

Job Description

Foundational Literacy and Numeracy (FLN) Technical Specialist

Programme: Children in Crossfire, Tanzania	Duty Station: Dodoma
Reports to: Senior Manager of Programmes	Start Date: 1 st April 2026
Contract Type: Fixed Term for 3 Years	

Background

Children in Crossfire is a registered charity in Ireland that facilitates International Development and Global Citizenship Education activities. Guided by the vision of a compassionate world where every child can reach his or her potential, the organisation works in partnership with local organisations in Tanzania and Ethiopia to improve the lives of disadvantaged young children through quality Early Childhood Care and Education (ECCE). By strengthening early childhood care and learning, Children in Crossfire empowers children and their communities to build brighter futures.

Main purpose of the role

As CiC-TZ transitions toward its next strategic cycle (2027–2031), the organisation is prioritising stronger instructional quality, scalable FLN models, and deeper government engagement to enhance early learning outcomes nationwide. To this end, CiC-TZ has recently secured funding from the Gates Foundation to implement the Numeracy Research and Development Project (NRD) from 2026-2028 to accelerate the attainment of critical early numeracy outcomes. The project will be rolled out across all 130+ primary schools of Kondoa District and Town Councils. The FLN Technical Specialist will play a central role in advancing these priorities by providing technical leadership, strengthening classroom practice, and ensuring evidence-based, curriculum-aligned FLN approaches that drive programme quality, innovation, and policy influence.

The FLN Technical Specialist provides strategic and technical leadership for the design, implementation, and quality assurance of CiC-TZ's foundational literacy and numeracy programme. Reporting to the Senior Manager of Programmes, with technical line support from the Head of ECE and MEL, the role ensures that evidence-based, curriculum-aligned instructional approaches are effectively delivered in schools. The FLN Technical Specialist strengthens teacher and government capacity, leads the development and adaptation of FLN materials, and oversees technical supervision, coaching, and continuous improvement. Working closely with MEL and programme teams, the role ensures that evidence and learning drive adaptive planning and programme evolution, advancing early learning outcomes and aligning interventions with national priorities and structured pedagogy principles. The FLN Technical Specialist will represent CiC-TZ as a project focal liaison for the Gates Foundation NRD project and also represents CiC-TZ in technical forums and builds strong partnerships with education authorities and sector stakeholders.

Major Responsibilities

1. FLN Technical Leadership & Knowledge Management

Provide strategic and technical leadership for all foundational literacy and numeracy (FLN) activities, integrating global best practices and rigorous academic evidence with practical experience in teaching and learning.

2. Programme Design & Quality Assurance

Oversee the design, adaptation, and scaling of FLN interventions, including curriculum, teacher support resources, and assessment tools, ensuring alignment with national curriculum and sector standards.

3. Capacity Building & Professional Development

Lead the development and delivery of training and continuous professional development for teachers, education officers, and programme staff, using evidence-based approaches.

4. Programme Learning, Evidence and Adaptation

Collaborate closely with MEL and programme teams to ensure FLN evidence informs ongoing improvements, adaptive planning, and strategic decision-making at national, regional, school and organisational levels.

5. Stakeholder Engagement & Advocacy

Provide co-focal liaison for the Gates Foundation NRD project, and represent the organisation in technical forums, government co-development meetings, and reporting, building partnerships with education authorities, universities, and technical agencies.

Specific Responsibilities

1) FLN Technical Leadership & Knowledge Management

- Set and communicate a clear technical vision for all foundational literacy and numeracy (FLN) activities, ensuring alignment with current research, best practice, and organisational priorities.
- Oversee the consistent implementation of CiC-TZ's FLN technical frameworks, instructional models, and quality standards across all intervention schools and communities.
- Adapt and refine literacy routines, numeracy learning progressions, teacher guides, lesson plans, and assessment tools to ensure contextual relevance and alignment with national education priorities.
- Lead technical oversight for supervision, mentorship, classroom observations, and coaching, ensuring fidelity of implementation and adherence to technical standards.
- Collaborate with programme and MEL teams to design and operationalise robust FLN quality assurance mechanisms.

- Serve as the primary technical resource for curriculum, pedagogy, and assessment across pre-primary to Grade 2, providing expert guidance to internal teams and external partners.
- Develop, curate, and maintain technical resources, research and learning materials to support organisational knowledge management.
- Monitor global and regional developments in FLN, translating emerging evidence and trends into actionable strategies and programme adaptations.

2) Programme Design and Quality Assurance

- Lead the development and adaptation of FLN learning materials, including lesson plans, maths manipulatives, teaching aids and continuous assessment tools, to ensure they are evidence-based, practical, and contextually relevant.
- Coordinate with curriculum developers, mathematics and language experts and key stakeholders to ensure all FLN materials and interventions are fully aligned with the national curriculum and assessment frameworks.
- Ensure that all project resources and interventions are inclusive, addressing the needs of learners with disabilities and those at risk of exclusion.
- Develop and implement tools and processes that strengthen teachers' instructional planning, formative assessment practices and effective use of data.
- Oversee the piloting and iterative refinement of new resources and approaches, systematically incorporating feedback from teachers, learners and field observations.
- Guide the development and operationalisation of quality assurance tools and supportive supervision routines to monitor and enhance instructional quality.
- Monitor fidelity of implementation across all programme sites, proactively identifying and addressing gaps in delivery to maintain high standards.
- Ensure all reasonable measures are taken to uphold safeguarding and child protection policies, practices and procedures across all Dodoma operations and CiC-TZ programming in close liaison with CiC-TZ and Head Office safeguarding leads.

