

# **HUMAN DEVELOPMENT SERVICE DELIVERY PROJECT**

## **Terms of Reference Consultancy for SVG-HDSD-CS-INDV-50**

### **TEACHING ASSISTANTS FOR PRIMARY AND SECONDARY SCHOOLS**

#### **1. INTRODUCTION**

1.1 The Government of St. Vincent and the Grenadines (GOSVG) has received funding from the World Bank (WB) towards the implementation of the Human Development Service Delivery (HDSD) Project. The HDSD project is designed to strengthen the quality of service delivery in education, improve the efficiency of social protection systems, and improve the effectiveness of labour market systems. The project is implemented by the Ministry of Finance, Economic Planning, Sustainable Development, and Information Technology (MoFEP). The other participating ministries are the Ministry of National Mobilization, Social Development, Family, Gender Affairs, Persons with Disabilities and Youth (MNOM); the Ministry of Agriculture, Forestry, Fisheries, Rural Transformation, Industry and Labour; and the Ministry of Education, National Reconciliation and Ecclesiastical Affairs (MoE).

1.2 The project is structured around the four following components:

- Component 1 - Strengthening Pedagogy for Basic and Special Needs Education
- Component 2 - Building Responsive Social Protection Service Delivery Systems
- Component 3 - Strengthening Labour Market Systems and Improving Skills Training of Poor and Vulnerable Populations
- Component 4 - Project Implementation, Monitoring and Evaluation

1.3 The MoE, through the Curriculum Development Unit, proposes to introduce a remedial initiative to improve learning among students with low learning levels in selected primary and secondary schools. More specifically, teachers of the MoE, under the aegis of the HDSD Project, is desirous of strengthening the instruction provided by teachers at preselected secondary schools by contracting additional pedagogical support. This additional support will take the form of twelve (12) Teaching Assistants who will work in seven (7) schools, alongside teachers and pupils, to provide valuable support for teaching and learning activities.

1.4 This pedagogical assistance will evidently ensure the effectiveness of classroom intervention given the following current student-to-teachers and ultimately seek to address

students' learning challenges as well as behavioural issues which impinge on students' learning and ultimately their performance.

## **2. OBJECTIVES OF THE CONSULTANCY**

### **2.1 General Objective**

2.1.1 The main objective of the Teacher Assistant is to support class teachers at public secondary schools during the delivery of classroom instruction for students in need of academic and behavioral intervention.

### **2.2 Specific Objectives**

2.2.1 To work under the instruction and/or direction of the class teacher to whose class he or he is assigned, as they provide instruction to students in need of additional attention and support.

2.2.2 To undertake specified work with individuals and groups under the direction and supervision of a qualified teacher.

2.2.3 To encourage the participation of students in the social and academic processes of the school and enable students to become more independent learners.

## **3. SCOPE OF WORK**

The main duties are as follows:

3.1. Complete requisite, specifically designed training to support their execution of tasks and practice of the online modality and face to face sessions.

3.2. Assist the class teacher (s) in conducting a comprehensive pre-assessment evaluation to assess the different levels of students under the consultant's remit.

3.3. Work one to one or with a small group of pupils online or face to face as the need requires, to provide support to students in the areas of literacy and numeracy.

3.4. The Teacher Assistant will also perform specific tasks such as reading aloud, guided small group discussion and ensure that challenged students remain on task during class time; this includes ensuring that work is complete and homework/extra assignments are copied.

- 3.5. Aid in the production of both digital and physical teaching aids and other learning materials.
- 3.6. Maintain a record of students' performance using digital folders or hard copy portfolio of students' work to be presented at the request of the consultant, Education Officers or the class teacher.
- 3.7. Ensure that the classroom is prepared for lessons (during face-to-face sessions). This may involve rearranging the furniture for a particular session, photocopying and stapling worksheets, setting up art equipment, weighing out ingredients, preparing computers among other things. And ensure that students tidy up and keep the classroom in well organized.
- 3.8. Navigate virtual platforms and ensure that all materials to be used in the lesson are uploaded and ready for easy of retrieval
- 3.9. Motivate and encourage pupils in both the online or face to face modalities.
- 3.10. Maintain classroom equipment and work areas for the purpose of ensuring availability of safe learning environments and/or meeting mandated requirements for effective learning.
- 3.11. Assist the class teacher(s) with the administration and analysis of appropriate academic and behavioural assessment tools.
- 3.12. Attend meetings, training, and professional learning sessions for the purpose of acquiring and/or conveying new information relative to job functions within these terms of reference.
- 3.13. Prepare and submit monthly reports on student outcomes to demonstrate the student's academic and behavioural progress as requested, using a specified format.

#### **4. DELIVERABLES**

- 4.1. Submission of a report on the results of the pre-assessment evaluation conducted on the different levels of the students under the consultant's remit.
- 4.2. Submission of Monthly Progress Reports utilising a standard format to be provided upon commencement of the assignment, which should highlight the following:
  - 4.2.1. Academic progress of individual students or groups under his/her remit;

- 4.2.2. Observations on learning styles exhibited by students under his/her remit;
- 4.2.3. Lessons learnt throughout classroom instruction; and
- 4.2.4. Recommendations based on lessons learnt.

