Job Description

Numeracy Technical Officer

Programme: Children in Crossfire, Tanzania	**Duty Station:** Dodoma
Reports to: Numeracy Technical Specialist	
Start Date: January 2026	**Contract Type:** Fixed Term for 2 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 Children in Crossfire Tanzania (CiC-TZ) transitions toward its next strategic cycle (2027–2031), the organisation is prioritising stronger instructional quality, scalable Foundational Literacy and Numeracy (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 Technical Officer (Early Numeracy) will play a central role in advancing these priorities by providing technical leadership, strengthening classroom practice, and ensuring evidence-based, curriculum-aligned early numeracy approaches that drive programme quality, innovation, and policy influence.

Technical Officer (Early Numeracy) provides practical and day to day technical support to delivering the NRD project as well as wider CiC-TZ ECCE programming as applicable. The role focuses on improving classroom practice, supporting teachers to apply structured early numeracy routines and helping schools achieve the Critical Early Numeracy Outcomes (CENO) and national early learning outcomes. The Technical Officer works closely with teachers, head teachers, ward education officers (WEOs), regional and national education leaders, Programme MEL teams, the FLN Technical Specialist and Senior Programmes Manager, alongside implementing partners to improve early numeracy learning outcomes.

Major Responsibilities

1. Programme Implementation & Quality Monitoring

Provide technical oversight and support to ensure that there is effective programme implementation and quality delivery of numeracy intervention.

2. Teacher Support, Coaching and Resource Management

Assist teachers in adapting, modelling and supporting the use of early numeracy resources.

3. Ward and School-Level Supportive Supervision & Feedback

Conduct regular school visits to observe lessons, mentorship and provide targeted feedback, including coordinating cycles of communities of learners.

4. Data-Informed Programme Improvement

Work with the CiC MEL team and the FN Technical Specialist to collect and interpret classroom observation data, learner assessments, fluency checks, and problem-solving tasks. Support teachers to use data for remediation, pacing adjustments, grouping, and improved instructional decisions.

5. Collaboration with Partners & Government Stakeholders

Support coordination with region, council and school across government and stakeholders to ensure harmonised early numeracy implementation.

Specific Responsibilities

1) Programme Implementation & Quality Monitoring

- Support the day-to-day delivery of FLN activities, ensuring adherence to technical guidance and programme plans.
- Conduct training and support rollout of early numeracy instructional models that build fluency and problem-solving skills.
- Assess learner engagement and teacher delivery of maths concepts to ensure they are aligned with programme structured pedagogy approaches, scope and sequence and lesson plans.
- Provide immediate, actionable feedback to teachers focused on modelling, scaffolding, questioning, pacing and transitions across concrete, representational and abstract stages.
- Assist the FLN Technical Specialist in refining early numeracy project implementation that meets project and national learning outcome standards/benchmarks.
- Coordinate logistics for training, material resource distribution and school visits.

- Act as the primary point of contact for schools, teachers and ward education officers in assigned areas.
- Report to and cooperate fully with the FLN Technical Specialist on all aspects of your work, agreeing performance objectives and progress reports in line with the Logic Model/Results Framework and indicators.
- Work closely with wider ECCE Programme colleagues in Dodoma and Dar Country Office to support foundational numeracy within CiC-TZ country programming.
- 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.

2) Teacher Support, Coaching and Resource Management

- Support the development of teacher and student facing materials in line with agreed pedagogical principles.
- Adapt lesson plans, manipulatives, games and continuous assessment items to local context while maintaining alignment with CENO requirements.
- Oversee piloting of materials and provide structured feedback for improvement.
- Strengthen teacher skills and coach teachers to implement appropriate strategies to improve children's early numeracy learning outcomes.
- Support teachers to analyse and address learner misconceptions in maths.
- Support teachers in adapting and effectively using instructional resources.
- Promote inclusive practices through flexible grouping, targeted remediation, scaffolded activities and adapted manipulatives.
- Oversee the distribution and replenishment of learning kits and curriculum materials.
- Gather feedback from teachers on resource utility and suggest improvements.
- Monitor the use and condition of materials, ensuring sustainability

3) Ward and School-Level Supportive Supervision & Feedback

- Conduct regular mentorship and coaching visits to observe, track and report on lessons and practices.
- Support in the design and implementation of formative evaluation tools and processes.
- Facilitate reflective discussions with teachers to analyse learner errors and misconceptions linked to numeracy outcomes.
- Work with WEOs and headteachers to design and monitor School Improvement Plans focused on early numeracy skills and learning outcomes.
- Facilitate communities of learning at ward and school level for early grades teachers
- Submit monthly supportive supervsion reports, summarising teacher progress, challenges and recommendations.

4) Data-Informed Programme Improvement

- Work with MEL across country and head office to collect and manage classroom and school data, including observation results, learner work samples, fluency checks and problem-solving tasks.
- Work with MEL colleagues to collect and manage programme data including enrolment, attendance, training records, classroom observations and assessment results.
- Ensure data is accurate, complete and submitted to the MEL team within the agreed timelines.
- Support the analysis and interpretation of data for reporting and programme improvement.
- Contribute to the preparation of regular updates and reports for internal and external stakeholders.
- Maintain organised records and documentation for all assigned activities.
- Participate in school- and district-level learning review meetings to identify trends in learner performance and teaching practice.
- Use insights to support teachers in adjusting lesson pacing, differentiating instruction, grouping learners and planning remediation.
- Provide inputs into improvements to teaching guides, training modules and coaching tools.
- Document case studies and promising practices showing progress in fluency, problem-solving, representation use and efficient strategies.

5) Collaboration with Partners & Government Stakeholders

- Build and maintain relationships with local education actors and community stakeholders.
- Support joint supervision visits with WEOs, DEOs, School Quality Assurance Officers and implementing partners to strengthen alignment with CENO-focused instructional expectations.
- Act as focal person for LGAs and partners to track teacher attendance, implementation fidelity, material usage and learner progress.
- Assist partners in delivering teacher development activities focused on structured early numeracy instruction.
- Contribute to district or regional technical review meetings to interpret field evidence and propose instructional support improvements.
- Provide inputs for monthly project coordination reports highlighting achievements, challenges and required follow-up actions.
- Support the organisation of field visits for partners and stakeholders.
- Communicate programme goals and progress to local audiences.

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

- Educated to at least a bachelor's degree in Education with a major in Numeracy.
- Minimum of three (3) years' proven work experience in implementing educational programmes within the Tanzanian context, preferably with a focus on foundational numeracy in NGO/Development sector in Tanzania.
- Demonstrated ability to provide technical support on implementing foundational numeracy programmes in Tanzania context.
- Demonstrable experience of conducting in-service teacher training, coaching, or classroom-based support for early numeracy.
- Experience in desiging early numeracy resources for teachers including training materials for in-service training, lesson plans, games, and assessment tools.
- Ability to use data to support teachers in remediation, pacing, grouping and differentiated instruction.
- Experience facilitating or participating in school- or ward-level learning communities, technical review meetings, or joint supervision visits
- Strong understanding and proven experience in working with national and local government structures, systems, and strategic engagement points to integrate programme priorities into local government processes.
- Understanding of Tanzania education policy and curriculum, particulary early grades curriculum.
- Excellent written and verbal 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.