

**JOB DESCRIPTION
CFE LITERACY FACILITATOR**

National Association	SOS Children's Villages South Africa
Location	Village Communities
Functional Area	Programmes Department
Job Title	CFE Literacy Facilitator
Name of Employee	
Job Title & Name of Direct Supervisor	CFE Programme Coordinator
Job Titles of direct subordinates	None
Additional professional support and instruction	

The Community Family Empowerment (CFE) Programme is Prevention and Early Intervention (PEI) meant to transform family and community environments into safe, nurturing and loving environments for children and young people. It builds the capacity of parents and caregivers to ensure safeguarding, socio-emotional well-being of children in homes and community settings. It empowers parents with sustainable livelihood programmes to alleviate multiple deprivation situations in families. The MA South Africa has 7 children's villages and 3 Social Centres. The CFE programme will be rolled out in all 7 villages and social centres. Out of these 10 sites there will be CFE teams consisting of Social Workers (as supervisors and field work and driving psycho-social support in targeted families, secondly there will be Literacy Facilitator who will provide training to educators and youth and follow up trainees with mentorship and coaching support for applied practice.

Literacy Facilitators operate mostly in homes, households where children live to drive a culture of reading in homes. Literacy Facilitators co-create with parents activities that can be adopted by the households to encourage reading in the home regularly. Literacy needs to enjoyable and attractive to children and parents need to facilitate this interest inside homes through various activities that makes reading fun. Inside homes reading plans are development, modelling of shared reading sessions, parents encouraging independent reading by children and provision of digital and hard copy books.

In the Drop-in Centres Literacy Facilitators train caregivers and all staff on running reading clubs, arrange books and link Drop-in Centres to literacy programmes for continued support. In ECD centres Literacy Facilitators train ECD Practitioners on running reading sessions in the morning programmes.

General aim/purpose of the position

1. **Profiling of Beneficiaries:** Literacy Facilitators will support at most 10 households each for three months then move to another 10 households for another 3 months. Further LFs identify Drop-in Centres in the close proximity of the CFE centre. Further identify and profile ECD centres or early learning programmes

Head of Finance



2. **Home Literacy Facilitation:** In each household LFs registers the demographic statistics of the family (how many caregivers, ages of children, schools attended), identify appropriate reading times and reading spaces. Arrange reading materials, conduct training to parents on shared reading and independent reading, link family to digital reading resources
3. **Drop-in Centre Reading Clubs:** LFs train Caregivers on establishing a reading clubs, master various activities with reading clubs, receive support materials from literacy organisations
4. **ECD Practitioner Literacy Training:** LFs train ECD Practitioners on shared reading, wordless books, etc.
5. **Referrals:** Refer parents, Drop-in Centres and ECD to literacy organisations for further support
6. **Report-writing:** On monthly basis capture information and complete forms on activities done, i.e. parents training, mentorship/coaching, work with schools and referrals

Special authority and representation: (e.g. special signing authority)

Date, Signature Employee:

Date, Signature Direct Supervisor:

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This job description outlines only the general scope of activity and the basic tasks and responsibilities associated with this position. It is reviewed annually in the course of performance appraisal. It may be supplemented with a more detailed definition of tasks, responsibilities and involvement in processes. The Job profile below defines the ideal candidate for the job.

Job Profile

LEGISLATIVE REQUIREMENTS	
Adherence to relevant South African legislation.	
QUALIFICATIONS, EXPERIENCE, SKILLS / KNOWLEDGE,	
QUALIFICATIONS	<ul style="list-style-type: none"> • Matric Certificate, Community Development certificate or related field. • Minimum 3 years' experience in youth, family strengthening, or community development. • Knowledge of South African child protection legislation and UN Guidelines. • Experience in trauma-informed care and psychosocial support.
	<ul style="list-style-type: none"> • A Valid South African Drivers Licence.
EXPERIENCE	<ul style="list-style-type: none"> • Minimum 2 - 4 years' experience in community-based programme implementation, preferably within child, youth or family strengthening programmes. • Experience working with schools, families and community structures will be an advantage. • Experience supervising or supporting field-based programme staff will be an advantage. • Demonstrated experience in trauma-informed care and psychosocial support.
SKILLS / KNOWLEDGE	<p>Knowledge Specific to the Position</p> <ul style="list-style-type: none"> • Sound understanding of Community and Family Empowerment (CFE) principles and community-based development approaches. • Basic understanding of child protection and safeguarding principles and referral processes applicable to community and school-based programmes. • Knowledge of school-based and community-based support systems, including learner retention, child wellbeing and family strengthening initiatives. • Understanding of NGO programme operations, implementation models and community-level service delivery. • Working knowledge of Monitoring, Evaluation and Learning (MEL) processes, including data collection tools, activity tracking and reporting requirements. • Understanding of quality assurance principles as they relate to programme implementation and service delivery. • Familiarity with education policies and community development frameworks relevant to children, youth and families. • Ability to identify and support community partnerships, referral networks and stakeholder engagement to strengthen programme implementation.
	<p>Skills and Competencies (Key Technical Skills)</p> <ul style="list-style-type: none"> • Strong facilitation and coordination skills for community meetings, parenting sessions and school-based activities.

	<ul style="list-style-type: none"> • Effective record-keeping, report-writing and documentation skills using approved programme tools and templates. • Planning, organising and coordination skills to manage multiple programme activities and community engagements concurrently. • Working under the supervision of the Social Workers , work collaboratively with Social Workers, Programme Managers, educators and community partners. • Strong interpersonal and communication skills to engage families, children, youth, educators, community leaders and service providers. • Practical problem-solving skills to address implementation challenges and support effective programme delivery. • Professional presentation and communication skills suitable for engagement with schools, communities and service providers. • Adaptability and responsiveness when working in dynamic community and school environments.
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PERSONAL ATTRIBUTES

Results, Service Delivery and Programme Implementation

- Coordinates and supports the implementation of CFE programme activities in line with approved workplans, schedules and programme guidelines.
- Demonstrates commitment and resilience in supporting families, children and youth through community- and school-based interventions.
- Takes initiative to improve day-to-day programme coordination, activity delivery and follow-up processes.
- Manages assigned programme activities and responsibilities effectively to meet agreed targets, timelines and reporting requirements.
- Remains adaptable and responsive when working under pressure or in dynamic community and school environments.

Professional Communication, Responsibility and Accountability

- Communicates clearly and professionally with families, children, youth, educators, community leaders and service providers.
- Makes sound day-to-day decisions within delegated authority and escalates safeguarding concerns and complex issues to the Social Worker or Programme Manager as required.
- Takes responsibility for the quality and completion of assigned programme activities, documentation and referrals.

Analytical, Coordination and Problem-Solving Ability

- Identifies implementation challenges affecting programme activities and proposes practical solutions in consultation with the Social Worker and Programme Manager.
- Collects and uses information from families, schools and communities to inform activity planning, follow-up and reporting.
- Works collaboratively with Programme Managers, Social Workers and partners to strengthen coordination and service delivery.

Continuous Improvement, Learning and Quality Support

- Ensures programme activities and family strengthening interventions are implemented in line with CFE priorities, safeguarding standards and organisational guidelines.



- Monitors progress of assigned activities against agreed milestones and standards and reports variances timeously.
- Maintains accurate and up-to-date programme records, registers and activity documentation.
- Contributes to continuous improvement by sharing lessons learned, good practices and implementation insights from field activities.