|  |  |  |
| --- | --- | --- |
| **ROLE PROFILE: Specialist, Leadership & Management Development** | |  |
| Position Title: | Specialist, Leadership & Management Development |
| Position ID: | 921047314 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Team** | Talent & Learning (People department) | **Grade** | P3 |
| **Reports To** | Head - Learning & Leadership Development | **Contract Length** | Permanent |
| **Location [Physically based in]** | Any approved SCI office location worldwide | **Time-zone [the time-zone that the role holder must be available to work in]** | Any |
| **Languages** | Any | **Positions available** | 1 |

|  |
| --- |
| **Team and Job Purpose** |
| **Team purpose**  To develop and implement innovative talent and learning strategies that attract, select, and nurture diverse talent in alignment with the organisation’s strategic objectives, fostering a culture of continuous improvement and inclusivity while ensuring compliance with organisational policies and principles of equity. By overseeing global talent management, succession planning, performance management, and leadership development, the team ensures leadership continuity and organisational growth. Through evaluating the effectiveness of these programmes, the team drives continuous improvement, equipping all employees with the skills and knowledge necessary to contribute to an inclusive and supportive workplace.  **Role purpose**  To design and implement innovative, high-quality leadership and management development interventions that build leadership and management capabiity across country offices and global teams, ensuring alignment with Save the Children’s mission and values. Additionally, the Learning Specialist champions the development of cultural competence within the organisation by promoting awareness, understanding, and respect for diverse cultural perspectives in all learning initiatives, using data and insights to continuously evolve our learning offerings based on the needs of the organisation. |

|  |
| --- |
| **Principal Accountabilities** |
| * Design and implement innovative, high-quality leadership and management learning interventions that meet the diverse needs of teams across country offices and global teams , ensuring alignment with Save the Children's mission and values. * Collaborate with People Partners and other stakeholders to create learning plans. * Foster an inclusive and supportive learning environment by integrating our values and diversity, equity, and inclusion principles into all solutions and methods . * Champion the development of cultural competence within the organisation by promoting awareness, understanding, and respect for diverse cultural perspectives in all learning initiatives . * Use data and insights to continuously evolve learning offerings based on needs of the organisation. |

|  |
| --- |
| **Budget** |
| None |

|  |
| --- |
| **People Management Responsibility** (direct/indirect reports) |
| Number of people managed in total: 0  Manager of a team:  Team Manager (manager of multiple teams): |

|  |
| --- |
| **Size of Remit** |
|  |

|  |
| --- |
| **Travel Requirements** |
| International travel required:  Percentage of required for travel: Less than 5% |

|  |
| --- |
| **Key Relationships** |
| **Internal** (excluding direct team and manager)   * People Partners * Country HR * Extended leadership team   **External**   * Training suppliers (facilitators, coaches, software) |

|  |
| --- |
| **Competencies** |
| Cluster: Leading  Competency: Leading and Inspiring Others  Level: Accomplished  Behavioural Indicator: Takes a flexible and positive leadership style adapting to a given situation or to the needs of the team .  Cluster: Leading  Competency: Delivering Results  Level: Accomplished  Behavioural Indicator: Establishes clear and compelling objectives with teams and individuals and monitors progress and performance .  Cluster: Thinking  Competency: Problem Solving and Decision Making  Level: Accomplished  Behavioural Indicator: Uses data and evidence to drive decision making for quality improvement .  Cluster: Thinking  Competency: Innovating and Adapting  Level: Accomplished  Behavioural Indicator: Openly talks about doing things differently pushing boundaries and ways of working to drive improvements .  Cluster: Engaging  Competency: Communicating with Impact  Level: Accomplished  Behavioural Indicator: Adapts communication style to maximise support and engagement .  Cluster: Engaging  Competency: Networking  Level: Accomplished  Behavioural Indicator: Builds strong relationships with a broad range of stakeholders . |

|  |
| --- |
| **Experience and Skills** |
| **Essential**   1. Instructional Design : Significant experience in designing innovative, high-quality blended learning interventions, that can tailored to diverse teams 2. Considerable experience in the full lifecyle of learning (analysis, design, evaluation) across different learning methodolgies 3. Considerable expereince in thought leadership and best practie in leadership and management development 4. Considerable experience in using learning authoring tools 5. Considerable experience incorporating principles of diversity, equity, and inclusion into all aspects of learning and development, demonstrating impact and understanding of inclusive practices. 6. Cultural Competence: Ability to integrate cultural sensitivity and competence into all learning initiatives, creating an inclusive learning environment. 7. Collaborative Skills: Strong collaboration skills to work effectively with People Partners and other stakeholders, fostering a supportive and inclusive learning culture. 8. Data Analysis and Insights: Competence in using data and insights to inform and continuously evolve learning offerings, ensuring alignment with organisational needs. 9. Experience in Stakeholder Engagement: Proven ability to engage with and influence internal and stakeholders to develop and implement strategic learning plans. 10. Project Management: Skilled in managing multiple L&D projects from inception through to completion, ensuring strategic alignment and effective resource utilisation. |

|  |
| --- |
| **Education and Qualifications** |
| **Essential**  N/A |

|  |
| --- |
| **Safeguarding** |
| We need to keep children and adults safe so our selection process includes rigorous background checks and reflects our commitment to the protection of children and adults from abuse.  Level 1: A basic criminal record background (DBS) check is required/equivalent police record check. |

|  |
| --- |
| **Diversity, Equity and Inclusion and Equal Opportunities** |
| Diversity, Equity and Inclusion is core to our vision, values and global strategy. Save the Children is committed to creating a truly diverse, equitable and inclusive organisation, and one which will support us in our vision to ensure every child attains the right to survival, protection, development, and participation.    We are committed to equal employment opportunities, regardless of gender, sexual orientation, race, colour, ethnic origin, nationality, disability, marital or civil partnership status, gender reassignment, pregnancy and maternity, caring or parental responsibilities, age, or beliefs and religion. We are committed to diversifying our staff to better represent the communities we serve and actively welcome underrepresented groups to apply.    Reasonable adjustments will be made should any candidate invited to interview require this. |

|  |
| --- |
| **Additional job responsibilities** |
| The duties and responsibilities as set out above are not exhaustive and the role holder may be required to carry out additional duties within reasonableness of their level of skills and experience. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Version Control and Approval** | | | | |
| Version | Date | Author | Reviewer | Approver |
| 1 | 02/06/2025 | Camilla Cole | Suzy Malcolm | Camilla Cole |