

POST DESCRIPTION

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| Title | IPA (Institutional Pedagogical Advisor) |
| Location of project | Barranquilla, Colombia |
| Scale | Junior Postgraduate Consultant / Teacher Trainer Junior II |
| Economic Compensation | \$ 61,316,000 for the entire contract (IVA not included) |
| Number of trainers required | N/A |
| Lengths of contract | 10 months |
| Number of consultants required | 6 |

Context and Environment

The British Council in Colombia is a largely UK government grant funded non-for-profit organisation. Colombia is an important commercial, cultural and educational partner for the UK, and we aim to increase the impact of our operation locally. In Colombia, the British Council works mainly in English, Education and Arts.

We deliver a series of consultancy and teacher training and mentoring projects for both public and private sectors. Within the English and School Education (ESE) sector, the British Council manages a wide-ranging portfolio of large-scale and local projects. These initiatives are developed and delivered in collaboration with both public and private sector partners.

The British Council is committed to policies and practices of equality, diversity and inclusion across everything we do. We support all staff to make sure their behaviour is consistent with this commitment. We want to address under representation and encourage applicants from under-represented groups but not exclusively, on grounds of ethnicity and disability. All disabled applicants who meet the essential criteria are guaranteed an interview and we have Disability Confident Employer Status. We welcome discussions about specific requirements or adjustments to enable participation and engagement in our work and activities.

The British Council is dedicated to safeguarding everyone we interact with. To ensure a safe context, we implement enhanced practices for work that involves direct contact with our stakeholders. These practices include thorough checks of qualifications, references, identity, and criminal records in compliance with local laws.

Additionally, safeguarding training is provided during inception of service provision or onboarding to ensure a clear understanding of responsibilities. By engaging with us, you commit to upholding these standards and contributing to a safe space for all.

Appointment to positions where there is direct involvement with vulnerable groups will be dependent on thorough checks being completed; these will include qualification checks, reference checks, identity & criminal record checks in line with legal requirements and with the British Council's Safeguarding policies for Adults and Children.

Purpose

Implement a comprehensive pedagogical and institutional support across up to five (5) district educational institutions over a period of ten (10)-months. The Institutional Pedagogical Advisor (IPA) will lead and accompany institutional change at both meso- and micro-curricular levels, working in close collaboration with headteachers, academic coordinators, and English and content teachers to strengthen bilingual education. Each IPA will be responsible for up to five (5) institutions and will carry out at least one weekly in-person visit to each assigned school. The strategy focuses on consolidating bilingual institutional plans, improving the quality of English language teaching and learning, and ensuring alignment with the Barranquilla's Bilingualism Policy, with a view to achieving sustainable improvements that extend beyond the duration of the strategy.

Key Objectives

The strategy will be implemented through a set of structured activities and personalised on-site accompaniment in each assigned school. Every school will design and implement an action plan with specific, measurable, achievable, relevant and time-bound objectives to strengthen English teaching and learning in the classroom and to consolidate English as a strategic component of the institutional curriculum.

The main objectives of the strategy include, but are not limited to, the following:

- Strengthen instructional leadership for bilingual education among headteachers and academic coordinators, fostering evidence-informed administrative and academic decision-making in support of English across the school.
- Build institutional capacity for English Language Teaching (ELT) at participating schools through differentiated approaches tailored to each school's context, level of development and priorities.
- Accompany teachers in the design, implementation and reflection of English and Content lessons that promote communicative, meaningful and inclusive learning experiences for students.
- Advise schools on the design and use of assessment strategies and tools that align with bilingual curricular objectives and support continuous improvement in teaching and learning.

Responsibilities

All accountabilities, responsibilities and main duties are to be carried out in line with organisational policies on Equality, Diversity and Inclusion (EDI), Child Protection, Adults at Risk and other overarching corporate policies. All materials produced must follow British Council and partner brand guidelines, data protection policies and applicable law.

A. Institutional Support:

- Conduct detailed diagnostic assessments in each assigned school on key aspects of bilingual education, including curriculum alignment, teaching practices, student outcomes and availability of resources, and produce a brief diagnostic report per institution.
- Socialise and analyse results from the previous year, including SABER 11 outcomes, student performance data and teachers' English proficiency tracking, to inform institutional decision-making.
- Update and validate school information related to teaching staff and academic profiles, ensuring accurate records and producing a brief institutional overview for each assigned school.
- Work with headteachers and academic coordinators to co-design, document and monitor a bilingual education action plan for each school, aligned with institutional needs and national and local bilingualism objectives.
- Provide ongoing advisory support to school leadership to integrate bilingual education into institutional policies, improvement plans, and management practices.
- Carry out at least one weekly on-site visit to each assigned school to follow up on the action plan, monitor progress and agree on next steps with leadership teams.