4.3. Submission of a Final Report which should be a summary of the activities undertaken, successes, challenges, results (planned and unplanned), main lessons identified and recommendations on how to address those lessons.

## 5. CHARACTERISTICS OF THE CONSULTANT

<b>Type of Consultancy:</b>	Individual
<b>Procurement Method:</b>	Individual Consultant Selection
<b>Length and Duration:</b>	<p>The consultant will be contracted for a period of five (1) months commencing February 2022 until July 2022 in the first instance.</p> <p>The consultant will be subject to an initial two (2) week period of probation. The services of the consultant may be terminated at the end of the probation period, if his/her performance is found to be unsatisfactory.</p>
<b>Place of work:</b>	St. Vincent and the Grenadines
<b>Qualifications and experience:</b>	<p>The Consultant shall at a minimum, possess the following qualifications and experience:</p> <ul style="list-style-type: none"> <li>• A minimum of five (5) CSEC passes inclusive of English A and/or Mathematics.</li> <li>• Relevant experience in an educational or childcare setting.</li> <li>• Relevant experience with facilitating online training sessions would also be an asset.</li> <li>• Certificate in Teacher Education.</li> <li>• Specialized training in Literacy and/or Numeracy would be an asset</li> </ul>

<b>Assets and Capabilities</b>	<ul style="list-style-type: none"> <li>• Strong interpersonal skills</li> <li>• Strong oral and written communication skills.</li> <li>• Ability to work collaboratively as a team member and independently.</li> <li>• Excellent organizational and time management skills.</li> <li>• Ability to operate a computer and related software such as Microsoft Word, Excel, PowerPoint.</li> <li>• Access to a computer device for the facilitation of online support would be an asset.</li> <li>• Ability to keep accurate records and submit reports in a timely manner.</li> </ul>
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**6. INPUTS BY THE CLIENT**

6.1 The MoE and the educational institution to which the consultant is assigned will provide the consultant with relevant documentation and resources to facilitate the completion of the consultancy.

6.2 The MoE will ensure that an individual education plan (IEP) is prepared for each student who will access the service. The IEP is intended to be the base for the monitoring and evaluation tool for this initiative.

6.2 The Educational Institution to which the consultant is assigned will provide desk space to the consultant to carry out the tasks if necessary.

6.3 The MoE through the educational institution to which the consultant is assigned, will conduct a four-day training and highly supervised orientation and assessment, at the start of the consultancy.

## **7. REPORTING/ SUPERVISION**

7.1. The Consultant will coordinate and work closely with the designated officers of the MoE and class teacher(s) and Principal of the Educational Institution to the consultants are assigned to carry out the functions under these TORs.

7.3 The day-to-day activities and tasks of the consultant will be managed by the Principal and/or his/her designate at each school.

7.4 The consultant will report for duty at 8:00 a.m.<sup>1</sup>. five (5) days per week and work until 3:15pm, during the traditional school term.

7.4 All reports shall be submitted to the Principal and/or designated officers of the assigned school, and the Project Coordinator for review and approval. Upon approval, deliverables and relevant invoices will be forwarded to the Project Coordinator, HDSO Project, for final approval and payment.

## **8. COMPENSATION**

8.1 The Consultant will be paid a monthly rate commensurate with the services provided.

8.2 Payment is subject to the performance of duties as a Teaching Assistant to the school inclusive of the submission of monthly reports and updates on student performance guided by the IEP.

8.3 Payment may be prorated per day or per hour based on attendance.

## **9. TERMINATION**

9.1 The Client may terminate the consultancy with prior written notice to the Consultant if the Consultant does not remedy a failure in the performance of his/her obligations under the Contract; if the Consultant, has engaged in corrupt, fraudulent, collusive, coercive, or obstructive practices in performing the Contract.

9.2 The Consultant may terminate the consultancy with prior written notice, if the Client shall fail to perform any of its agreed obligations to the consultant.

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<sup>1</sup> Daily start time subject to change based on placement within a primary or secondary educational institution.

9.3 The Client shall terminate the consultancy with immediate effect, when the safety or welfare of the school(s) or the student(s) are threatened or when the Consultant has been suspected and/or charged by summons, warrant, indictment or information with the commission of a felony, a misdemeanor involving, sexual assault; obscenity and related offenses; drugs; moral turpitude; neglect; or the physical or sexual abuse of a child and/student; or any other equivalent offenses.

## **10. CONFIDENTIALITY**

10.1 The consultant shall maintain full confidentiality of all documentation and discretion in the dissemination of results. The consultant may not utilise, without prior approval from the MoE, MoFEP, or any other related Ministry or Agency, the information for presentations or studies related to this consultancy.

10.2 The consultant may not take images of sessions without the written permission of parents.