



## **THE SALAAMA VOCATIONAL EDUCATION CENTRE LYANTONDE, UGANDA**

### **PRINCIPAL**

**(from as early as possible in 2014)**

The Directors of Salaama Vocational Center Incorporated are seeking a **Principal**, to lead and further develop this vocational school which opened in February 2013 in Lyantonde, Uganda, and has asked Search Associates to assist them in their search. The successful candidate will be expected to take up the post as soon as possible, and ideally no later than March 2014.

#### **A. THE CENTER**

The Salaama Vocational Education Center (SVEC) is located on a 20-acre campus in Lyantonde, a town of about 70,000 people located in the South-Western region of Uganda, approximately 120 miles from the capital, Kampala.

Uganda (known as “the pearl of Africa”) is a country of great diversity. Like many African nations, it faces major socio-economic challenges. At the same time the country is blessed with youth who are ambitious, earnest and creative, and who want to use education as a tool to change both their own future and the future of their communities. Lyantonde district has been especially challenged by the HIV/AIDS pandemic.

Plans for the SVEC began in earnest in 2009 when representatives of the community of Lyantonde started working with the Canadian donor foundation, guided by conceptual events facilitated by the Salama Shield Foundation (SSF), to support the construction of a vocational school. The stakeholders committed to an educational facility which would directly benefit young people in the community, particularly those who might otherwise not have a chance to obtain an education in a marketable vocation. In addition, it was planned that general education and practical life skills should be integrated into the school’s curriculum.

Specific goals included a blend of traditional and innovative teaching and learning practices, as well as an ethos of collaboration whereby students would work together on issues of leadership, health promotion, interfaith tolerance and entrepreneurship.

Significant research was undertaken by a Canadian designer into other vocational schools which were in operation but had failed. Recruitment of committed staff as well as the formation of a Board of Governors furthered the planning work of the community representatives, to the point where final design ideas could be provided to the architectural and engineering consultants. A needs analysis was undertaken through discussion with community members and representatives of the SSF, and this led to decisions about the vocations to be taught at the school. Initially the school was not intended to be diploma granting, but parents and guardians supported the idea that students completing SVEC's programmes would be better served with a more advanced qualification. This change in turn pointed to the need for a scholarship programme whereby local secondary schools would identify good candidates for future entry into SVEC.

For practical reasons it was decided that the school would be constructed, and studies would commence, in phases:

Phase 1: Foundation Studies and interim administration, School of Agriculture, School of the Built Environment (Carpentry and Joinery, Bricklaying and Concrete Practice).

Phase 2: Administration and Gatehouse, School of Hospitality with a cafeteria and related production kitchen (Culinary and Hotel Management), School of Technology (Auto Mechanics), School of Art and Design (including but not limited to Tailoring and Weaving and Artisanal Skills – note that this school was put on hold by the Board of Governors pending further financial investigation).

Phase 2 also includes student residences with a capacity of 120, residences for a Principal, matron and patron, and potentially a performance amphitheatre. Sports fields and courts have had initial site work done and await completion.

The vocational teaching areas each have the capacity to provide income generating products. Each school has both classrooms and well equipped workshops. Teaching staff include instructors as well as technicians, the intention being lower student/teacher ratios to promote better learning, as well as the opportunity for a technician to run contract production during off hours in the workshops. These production contracts will also support real-world learning for the theoretical classroom context. Consideration of these aspects of the project was an important part of the community needs analysis discussions prior to design and construction of the facilities.

The Center opened its doors to welcome its first cohort of 36 students in February 2013. Once Phase Two is complete, the total student population will be 228, with a staff of over 30.

## **B. THE PRINCIPAL**

The role of the SVEC Principal involves both traditional administrative and leadership duties as well as visionary and entrepreneurial challenges. The Principal will need to have a good understanding of the governmental requirements, the provenance of the school and the lessons learned in its design and development and its first year of operation.

The Principal oversees the planning and implementation of all activities of the school, both on and off campus, in accordance with the agreed objectives of the SVEC Board and with Ministry of Education rules and regulations. The Principal also leads the administrative, teaching and operational staff of the school. Most importantly, the Principal needs to model exemplary personal and professional qualities that will inspire and inform those of the school and community members. In short, the Principal will implement the mission and objectives of the Board, which reflect the community vision underpinning the vision of the school.

