindergarten), School Enrolment services, Study classes for children, literacy classes for out of school children, computer literacy classes and libraries for all. Door Step School provides a school bus service for younger children and also runs a mobile school for street children and for those who work and live in congested areas where there is no space to run a class on a regular basis. While conducting all these programmes, Door Step School is flexible in terms of timings, location of classes and there is no limit on minimum number of children to start a new class.

In 1999, Door Step School (Door Step School) decided to intervene and collaborate with MCGM to support them in imparting quality education to the children. Such intervention was considered essential in view of the problems of non-enrolment, wastage and stagnation observed over the years of working in the urban slum communities. It was aimed at facilitating the learning process as well as making the school a place conducive for learning. Door Step School achieves its goal by running various educational programmes like Reading Promotion activities, Libraries, Remedial Class(Study Class), Mental health project, Pre-School(Balwadi) amongst others in the Municipal schools.

The Associate Director – School Partnership Programme will be based in Door Step School's Mumbai office and has main responsibilities for providing



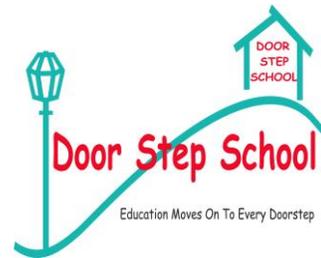
direction and supervision of School Partnership Programme of Door Step School.

Key Areas of Responsibilities

1. Develop and improve DSS strategies and programs on education for children of identified schools under the School Partnership Programme
2. Liaising with education department and school principals
3. Develop and implement an effective monitoring and evaluation system to assess impact of DSS School Partnership Programme
4. Supervise and guide the work of the Coordinators and Teachers
5. Active member of management team

Specific Duties

1. Develop and improve DSS strategies and programs on education for children of identified schools under the School Partnership Programme
 - Develop effective strategy and plans for program implementation
 - Work closely with the Coordinators and team to develop annual program plans and budgets
 - Prepare background papers and briefing papers as may be necessary
2. Liaising with education department and school principals
 - Communicating, securing permissions from Education department and School Principals to initiate the School Partnership Programme in new schools and to renew the permission of existing schools
 - Meeting the Education department authorities and school authorities for the smooth functioning of the School Partnership Programme
3. Develop and implement an effective monitoring and evaluation system to assess impact of DSS School Partnership Programme
 - Develop a monitoring and evaluation system that tracks activities planned and monitors implementation, progress and impact.
 - Develop set of key indicators for each activity
 - Ensure M&E is included as integral part of each Coordinator's planning system
 - Finalize M&E report on an annual basis detailing objectives, activity, targets, progress and impact based on indicators developed.
 - Plan and make regular field visits to monitor program progress
4. Supervise and guide the work of the Coordinators
 - Guide and supervise staff in program planning and implementation
 - Ensure Coordinators prepare work plans and personal goals on a quarterly basis



- Plan for and conduct regular update and review meetings with Coordinators
 - Discuss and develop appropriate capacity building plans for Coordinators
 - Conduct annual performance management reviews for Coordinators
5. Active member of management team
- Work closely with Director Operations and other Associate Directors and senior management team to develop appropriate program policies and strategies
 - Prepare departmental level statutory reports as required
 - Prepare other documents that may be required for external use or for donors
 - Plan and implement staff recruitment along with Associate Director – HR
 - Orient and induct new staff (Coordinators and/or others)
 - Attend planning and review meetings

Requirements

1. Education and Work Experience
- Post graduate degree in social sciences/Education or Special Education
 - Minimum of 5 years of professional experience in special education, education policy planning or early childhood care and development
 - Program management experience will be an advantage
 - Expertise in at least one of the following areas: strategic planning, monitoring and evaluation, impact assessment, social research
2. Required Skills, Abilities and Attitude
- Impeccable communication, writing and computer skills.
 - Fluency in oral and written English, Hindi and Marathi is essential.
 - Ability to work as a member of a diverse team.
 - Must be comfortable working with a flexible and demanding work schedule and environment.
 - Excellent organizational skills, meticulous attention to detail and ability to adapt to changing situations. Able to multi-task and prioritize while performing a variety of tasks with minimal direction.
 - Ability to self-initiate, problem solve, make decisions independently and to know when to seek additional guidance.
 - Good analytical skills.
 - Keen learning attitude and participatory in approach.
 - Willingness and flexibility to move seamlessly from role to role depending on the context.