IKAMVA LABANTWANA
OUR CHILDREN'S FUTURE

IKAMVA LABANTWANA BETHU

Supporting learning, opportunity and child wellbeing

Tutors

LOCATION **Tarkastad** | **PROGRAMME / FUNCTION** **Afterschool, Learn4Life, Girls Empowerment and Arts and Culture**

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

Deliver supportive after-school tutoring and structured enrichment activities that improve learning, self-belief and constructive participation.

Role context

Tutoring in Tarkastad supports after-school academic learning alongside Learn4Life, Girls Empowerment, Arts and Culture. The tutor must protect time for genuine academic instruction while linking learning to confidence, creativity and responsible personal development.

Key responsibilities

Programme and day-to-day delivery

- Plan and facilitate homework assistance, reading, numeracy and subject reinforcement according to learner needs.
- Use short formative checks to identify misunderstandings and adjust tutoring strategies.
- Support age-appropriate Learn4Life, girls' empowerment, arts and culture activities allocated within the programme.
- Encourage positive behaviour, confidence, group participation and safe, respectful peer interaction.

Coordination, safety and service quality

- Maintain attendance registers, basic learning records and timely session feedback.
- Communicate concerns to senior facilitators and refer safeguarding or specialist welfare matters through approved channels.
- Keep a tidy learning environment and care for teaching materials and creative resources.
- Work collaboratively with schools, caregivers and programme colleagues when authorised to do so.

Foundational learning and creative learner engagement

- Prepare CAPS-linked practice sessions in key subjects and use learners' school tasks to identify recurring misconceptions.
- Record simple starting points and changes in learner understanding, making adjustments to group size, pace and practice level.
- Use discussion, reading, group projects, games and arts-based activities when these strengthen participation and curriculum understanding.
- Support girls' confidence and respectful group participation without asking learners to disclose private experiences publicly.
- Integrate programme life-skills themes into appropriate educational activities while referring significant psychosocial concerns to qualified staff.
- Help with supervised school-holiday learning activities and maintain safe resource use and clear arrival and departure routines.

Expected results and service standards

- After-school sessions are prepared, inclusive and linked to learning needs.
- Learner progress and attendance are recorded for feedback and programme reporting.
- Learners build subject understanding and confidence through respectful support.

Minimum requirements and experience

- Matric with sufficient academic proficiency to support assigned learners.
- Tertiary study, teaching-assistant experience or relevant arts, education or youth-work training is advantageous.
- Ability to explain concepts clearly and engage learners with different confidence and learning levels.
- Previous tutoring, mentoring or community volunteering experience is advantageous.
- Reliable timekeeping, session preparation and basic record-keeping.
- Able to accommodate multilingual learning groups and adapt tutoring for different learning levels.
- Registered university students advantageous and encouraged to apply

Core competencies

Patience; creativity; academic support; positive communication; learner-centred practice.

Working relationships

Reports to senior facilitator.

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.