B. Curriculum Development:

- Support schools in reviewing and updating English language and bilingual curriculum documents at macro-, meso-, and micro-curricular levels, ensuring alignment with national standards, Barranquilla's bilingual policy, Barranquilla's suggested curriculum, and school-specific priorities.

- Advise schools on the design and refinement of assessment systems and tools that reflect bilingual curricular objectives and support continuous improvement in English teaching and learning.
- Provide guidance on the integration of bilingual approaches in selected non-language content areas (e.g. CLIL initiatives), where relevant and feasible.

C. Teacher Capacity Building and Classroom Support:

- Provide personalized pedagogical support to English and content teachers through classroom observations, structured feedback conversations, and one-to-one or small-group mentoring sessions.
- Accompany teachers in the planning, implementation, and reflection of English and content lessons that promote communicative, meaningful, and inclusive learning experiences for students.
- Facilitate workshops or professional learning sessions on bilingual teaching methodologies, lesson planning, differentiation, and assessment for learning, as agreed with the school and the program.

D. Resource Use and Development:

- Support schools in reviewing, adapting and optimizing the use of existing resources for English and bilingual teaching (textbooks, digital platforms, libraries, etc.) in line with the strategy and institutional goals, to enhance student engagement and learning outcomes.
- Where needed, co-create or adapt simple teaching and learning materials that respond to the specific needs of each institution and are consistent with the agreed curriculum and methodologies.
- **E. Monitoring, Reporting and Evidence:**
- Track the implementation of bilingual actions in each school through regular on-site visits and follow-up, documenting achievements, challenges and recommendations.
- Systematically consolidate data, reports and alerts from assigned schools into clear progress updates and final reports, using the formats and platforms defined by the program.
- Ensure appropriate documentation of all key activities (e.g. visit records, meeting minutes, attendance lists, photographic evidence) to support monitoring, evaluation and accountability.

F. Stakeholder Engagement:

- Act as a liaison between schools and the Secretaría Distrital de Educación (SED), ensuring clear, timely and professional communication across all levels.
- Organize and lead meetings or reflection spaces with headteachers, coordinators and teachers to review progress against the action plan and agree on adjustments.
- Promote professional networks, peer mentoring and the sharing of good practices among teachers and leadership teams within and across schools.

G. Administrative Responsibilities:

- Submit accurate and timely reports (e.g. weekly records, monthly summaries and end-of-cycle reports) according to the strategy requirements.
- Participate in all mandatory induction, training and strategic meetings organised by the strategy.
- Comply with all contractual obligations, including adherence to organisational policies, procedures and legal requirements.

H. Safeguarding and Inclusion:

- Ensure strict adherence to organizational safeguarding policies and procedures, maintaining a safe and respectful environment for all children, young people and adults involved in the program.
- Promote equality, diversity and inclusion in all interactions, materials and activities, challenging discriminatory attitudes and practices where they arise.

TERMS OF REFERENCE

| Type of Contract | Service provision |
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| Payment terms | <ul style="list-style-type: none"> - To sign a contract, selected candidates must submit a social security certificate. - Diez (10) payments of \$ 6,131,600 after submission of a monthly report of actions and deliverables established in the implementation plan of the project. - Before each payment, the contractor must submit an invoice detailing the services provided and obtain the manager's approval, confirming the |

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| | completion of all deliverables or products. Additionally, the contractor is required to provide proof of monthly social security contributions, which is a mandatory condition for processing payments. |
| Legal deductions | In accordance with legal policies in Colombia. |
| Deliverables | <p>The Institutional Pedagogical Advisor (IPA) will be expected to submit the following deliverables, using the standard templates, digital tools and Google Drive folders provided by the program and the Secretaría Distrital de Educación (SED). These may include, but are not limited to:</p> <ul style="list-style-type: none"> • D1. Baseline Validation and Update Note (Per School) A brief validation and update note for each assigned school, based on the existing bilingualism report from 2025. This note should confirm the current situation at the start of the accompaniment, highlight any relevant changes, and agree on initial priorities with school leadership. • D2. Institutional Bilingual Education Action Plan (Per School) A tailored bilingual education action plan for each assigned school, co-designed with headteachers and academic coordinators. The plan should specify objectives, priority actions, timelines, responsible actors, and expected outcomes, and be aligned with national and local bilingualism goals. Where a plan already exists, the IPA will update and validate it jointly with the school. • D3. Monthly Evidence Package (Per IPA) A consolidated monthly package of evidence, uploaded to the SED Google Drive in the corresponding folders, including: <ul style="list-style-type: none"> ○ A short Monthly Progress Report, summarizing main advances, challenges and agreed actions for each assigned school, with reference to the Institutional Bilingual Education Action Plan. ○ Signed minutes (actas) of (individual or group) key meetings and working sessions with headteachers, coordinators and teachers, including decisions taken and action points. ○ Attendance lists for relevant activities (e.g. workshops, meetings, training sessions). ○ A limited set of photographs documenting key moments and activities, in line with organizational safeguarding and data protection policies. • D4. Teacher Support and Professional Development Record Registration, through the agreed formats or digital tools, of pedagogical support activities for teachers in each school, including classroom observations, feedback conversations, co-planning or co-teaching sessions, and professional development workshops. • D5. Teaching and Learning Materials Record A brief record (which may be part of the monthly progress report or a simple inventory) of the main teaching and learning materials reviewed, adapted or co-created with each school, indicating their purpose and alignment with the school's bilingual strategy and updated curriculum. All files must be stored in the corresponding SED Google Drive folders. • D6. Bilingualism Progress Tracking Tool Updates Completion and timely updating of the program's bilingualism progress tracking |

