

# Job Description

<b>Role title</b>	Schools Territory Manager, West Africa
<b>Role reports to</b>	Senior Manager, West Africa
<b>Direct reports</b>	None
<b>Indirect reports</b>	None
<b>Level</b>	5
<b>Department</b>	International Network
<b>Location</b>	Abuja/Port Harcourt, Nigeria
<b>Effective date</b>	February 2025

## Purpose of the role

To grow the business for Cambridge programmes and qualifications in West Africa (Nigeria, Ghana, Gambia, Cameroon, Cote D'Ivoire, Togo, Benin, Senegal, Sierra Leone. This list is not exhaustive in terms of territories supported and may be added to, or amended, from time-to-time). This is primarily in our new and existing schools' market, working closely with our associates the British Council and Holron Computing Training Centre to ensure new schools are recruited to expand our channel to market and annual examination entry targets are met. This will be done by ensuring that our customers are well supported and, providing world-class service to our schools, educational organisations, regulatory bodies and the wider community. And, where and when appropriate cooperating with our Cambridge Partnership for Education colleagues in ministry relationships and/or our education reform work.

The School Territory Manager, West Africa will spend 60% of their time growing and developing our school market across the subcontinent of West Africa. This is primarily by growing our schools' market and the uptake of Cambridge examinations. The remaining time will be used to support new and existing Cambridge schools in the assigned territory, resources, recommending products and programs that provide an opportunity for schools to improve or enhance their current Cambridge offer. The School's Territory Manager and, in conjunction with the Senior Manager, West Africa and the wider Cambridge Senior Leadership team will work closely with key strategic leadership in the region to help build a region-wide engagement strategy.

## Key accountabilities

1. Grow the market, primarily schools, within West Africa in line with the business strategy and in accordance with corporate guidance/protocols.
2. Conducting regular joint business planning with all teams, developing short term tactical actions, and long-term objectives to support the development of new Cambridge schools and aspiring Cambridge schools in the region.
3. Conducting School Approval Visits (SAV and RSAV) and represent Cambridge at events such as exhibitions, seminars, and conferences, make presentations as required.
4. Maintain current details of relationships with new and aspiring Cambridge schools and other stakeholders on Salesforce and identify follow up actions when required.

5. Ensuring Cambridge School Support offer is well understood by new Cambridge schools in the assigned territory, recommending resource, products and programs that provide an opportunity for new and existing schools to improve or enhance their Cambridge offer.
6. Identify opportunities to build awareness for Cambridge resources, products and services through active participation at educational seminars, conferences, and other events and to plan, manage and implement such activities.
7. Complete all activities in accordance with our group processes e.g., legal, financial, HR and local policies and procedures, expenses are recorded accurately and transmitted to Cambridge on time and within allocated expense budget.
8. Develop a strong understanding of the entire CUPA offer to schools and seek opportunities to promote.
9. Collaborate with wider Cambridge Regional team to drive the uptake and growth of resources and products in our schools.
10. Support and assist colleagues on compliance, inspections, registrations, new products and services, training, marketing, events, surveys and other school related issues.
11. Assist the Senior Manager, West Africa in supporting Associates (such as the British Council and Holron Computing Centre) in the region, and associate schools.
12. Assisting and support of events and exhibitions (including Principals Forums and book fairs).

## Key relationships (internal and external)

### 1. Internal Relationships

- *Business Development (Schools), International Network*
- *Resources colleagues*
- *Customer Service team*
- *Schools pre, and post-Approvals teams*
- *Compliance team*
- *MarCom's team*
- *Professional Development team*
- *School Improvement Services for aspiring schools*
- *Colleagues in other territories and regions*

### 2. External Relationships

- *Principals, Exam Officers and Teachers at Cambridge schools in West Africa*
- *British Council Offices in various territories*
- *Holron Computing Training Centre*
- *Teacher organisations in various territories*
- *Other associates in the territories*
- *Relevant regulators and departments of education in the various territories*
- *Groups of Schools*

## Role impact (people, policy, financial)

### Budgets

*(Over which you hold direct or indirect management responsibility. Please exclude headcount)*

**Income** *(that role is responsible for delivering or makes direct contribution to delivery of)*

To contribute through business development activity to growth in revenue for the location a minimum of 7% per annum. Assist Senior Manager in setting annual targets.

