



**Job Title:** Programme Officer (Disability Inclusive Development)  
**Job Location:** Homa Bay, Kenya  
**Reports to:** Programme Manager  
**Responsible for:** Programme management and delivery

**Purpose of the role:**

The Programme Officer (Disability Inclusive Development) will work to enhance the quality of the Disability Inclusive Development (DID) Project, which focuses on inclusive education. The post holder will ensure that the programme is planned, implemented, coordinated, monitored and evaluated to the highest possible quality standards.

**Key accountabilities:**

**Principal Accountabilities (specific activities and end results):**

**1. Working with Partners (25% of time)**

- Build effective partner relationships and support longer-term relationships that go beyond the duration of the project by disseminating information and advocating for the programme's goals and the Disability Inclusive Development consortium's work in general.
- Support partners to identify their own technical and organizational capacity building needs and facilitate access to technical assistance resources and opportunities to support them through the programme cycle.
- Establish partnership agreements with partners where appropriate
- Promote shared learning and collaboration between partners by facilitating partner networks and meetings.

**2. Programme Delivery (50% of time)**

- Work with the UK Disability Inclusive Development programme team and all members of the consortia to coordinate implementation of activities and sharing of lessons learned.
- Manage all aspects of the programme cycle with the partners including effective planning, start-up, implementation, monitoring and evaluation, financial and asset management, reporting, documentation and closeout.
- Work with partners to identify needs for technical support.
- Support partners and all members of the consortia to ensure that all project documentation and reports are made available in a timely and accessible way.
- Liaise and work with the Global Technical Lead Education, East, Central and Southern Africa (ECSA) and other internal expertise as required.
- Coordinate with MEL leads for implementation of monitoring and evaluation system for the programme

### **3. Financial & Resource Management (15% of time)**

- Assist programme partners in the preparation of budgets and forecasts.
- Monitor expenditure of project financial resources in liaison with the Finance and Support Services Manager (FSSM) and the Programme Manager.
- Ensure that partners submit timely and accurate financial returns.
- Ensure that partners manage and utilize programme assets as per Sightsavers' and/or donor policy.
- Follow up with partners on actions arising from audits carried out by the finance team or external auditors.

### **4. Information & Communication Management (10% of time)**

- Be proactive in providing good quality information in case studies and interesting news stories relating to the programme to support preparation of fundraising materials and advocacy materials
- Ensure that the Disability Inclusive Development Unit, (based in the UK) receives appropriate materials and information to support donor-reporting requirements.
- Participate in all PR activities related to disability inclusive education and education in general, e.g. World Sight Day, Person with Disabilities Day etc.
- Represent Sightsavers and the Disability Inclusive Development consortium in programme and disability-related meetings, and advocate for Sightsavers' philosophy and policies.
- Disseminate information about the work of Sightsavers and Disability Inclusive Development to partners.
- Attend to visitors to and from the programme and partners.

The principle accountabilities are not meant to be an exhaustive list of tasks. The need for flexibility is required and the post holder is expected to carry out any other related duties that are within the employee's skills and abilities whenever reasonably instructed.

### **Jobholder Entry Requirements – Core behaviours, qualification, *knowledge, skills and experience***

#### **Core behaviours:**

- Coordination, networking and influencing both within and outside the organisation
- Change and improvement – consistently strives to achieve high standards of performance. Responds positively to change by adapting own behaviour/approach.
- Communicating – Understands how their role contributes to the organisation vision. Communicates confidently and effectively with colleagues and partners.
- Decision-making – Gathers relevant information and uses effective reasoning to make timely decisions.
- Planning and organisation – Prioritises activities and develops plans to achieve them, monitoring own progress. Analyses and organises routine data on a regular basis.
- Delivery and implementation – Gets things done, can be relied upon to do what they say they will and is committed to achieving good quality work to agreed standards.
- Team working – Understands how their work affects others. Knows about other parts of the organisation and contributes positively to a global team.

**Qualifications and experience:**

- A tertiary qualification (Bachelors or above) in education.
- Demonstrable experience of working in different educational settings. Experience in Early Childhood Education would be of particular value.
- Knowledge of current issues, best practices and the local education system, particularly relating to the education of children with disabilities.
- Familiarity with national legislation and policies in the field of disability, human rights and education.
- Significant experience of designing/managing/supporting education programmes for children with disabilities.
- Experience of designing, managing and carrying out advocacy work in education, particularly education that is inclusive of children with disabilities.
- Experience of providing technical assistance to other organizations.