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| | <p>tool for each assigned school at agreed milestones (e.g. baseline/validation, midline and endline), ensuring accurate data on institutional and classroom-level progress.</p> <ul style="list-style-type: none"> • D7. Final Institutional Report (Per School) A final report for each assigned school at the end of the accompaniment period, following the strategy template. This report should include: a summary of key activities undertaken; an analysis of progress against the Institutional Bilingual Education Action Plan and agreed indicators (including data from the tracking tool); and practical recommendations for sustaining and expanding bilingual practices. • D8. Mandatory Training Certificates (Safeguarding and Compliance) For the first payment, the selected candidate must complete and submit certificates for the five mandatory organisational courses: <ul style="list-style-type: none"> ✓ Safeguarding: Annual recertification (1 year). ✓ Information Management: Annual recertification (1 year). ✓ Equality, Diversity and Inclusion: Recertification every 3 years. ✓ Safety and Security: Recertification every 3 years. ✓ Fraud Awareness: Annual recertification (1 year). • D9. Other Project-Specific Formats Any additional formats, reports or information that may be reasonably required by the strategy or funding body and communicated in advance, ensuring they remain consistent with the scope of work and do not create unnecessary administrative burden. |
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CONTRACTOR SPECIFICATION

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| Essential qualifications , experience and skills | <ul style="list-style-type: none"> - University degree in modern languages, philology, language teaching or education related field, with 4 years of experience. - Postgraduate studies in ELT, TESOL or education or equivalent experience of more than (8 years). - At least 4 years proven experience in either one of the following: <ul style="list-style-type: none"> - English teacher training programmes. - Mentoring and strategic consultancy in the ELT field. - Curriculum and instructional design. - Ability to operate in English and Spanish (both written and spoken) in business contexts. Non-native speakers should demonstrate a C1 level CEF. - Intermediate proficiency in office suite, database managers and online cooperation tools (such as G-suite) is required. - Ability to perform effectively in challenging situations and meet deadlines. - Strong interpersonal and communication skills. - Strong analytical skills. - Familiarity with the public education system of Barranquilla or nation-wide and the National English Curriculum. |
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| Desirable | <ul style="list-style-type: none"> - One (1) year of experience creating or editing learning/ teaching materials is a plus. | | | |
| Passport and/or nationality requirement | <ul style="list-style-type: none"> - Eligibility to Work in Colombia: Candidates must have the right to work in Colombia. - Visa Sponsorship: The British Council is unable to support or sponsor work visa applications or cover relocation costs for non-Colombian applicants. | | | |
| Important features | <ul style="list-style-type: none"> - Interested candidates must live in Barranquilla or be willing to relocate. Please note that the British Council does not cover travel or relocation expenses. - The Consultant must submit the parafiscal contribution schedule (PILA) with the invoice. The contribution schedule must reflect the current month of invoicing. Prior-dated contribution schedules will result in the rejection of the invoice. - The British Council is committed to safeguarding everyone we work with. For roles involving direct contact with stakeholders, we apply enhanced safeguarding measures, including checks of qualifications, references, identity and criminal records, in line with local legislation. Safeguarding training will be provided at the start of service provision to ensure a clear understanding of roles and responsibilities. By working with us, you commit to upholding these standards and contributing to a safe environment for all. | | | |
| Application Process | <p>Interested candidates should submit their resumes to the following email address, in accordance with the description and guidelines provided above: bilinguismobaq@britishcouncil.org</p> <p>Please follow the below steps:</p> <ul style="list-style-type: none"> - Your CV should highlight the relevant experience and qualification for the post. - Your CV should be named with your name and surname as follows: John Williams CV - In the mail subject, please specify the position you are applying for, in this case: "IPA Consultant – Barranquilla project". <p>If you have any questions about this application process, you can write an email to bilinguismobaq@britishcouncil.org using "IPA Consultant Barranquilla project Application" as the subject.</p> <p>The British Council reserves the right to reject all applications and accept the one it deems most advantageous.</p> | | | |
| Rates | Upon submission of deliverables – 10 payments for \$ 6,131,600 COP/ each | | | |
| Deadline for application | January 25, 2026 11:59 pm Colombian time | | | |
| Submitted by | Sandra Rangel, Head of Implementation | | Date | 19/02/2026 |