**Direct costs** *(budgets set and controlled by post holder)*

None.

**Indirect costs** *(post holder authorises spending on budget, delegated by budget holder)*

Does not have responsibility for budget management but manages own expenditure against an allocated budget and manages indirect expenditure on marketing, events, seminars, inspections and recognition against an allocated budget.

### People

**(The number and levels of colleagues you manage)**

Does not have any line management responsibility but may manage temporary staff and may act as coach or mentor to less experienced colleagues to do so.

### Other numbers

*(any financial data that puts the role into context)*

Growth of the number of new and net schools offering Cambridge as per predetermined targets set annually.

Improve average customer value of Cambridge Schools

Resources sales targets to be determined

## What is the major impact of this role on the business?

- Growth in new schools as our major channel to market in West Africa for examination entries and Resource publications.
- Identify new channels to market for our assessment programmes in collaboration with the Senior Manager, West Africa.
- Driving growth in the region by expanding Cambridge international customer base and increasing revenue streams.
- Support for aspiring schools to become Cambridge International Schools.
- Drive the uptake of resources and services as offered by Cambridge.
- Support for existing schools to improve or enhance their Cambridge offer.
- Contributes to and owns implementation of strategic plans to this location.
- To safeguard sustainable revenue and the reputation of Cambridge in the region and beyond.
- Use of Salesforce as a CRM tool.

## Decisions and Recommendations

Decisions:

- Decisions associated with implementing their accountabilities associated with the agreed Regional Plan

- Desk research in preparation for school visits and meetings with other stakeholders
- Arrangement of visit and meeting schedules
- Expenditure within agreed limits

#### Recommendations

- Changes to agreed business development plans and activities.
- Key steps in recognition of Cambridge qualifications
- Customer complaint resolution
- Expenditure above a predefined amount
- Travel authorisation

## Essential knowledge

- Knowledge of the education systems in the region and with international education.
- Knowledge of information, technology, and communication systems
- Knowledge of Cambridge programmes and qualifications.
- Some technical knowledge of assessment and of key educational issues both in the UK and in the location.
- Good proven IT skills, including knowledge of MS Word, Excel and Outlook.
- Fluency in English both written and oral.
- Knowledge of Cambridge associates' processes and procedures.

## Essential skill(s) & experience

- Minimum of a bachelor's degree
- Ability to develop on-going relationships with our customers at a senior level as well as with government officials and other stakeholders.
- Proven business development experience in international education.
- Attention to detail and accuracy and ensuring that schools receive a quick response to all correspondence.
- Team working.
- Able to work in a matrix managed environment.
- Confident communication and presentation skills.
- Management of senior level stakeholder relationships e.g., with Ministries of Education or key stakeholders (such as the British Council).
- Able to work in a self-directed manner with minimal supervision.

## Key competencies (organisational values)

- Collaboration: Builds effective relationships with other colleagues, customers, and external stakeholders. A good team player with excellent communication and interpersonal skills.
- Empowerment: Ability to work in a dynamic and evolving environment which is continuously refining roles, processes, and toolsets.
- Responsibility: Ability to stay open-minded, listen and learn from feedback across the business to enable continuous improvement and engineering excellence
- Innovation: Is open to new ideas and encourages colleagues to look at things differently. Accept change and engages with it positively

## **Key competencies (functional)**

- Business development in an education context.
- Knowledge of Cambridge programmes and qualifications.
- Technical knowledge of assessment and of key educational issues both in the UK and West Africa
- Experience of working in an international organisation.

## **Key competencies (leadership)**

- Achieving– being responsive, decisive and accountable to further our mission.
- Inspiring– role models optimism, motivation, authenticity
- Inclusive– curious, open minded, and ready to learn from others.
- Trusted & trusting– enables individuals, teams and organisations to collaborate with integrity.
- Confidence with humility– has confidence in her/his abilities, with the willingness to learn and adapt.