

Punong-Guro Program Manager

Job Description

Position Summary: Managers of the Punong-Guro Program/ Principal Growth Pathway program play a crucial role in the success of Teach for the Philippines' (TFP) Teacher Leaders (TLs). A Program Manager will provide essential support to overseeing, coordinating, and enhancing the educational process and leadership journey of TLs as they continue to work within our public schools, with a view towards the improvement of the Philippine education system. The role is multi-faceted and requires a deep understanding of the importance of working with people, developing leaders and advocating for progressive and effective principles for working in and transforming education.

The role requires strong organizational, leadership, and communication skills to ensure that at any time, TLs are supported and have the necessary resources to provide effective school leadership consistent with the existing DepEd professional standards for school heads and be instrumental in building a positive learning environment and culture within their school communities.

As the direct liaison between TLs and the organization, the PGP Manager also gathers inputs from the field, and uses these to help identify and address TLs' professional development needs and to coach them to ensure continued engagement with the TFP mission and alignment with the organization's core values.

Together with the PGP Director, the PGP Manager co-develops and implements relevant programs and activities throughout each academic year to set TLs up for success and to ensure that they play their role effectively in fulfilling TFP's Vision for excellent, inclusive, and relevant education for all Filipino children.

Why is the job important? Investing in aspiring and newly designated public school Principals is crucial in the future of our nation. School leadership remains a critical gap in the public education system. The EDCOM II Year Two Report (2025) cited that more than half of public schools operate without a fully appointed school principal, with many schools led by Teachers in Charge or Officers in Charge in lieu of designated school heads. This gap persists despite the existence of clear policy frameworks recognizing school leadership as central to school effectiveness. Further, school leadership is second only to classroom instruction among all school-related factors that contribute to learning outcomes (Leithwood et al. 2004) Ensuring that aspiring and newly designated Principals are well-prepared, motivated, and professionally trained is essential to building a progressive and just citizenry. The PGP Manager will be essential to ensuring the TL's holistic growth and development throughout the duration of the Program, which should translate to improved learning and life outcomes for Filipino children.

What position does this job report to? This role reports directly to the PGP Director. In the absence of a Director, they will report to the Chief Program Officer.

What are the main challenges facing this role?

- **Culture- and values-alignment.** As a direct liaison between the organization and program participants, in this case the TLs, it is critical that the PGP Manager operates from the same values as the organization's, and lives out and preserves the positive hallmarks of TFP's culture. They should also be a partner in correcting and improving aspects of the organization's culture and ways-of-doing that need to change or are potentially harmful.

- **The scope of the role and the breadth of responsibilities are wide and alignment is key.** Overseeing the needs of a current cohort of TLs while participating in the recruitment of a new cohort and inputting in overall program design is one of the key challenges of the role. Apart from being proficient in the different aspects of the job, the PGP Manager must also be good at balancing and prioritizing multiple projects and tasks at any given time. It's important for the PGP Manager to be consistently oriented towards learning, alignment, honest and transparent communication, clarity and empathy in order to navigate this well.
- **Ambiguity comes with the job.** The PGP looks to support individuals who are employed within the public school system and requires the individual in the role (and the organization as a whole) to work with the government, with an established bureaucracy and an ever shifting political landscape. The PGP Manager has to be agile, nimble and willing to roll up their sleeves to get the job done.
- **The PGP Manager should be equipped to engage and manage a diverse set of stakeholders.** They may be asked to engage with and/or report to the Board, TFP's internal teams, local and international funders, government partners, public school teachers, parents and students, etc. A Manager in TFP is at all times expected to model tolerance, sensitivity, kindness, professional courtesy, credibility and competence in thought, speech and action.
- **The PGP Manager must be data- and evidence-oriented.** The PGP Manager must approach decision-making and the formulation of recommendations with an eye towards data and evidence. They should not be wedded to current ways of working or operating such that it hampers critical reflection on the effectiveness and relevance of the Program, activities, and/or innovation.

What is included in operating effectively? Avoiding any professional or personal action or activity which may result in economic loss, legal action against, or social embarrassment to the Organization. Avoidable economic loss, such as missing a flight, negligence, or missing a required event for reasons in violation of Section 11.15, Employee Handbook, Missing Required Events, may require you to reimburse the organization in our effort to work responsibly with donated funds.

RESPONSIBILITIES	QUALIFICATIONS
<p><u>Recruitment and Selection Process</u></p> <ul style="list-style-type: none"> ● Identify and coordinate with Schools Division Offices (SDO) or to the appropriate governance level in DepEd for the recruitment of Teacher Leaders. ● Prepare official communications for the SDOs or any offices in DepEd ● Conduct information sessions related to PGP recruitment ● Facilitate the conduct of interviews of applicants for both initial and final interviews ● Evaluate candidates against the established selection criteria ● Facilitate the preparation and actual conduct of the induction and onboarding activities of the Teacher Leaders. 	<p><u>Eligibility Requirements</u></p> <ul style="list-style-type: none"> ● Filipino citizen or holder of an Alien Employment Permit authorizing work in the Philippines ● Bachelor's degree required (preferably in Education, Psychology, Social Sciences, Community Development, or Management); Graduate degree is a plus ● Willing and able to travel independently using various modes of transportation ● Willing to work weekends and evenings occasionally for training,

Program Design and Delivery

- Assess specific and individual professional development needs of Teacher Leaders to design training and support plans.
- Prepare necessary documents and materials related to the conduct of Learning Circles, Mentorship Sessions, and ensure proper alignment with the invited resource persons, consultants, and mentors.
- Facilitate and evaluate the Learning Circles and other related training.
- Maintain and update the self-directed learning portal.
- Propose and implement innovations to enhance program design and delivery by integrating best practices, adapting to changing circumstances and emerging needs, and developing cost efficient and effective tools/ systems/ processes.
- Manage the invited experts, consultants, or advisers for program innovation and development.
- Assist in organizing and facilitating regional training workshops, as necessary.
- Assist in creating modules for the program curriculum, as necessary.
- Stay a step ahead in movements in the trends in school leadership, coaching, mentoring, and other learning and development models.

