Job Title	Teacher Coach
Department	Programs and Impact
Reports to	Chief Literacy Officer / Head of Programs
Duty Station	Field-based (Mayuge, Kole, Tororo and other assigned districts), with regular presence at partner schools
Employment Type	Full Time
Organisation	enjuba – Teaching Ugandan Children to Read, Count and Thrive

1. Background

enjuba is an education non-profit focused on teaching Ugandan children to read and count so they can thrive in school and life. We equip rural public and community schools with a structured early childhood curriculum, ongoing teacher coaching for continuous improvement, and culturally relevant books through grain-sack libraries so children have access to books in their classrooms. We also run the National Spelling Bee and support community libraries.

Our goal is that 80% of Ugandan children are able to read, count and flourish by 2030. enjuba uses program data rigorously to monitor implementation, assess progress against learning outcomes, measure impact, and inform decisions on program improvement and scale. High-quality data is central to demonstrating results to partners, donors and communities, and to ensuring every child benefits from evidence-based support.

2. Job Purpose

The Teacher Coach plays a critical role in building teacher capacity, improving classroom instruction, and supporting high-quality implementation of enjuba's program. The role focuses on providing regular on-site coaching, mentorship and practical support to teachers; modelling and reinforcing child-centered, play-based and phonics-based methodologies; conducting classroom observations and offering constructive, real-time feedback; monitoring and documenting progress in teaching practices and learning outcomes; and working closely with school leadership, district officials and enjuba's Education team to ensure program quality and fidelity.

3. Key Responsibilities

A. Classroom Coaching and Mentorship

- Provide regular on-site coaching and mentorship to assigned teachers through planned weekly classroom visits.
- Conduct structured classroom observations and deliver constructive, actionable, real-time feedback to teachers.
- Support teachers in lesson planning, formative assessment and positive classroom management.
- Identify individual teacher strengths and growth areas, document progress, and co-create improvement plans with teachers.
- Model effective teaching practices during visits and support teachers to apply them independently.

B. Curriculum Implementation and Instructional Support

- Support teachers to develop and deliver engaging, age-appropriate lesson plans aligned with enjuba's structured curriculum.
- Guide teachers in the effective use of explicit, systematic synthetic phonics, storytelling, numeracy activities and play-based learning approaches.

- Promote and model active, inclusive and child-centered learning environments that support early literacy, numeracy and self-regulation.
- Ensure fidelity to the structured curriculum while helping teachers adapt activities to their specific classroom context and children's needs.
- Identify emerging training needs and propose targeted capacity-building interventions for individual teachers or groups of schools.

C. Monitoring, Documentation and Progress Tracking

- Observe, collect and accurately document teacher practice and learner progress using agreed tools and indicators.
- Maintain accurate coaching records, observation reports and teacher progress reports in a timely manner.
- Identify gaps in teaching practice or program implementation and recommend practical strategies for improvement.
- Support the monitoring of program sustainability at school level and feed insights into continuous improvement processes.
- Contribute data and qualitative insights that enable enjuba to track the quality of coaching and its effect on classroom practice and learning outcomes.

D. Relationship Building and Collaboration

- Build strong, respectful relationships with teachers, headteachers and community stakeholders to foster collaboration and shared commitment to quality education.
- Work closely with school leadership to create an enabling environment for improved teaching and learning.
- Collaborate with fellow Teacher Coaches, the Curriculum Specialist and the wider Education team, sharing best practices and jointly planning improvements.
- Engage constructively with district education officials where required to support program alignment and sustainability.
- Represent enjuba professionally in all interactions with schools, communities and partners.

4. Key Performance Indicators

Performance will be assessed against the indicators below. Specific percentage targets will be confirmed with the line manager at the start of each performance period and may be refined once baselines are established.