### **The Principal's specific duties/responsibilities**

1. Lead the school academic committee in identifying learning resources and developing and designing the school budget so as to provide for effective teaching and learning.
2. Chair meetings of the teaching team, advisory board and staff.
3. Act as secretary to Board of Governors as per Ministry of Education requirements.
4. Oversee and co-ordinate school activities both on and off campus.
5. Through formal partnerships with the community near and far, further the school's objectives by linking the school to essential stakeholders, including business partners for co-operative education, contracts for production of goods, and opportunities for contract training utilizing school workshops to provide learning opportunities and school income.
6. Organise and mobilise the necessary resources to facilitate the smooth running of the school. Resources include assets, staff, volunteers, projects etc.
7. Coordinate and supervise curriculum development in accordance with appropriate governmental requirements and the School's management guidelines and goals as adopted by the SVEC Board of Governors.
8. Prepare and submit reports of all school activities to the Board of Governors quarterly or whenever an incident arises about which the board would wish to be informed.
9. Register students and issue certificates to successful candidates.
10. Control the school's financial management and school properties. The Principal will be a signatory to the school accounts.
11. Ensure lesson plans and schemes of work are prepared and adhered to.
12. Facilitate the preparation of teaching and assessment timetables and administer the implementation of all learning activities.
13. Administer general discipline throughout the school community as per Board policies.
14. Take responsibility for the welfare of both students and teachers as per Board policies.
15. Take responsibility for skills development and academic performance, as per governmental requirements and the school's mission.
16. Take responsibility for all aspects of the day-to-day running of the school.

17. Regularly develop and review plans for institutional development and sustainability of the school. Provide the Board with quarterly reports on the status of operational and developmental goals.

18. Plan and oversee internal and external examinations as per the UNEB and Directorate of Training guidelines.

### **Generally the Principal shall**

- Be the academic and administrative head of the school and have the charge and custody of, and be responsible for, all books, deeds, documents and all other property of the school, both movable and immovable.
- Be personally responsible to the Board for the academic, social and domestic organization and conduct of the school.
- Arrange the academic curriculum and syllabus of the school subject to the direction of the Permanent Secretary (Uganda's term for Secretary of a Ministry).
- Arrange the admission of students to the school in accordance with the directions issued by the Ministry responsible for education.
- Be responsible for the day-to-day expenditure of the school and present an account of such expenditure to the Board as from time to time required by the Board.
- Present a financial statement at every ordinary meeting of the Board and a final balance sheet and the auditor's report for the annual accounts at every annual general meeting.
- Between scheduled meetings, advise the Board and donor of progress at SVEC.
- Quarterly, furnish a report on his or her conduct of the affairs of the school and such other information as reflects the business and interest of the Board.
- Ensure that moral values are taught and upheld in the school; reflecting the adopted mission statement developed by the community members.

### **Qualifications**

- Bachelor's Degree in Education or another appropriate subject from a recognized institution of learning.
- A recognised teaching qualification.
- A postgraduate qualification in education, development, business management or other relevant discipline will be an asset.
- Excellent interpersonal, communication and public relations skills.
- Computer literacy, including knowledge of Microsoft Windows system and applications.
- Ability to lead professional teams effectively in all aspects of results-oriented work.

### **Experience**

- At least 4 years' successful management experience in a related area.
- Preferably more than 5 years' teaching experience related to one or more of the Foundation Studies core subjects such as English, Mathematics, Business skills etc.
- Experience in networking with senior officials in Government, private and civil society organizations.
- Experience of work with individuals and communities from various cultures and beliefs.
- Experience as a Principal or a similar leadership role will be an added advantage.
- Ability or previous experience in any technical subject will be an added advantage.

### **C. THE SALARY AND BENEFITS PACKAGE**

The initial contract will be for 2 years, renewable by mutual consent, but SVEC hopes to appoint someone who would aim to stay at least four years at the school.

The salary/benefits package will be agreed in detail with the successful candidate, but is expected to include the following:

- A competitive salary.
- Medical insurance, for the Principal and up to 2 dependents.
- Furnished accommodation free of rent.
- One paid trip home per year of service – economy class – for Principal and up to 2 dependents.
- Relocation allowance.
- Vacation leave – 21 working days per year with full pay

### **D. APPLICATION PROCEDURE**

Suitably qualified candidates should send the items listed below, **as email attachments (all items together at the same time)**, to **David Cope** of **Search Associates** ([dcope@searchassociates.com](mailto:dcope@searchassociates.com)), to arrive as soon as possible and **absolutely no later than 30 November 2013**

- a letter of application (no more than two pages), briefly outlining why the candidate wishes to apply for this position, what specific skills, qualities and experience s/he can offer the school, and why s/he feels confident in meeting the challenges of this position
- a CV (no more than two pages)
- the names and full contact details (including current email addresses) of at least three professional referees
- a recent head-and-shoulders photo (if not on the CV)

**The Board of SVEC aims to appoint its chosen candidate during December 2013.**

**David Cope**

**Search Associates**

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