IKAMVA LABANTWANA
OUR CHILDREN'S FUTURE

IKAMVA LABANTWANA BETHU

Supporting learning, opportunity and child wellbeing

Tutors

LOCATION Cape Town | **PROGRAMME / FUNCTION** Girls, Learn4Life (L4L) and After-school

About Ikamva Labantwana Bethu

Ikamva Labantwana Bethu is a community-based non-profit organization operating in the Western Cape (Crossroads and Nyanga) and Eastern Cape (Paterson and Tarkastad). The organization is committed to transforming communities affected by poverty, crime, and social challenges into safe, thriving, and sustainable environments.

At the heart of its work is a commitment to improving the lives of children and young people through access to quality education, skills development, foster care support, and employment creation initiatives. Ikamva Labantwana Bethu empowers children to reach their full potential while equipping out-of-school youth with practical life skills, vocational competencies, and opportunities for economic participation.

Position purpose

Provide engaging academic and developmental support to learners participating in ILB's Girls, Learn4Life and After-school programmes.

Role context

Tutoring is part of ILB's wider after-school and personal-development support in Cape Town. Academic interventions should reinforce CAPS-linked school learning while taking account of the varied starting levels and language backgrounds of participating learners.

Key responsibilities

Programme and day-to-day delivery

- Prepare short, structured tutoring activities aligned with learners' schoolwork and ILB's programme timetable.
- Support homework, literacy, numeracy, subject revision and study habits through individual and small-group teaching.
- Use age-appropriate games, practice activities and feedback to build confidence and active participation.
- Support agreed Learn4Life and girls' empowerment activities while maintaining a respectful and inclusive environment.

Coordination, safety and service quality

- Identify learning gaps, adapt explanations and seek guidance for learners requiring specialised educational assistance.
- Record attendance, session content and learner progress using the programme's agreed monitoring tools.
- Collaborate with teachers, facilitators and caregivers through authorised channels to reinforce learning at home and school.
- Maintain classroom routines, safeguarding boundaries and appropriate handling of educational resources.

Academic progress and learner confidence

- Use short baseline checks and classroom observations to group learners by support needs, then review progress at practical intervals.
- Pay particular attention to foundational comprehension, reading fluency, mathematical reasoning and the language demands of school subjects.
- Use worked examples, guided practice and opportunities for learners to explain their reasoning instead of simply giving answers to homework.
- Create small, achievable improvement goals for learners who are consistently behind and raise sustained barriers with the programme team.
- Use inclusive learning materials and positive reinforcement, avoiding public comparisons or shaming learners for incorrect answers.
- Contribute to learning-centred Girls and Learn4Life activities where scheduled, without assuming responsibility for specialist psychosocial interventions.

Expected results and service standards

- Learners receive prepared, supportive lessons matched to their assessed needs.
- Attendance, learning activities and progress are documented for programme monitoring.
- Children gain confidence and study habits alongside subject knowledge.

Minimum requirements and experience

- Matric with a sound academic record; tertiary study or qualification in Education or a relevant subject is advantageous.
- Ability to support primary-school learners in core subjects, particularly language and mathematics.
- Prior tutoring, mentoring, teaching assistance or youth work experience is advantageous.
- Clear spoken and written communication and willingness to plan sessions and keep accurate records.
- Availability during the programme's after-school hours and scheduled activities.
- Comfortable with CAPS-aligned primary-school Maths and English and with explaining concepts at different ability levels.

Core competencies

Subject confidence; clarity of explanation; encouragement; reliability; inclusive learner support.

Working relationships

Works with Senior Facilitators, the Branch Coordinator, fellow tutors, and designated school or caregiver contacts.

Safeguarding, confidentiality and professional conduct

All personnel must protect the dignity, privacy and rights of children and young people; maintain appropriate professional boundaries; follow ILB's safeguarding, incident-reporting and confidentiality processes; and complete suitability checks applicable to their duties. Concerns about abuse, neglect or exploitation must be referred promptly through authorised channels, not investigated informally by unqualified staff.

How to apply

- Interested candidates are invited to apply by submitting a comprehensive CV and a motivation letter via email to ikamvajobs@ikamvalabantwana.org
- Applications must be received no later than 11 December 2026 at 12:00 PM. Late applications will not be considered.
- Only shortlisted candidates will be contacted. If you do not receive feedback within six weeks of the closing date, please consider your application unsuccessful.