KPI Area	Indicator & Expected Output	Target
Coaching Coverage	Percentage of planned weekly classroom coaching visits completed as scheduled.	**≥ 90%**
Observation & Feedback Quality	Percentage of classroom observations accompanied by documented, constructive feedback and co-created action points.	**≥ 95%**
Teacher Progress Documentation	Percentage of assigned teachers with complete, up-to-date coaching records and progress reports submitted on time.	**≥ 95%**
Curriculum Fidelity Support	Percentage of observed lessons showing evidence of structured curriculum implementation and recommended methodologies (phonics, play-based, child-centred).	**≥ 80% of observed lessons**
Teacher Practice Improvement	Percentage of coached teachers demonstrating measurable improvement in priority teaching practices over a coaching cycle (as measured by observation tools).	**≥ 75%**
Relationship & Engagement	Positive feedback from teachers and headteachers on the coach's supportiveness, professionalism and usefulness (short feedback tool).	**≥ 4.0 / 5.0 average rating**

Training & Capacity Building	Number of targeted capacity-building sessions or micro-trainings facilitated for teachers based on identified needs.	**≥ 1 group session per term (or equivalent)**
Reporting Timeliness	Percentage of required coaching reports, observation summaries and data submissions delivered within agreed deadlines.	**≥ 95%**
Collaboration & Learning	Active participation in coach team meetings, sharing of best practices, and contribution to continuous improvement of the coaching model.	**100% attendance at scheduled meetings; evidence of shared learning**
Program Quality Contribution	Contribution to overall program quality as reflected in school-level learning environment and early learning indicators (qualitative + quantitative).	**Demonstrable positive contribution assessed jointly with line manager**

Note: In the first 90 days the focus will be on establishing coaching routines, building relationships with assigned schools, and setting realistic performance baselines in agreement with the line manager.

5. Qualifications and Experience

Essential Qualifications

- Bachelor's degree in Early Childhood Education, Primary Education, or a closely related field.
- At least 3–5 years of hands-on classroom teaching experience in Early Childhood or Lower Primary settings.
- Demonstrable understanding of child development, brain development and developmental milestones in the early years.
- Demonstrated experience in teacher coaching, mentoring or school-based instructional leadership, preferably in rural or community school settings.
- Strong understanding of early literacy and explicit, systematic synthetic phonics instruction (this is essential).
- Solid grounding in early numeracy and foundational mathematical concepts appropriate for young learners.
- Proven ability to design and facilitate engaging, practical teacher training or professional development sessions.
- Strong grasp of child-centred, play-based and active learning methodologies.
- Competence in monitoring, documenting and reporting on teacher progress using structured tools.

Desirable Qualifications

- Additional certification or specialized training in Education or Early Childhood Development (ECD) programs.
- Experience working within NGO or education development settings.
- Familiarity with the Ugandan Early Childhood Development or Lower Primary curriculum and national learning standards.
- Experience conducting formative assessments and using classroom observation tools to measure teacher or learner progress.
- Proficiency in using digital tools for data collection, reporting and communication (Excel, Google Suite, Kobo or similar).
- Genuine passion for improving learning outcomes for young children and building the capacity of teachers in under-resourced settings.

6. Core Skills and Attributes

- Strong facilitation, coaching and interpersonal skills, with the ability to build trust and motivate teachers.
- Excellent verbal and written communication in English; knowledge of Lusoga, Luganda, Swahili or other local languages spoken in the assigned districts is a strong advantage.
- High levels of empathy, patience and professionalism when engaging with teachers and young learners.

- Strong organizational and time-management skills, with careful attention to detail in planning visits and completing documentation.
- Self-motivated, reliable and able to work independently with minimal supervision in a field-based role.
- Willingness and physical ability to travel frequently within the assigned districts (Mayuge, Kole, Tororo and surrounding areas) and spend significant time in rural schools.
- Commitment to enjuba's mission of ensuring Ugandan children learn to read, count and thrive.
- Integrity, respect for teachers as professionals, and a growth-oriented mindset.

How to Apply

Send your CV/Resume and Cover letter as one document to hello@enjuba.com, addressed to the Human Resource Manager, not later than November 15, 2026.