Coaching and Professional Development Support

- Craft a Coaching Plan / Support Plan relevant to the needs of the Teacher Leader and make sure this is implemented effectively and efficiently.
- Visit Teacher Leaders as necessary in their school communities to observe school culture and stakeholders' dynamics, interact with students and teachers, and provide feedback to help Teacher Leaders set, plan, and achieve ambitious school leadership visions.
- Analyze relevant data from the TL's school to determine appropriate and individualized professional development support for the TLs.
- Monitor Teacher Leader workload and training needs activities from a field perspective, identify assets and challenges in their assignments and provide feedback to the Program Team.
- Support Teacher Leaders in setting long-term goals and benchmarks for their own personal and professional development and check progress.

Performance Management and Reporting

coaching conversations, and meetings

- Willing to take on significant responsibility and accountability

Relevant Experience

- At least 3 years of teaching experience preferred
- At least 2 years in a leadership or coaching role (e.g., Mentor, Lead Teacher, People Manager) is an advantage
- At least 2 years in education project / program management experience is an advantage
- Strong background in program design and training facilitation
- Experience working with DepEd and public schools or education-focused organizations

Core Skills Competencies

Training & Instructional Design

- Solid understanding of pedagogy, andragogy, module development, and assessment

Communication & Collaboration

- Fluent in English; strong written and oral communication
- Outstanding interpersonal and relationship-building skills

Conflict Resolution & Issue Management

- Skilled in managing conflict and navigating tensions across diverse stakeholders
- Proactively surfaces and addresses emerging issues before they escalate

Organization & Execution

- Excellent organizational skills; able to identify work priorities and meet deadlines
- Strong attention to detail and ability to handle multiple priorities

- Monitor Teacher Leader’s overall performance based on the PGP competencies and make recommendations as needed.
- Facilitate Competency-Based Reflections at the beginning/ middle of the School Year and Competency-Based Evaluations at the end of School Year.
- Prepare regular communication and recommendations for the PGP Director regarding Teacher Leader concerns.
- Submit feedback on Teacher Leaders for Senior Leadership Team (SLT), organized and on deadline, via the PGP Director.

Stakeholder and Community Relationship Building

- Build and maintain good relationships in the partner SDOs and TL school communities and act as an excellent ambassador of TFP to rally the community towards the organization's vision and mission.
- Facilitate communication between TFP and stakeholders in the community as needed.
- Help maintain relationships with international and local training providers within the school community.

Cross Functional Alignment

- Conduct a regular review of TFP's Child Protection Policy (CPP) with co-managers.
- Provide technical assistance to TLs in implementing student and community programs (i.e. Tara Kaya Program, Gabay sa Bata Program, KATIG Teacher Training Series).
- Facilitate VIP visits to TLs school communities; prepare documents (draft itinerary, scene setter, talking points, CV/profile); accompany VIPs; prepare Principals and Teacher Leaders.
- Help other Function Teams with specific events / projects (i.e. Mentorship Program, Fellowship recruitment, Flipped, TFP Week, REd, etc.).
- Align with specific Function Teams related to PGP activities (Recruitment and Selection, MOA/U signing with TLs, Summer Institute, Deployment, Year-end clearances, etc.).
- Ensure a harmonious, productive working relationship amongst team members, other Functions Team members and the school community.

Administrative and Financial Management

- Prepare, submit and approve Cash Advance

Strategic Thinking & Judgment

- Quick thinker and sound decision-maker
- Demonstrates sound judgment in handling participant and community concerns
- Familiarity with field implementation of policies (e.g., DepEd policies, Philippine Professional Standards for School Heads (PPSSH), School-Based Management, CPP compliance)

Technical & Administrative

- Strong tech proficiency (Microsoft Office, Google Suite)
- Comfortable with classroom observations, site assessments, and basic budget tracking and management

Character Competencies

- Deep alignment with and representation of Teach for the Philippines' Core Values
- Deep understanding of, commitment to the TFP’s Child Protection Policy
- Professional, calm, and respectful in all interactions
- High integrity, honesty, and strong work ethic
- Intellectually humble and open to feedback
- Resilient, proactive, resourceful, and innovative
- Efficiency-oriented and dependable

<p>Requests and Liquidation as applicable and perform cash disbursements.</p> <ul style="list-style-type: none"> ● Maintain trackers for work efficiency in sharing information and monitoring work progress.. ● Regularly review important documents and make changes and edits as necessary. ● Support the regular operations of the PGP Team, as assigned by the PGP Director 	
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Additional Notes: Success at Teach for the Philippines requires a willingness to work beyond the job description laid out above. This means that the PGP Manager may be called to other cross-functional projects not outlined here that are determined to be critical and/or high-priority, high-urgency for the organization.

Working conditions: Teach for the Philippines is an output-based organization so work schedules can be aligned with the Direct Supervisor. The general set-up is hybrid with work-from-home days and days when in-person meetings may be recommended or required. Individual adjustments to start and end times are handled on a case-to-case basis with both the Direct Supervisor and HR. TFP also has a current policy of unlimited vacation and sick leaves, with vacation time subject to the approval of the Direct Supervisor.