3) Capacity Building and Professional Development

- Design and manage structured capacity-building sessions for national and local government, school leadership and teachers, ensuring alignment with programme goals and technical standards.
- Develop and implement coaching and mentorship to strengthen classroom management and instructional practices for early grades teachers, with a focus on effective pedagogy and didactics.
- Oversee the design and delivery of teacher continuous professional development through mentorship visits, Communities of Learners and other relevant platforms.
- Conduct joint technical support visits with government officials to model effective coaching, school improvement planning and collaborative problem-solving.
- Develop and update training materials, guides and job aids to support ongoing professional learning and the application of evidence-based FLN practices.

- Facilitate technical workshops, learning forums and peer learning opportunities to build capacity in structured pedagogy and inclusive teaching.
- Evaluate the effectiveness of capacity-building initiatives, using feedback and data to adapt approaches and ensure continuous improvement.

4) Programme Learning, Evidence Use & Adaptation

- Work with MEL and programme teams to design and refine FLN assessment tools, including classroom assessment instruments, to generate actionable data for programme improvement.
- Facilitate structured learning sessions, such as government roundtable and technical review meetings, with education stakeholders from government and non-government sectors to share findings and inform policy and curriculum discussions.
- Translate technical findings and MEL data into clear, actionable recommendations for teaching practice, programme design and management decision-making.
- Collaborate with Communications & Advocacy teams to distil FLN evidence into policy messages, technical notes and communication products for diverse audiences.
- Guide the implementation of robust MEL systems for FLN, ensuring high-quality data collection, analysis and reporting to support adaptive programme management.
- Synthesize learning from MEL activities and research, sharing insights with internal teams and external stakeholders to drive continuous improvement.
- Ensure that evidence and learning are systematically used to inform programme adaptation, strategic planning and reporting at all levels.
- Prepare technical reports, policy briefs and learning summaries that communicate programme impact and lessons learned to a range of audiences.

5) Stakeholder Engagement and Advocacy

- Strengthen collaboration with all key government MDA ministry and agency partners, regional and council education offices, and other key stakeholders.
- Coordinate and participate in joint school supportive supervision visits with government and partners to enhance programme quality and contribute to improved learning outcomes.
- Facilitate and contribute to coordination platforms, technical working groups and partner learning exchanges focused on early-grade literacy and numeracy.
- Build and maintain partnerships with education authorities, universities, technical agencies and other relevant organisations to advance programme objectives.
- Lead the preparation of programme implementation reports that meet technical standards and fulfil both internal and donor requirements.
- Represent the organisation in technical forums, government meetings and sector working groups, advocating for evidence-based FLN approaches.
- Facilitate knowledge-sharing and collaboration across internal teams and with external stakeholders to promote best practices and learning.

- Lead technical reporting and communication with donors and partners, including co-liaison role with Head of ECE and MEL for the Gates Foundation NRD Project, ensuring transparency and alignment with organisational and sector priorities.
- Provide results-oriented line management of the CiC-TZ Early Numeracy Technical Officer, including mentoring, supervision, and professional development.
- Report to and cooperate fully with the Senior Manager for Programmes on all aspects of your work, agreeing performance objectives and progress reports in line with the Logic Model/Results Framework and indicators;
- Adhere to all organisational policies, and implement accordingly;
- Be flexible in terms of working hours, as the role may include working at weekends and in the evenings. This may include working at Children in Crossfire events;
- Undertake any other duties to support the operations of the organisation as and when required.

Safeguarding Risk

This role is considered to present a **high-rating** of safeguarding risk. The role will include regular field work in schools and communities whereby the staff will be interacting directly with children and vulnerable adults.

Person Specification

- Bachelor's degree or higher in Education, with a strong focus on literacy and numeracy; a Master's degree is an advantage.
- At least five years' proven experience implementing education programmes with a particular expertise in foundational numeracy in Tanzania or similar contexts.
- Demonstrated expertise in designing, adapting, and scaling curriculum, teacher support resources, and assessment tools for early grades.
- Strong track record of building capacity and delivering professional development for teachers and education officers, especially in early literacy and numeracy.
- In-depth understanding of Tanzania's pre-primary, Grade 1 and 2 curriculum, education policy, and assessment frameworks.
- Experience of working collaboratively with national and local government education structures, and engaging strategically with key stakeholders.
- Proven ability to lead quality assurance processes, including classroom observations, coaching, and fidelity checks.
- Skilled in using evidence and data to inform programme adaptation, planning, and reporting.
- Excellent project management and organisational skills, with experience managing multi-stakeholder education initiatives.
- Strong written and verbal communication skills in both Swahili and English.
- Ability to build and maintain effective partnerships with government, universities, technical agencies, and donors.

- Demonstrated experience in providing organizational liaison and partnership management of international donors to high-level of technical and relational standards.
- Committed to equity, inclusion, safeguarding, and continuous improvement in education.
- Excellent written and oral communication skills in both Swahili and English.
- Demonstrated integrity, professionalism, and commitment to CiC's vision and values.
- In-depth understanding of safeguarding, gender, and inclusion principles, and ability to model these in professional practice.
- Carry out your work with integrity.
- Commitment to confidentiality.
- Commitment to the aims and values of Children in Crossfire, and commitment to working as part of the team.