



Position: Development Manager
Location: Remote
Employment type: Full-time, Exempt
Reports to: Executive Director
Direct Reports: None

Mission

EdReports.org is at the forefront of the curriculum reform movement. By increasing the capacity of educators to identify and demand the highest quality curriculum, EdReports.org is both disrupting a multibillion-dollar market and transforming the way students are taught and ultimately perform. With the firm belief that what is taught matters and that all students deserve high quality materials, EdReports.org publishes free, online, evidence-rich reviews of instructional materials.

Purpose of Position

The Development Manager will work closely with EdReports leadership to enhance our fundraising capacity, streamline systems, and support funder relations, prospecting, and reporting. Working with the Executive Director, the Development Manager will work across the organization to support the timely development and completion of grant and reporting deliverables. This position provides a unique opportunity for an independent thinker who is highly detail-oriented, enjoys working with internal and external stakeholders at all levels, and wants to contribute to the success of a growing organization.

Key Responsibilities

Grant Submission and Management (60%)

- Support the Executive Director and Chief Strategy Officer to translate our strategic priorities and activities into compelling communications, identify prospective funders, and craft and implement strategy for conducting proactive outreach;
- Manage the development of proposals, interim and final reports, and other collateral throughout the grantmaking process;
- Create and maintain a library of grant templates (e.g., concept papers, budget templates, introductory collateral, etc.);
- Partner with the Impact, Operations, and Academic teams to gather information for funder submissions; and
- Support colleagues in maintaining relationships with existing funders (e.g., ensuring regular contact with key funders and supporting the development of agendas with funders for regular updates).

Knowledge and Program Management (40%)

- Research the funding landscape, identify prospects, and maintain database;
- Manage database of all grant deliverables, timelines, and key contacts and bring together relevant stakeholders to drive decision making and execution of work;

- Track funder priorities, key grants, and opportunities for future connections to our strategic priorities;
- Ensure all grant reporting deliverables are executed on time and are consistent with the organization’s goals and other funder commitments; and
- Maintain grant-specific accounts in Salesforce, clearly indicating grant-specific goals and ensuring the team(s) responsible for these goals are aware and working towards reporting requirements.

National travel for staff meetings and retreats anticipated 1-2 times per year

Qualifications

- Passion for EdReports’ mission and vision and our commitment to [Diversity, Belonging, Inclusion, and Equity](#);
- Proactive communicator and planner;
- Minimum of 5 years of fundraising, communications, or program management experience;
- Experience crafting compelling narratives and reports for philanthropic audience;
- Demonstrated ability to manage projects with multiple deadlines and stakeholders from conception to completion;
- Strong attention to detail, with experience inputting and extracting data from content management systems (e.g., Salesforce);
- Experience as a fundraiser, development professional or education grantmaker, preferred;
- Exceptional written and spoken communications and interpersonal skills; and
- College degree preferred, but not required.

Core Competencies

ACCOUNTABILITY	
Framing/planning the work	Plans and effectively; Organizes more complex projects and tasks; and Identifies and sets contingencies for possible roadblocks.
Timeliness	Always meets deadlines or delivers early; Assesses if a roadblock will delay deadline and communicates any changes as needed; and Proactively communicates.
Quality of work products	Has a consistent track record of being prepared and delivering work that meets or exceeds expectations.
ADAPTABILITY	
Ability to adjust	Changes work priorities to meet feedback and changing demands; Identifies how own work and formal responsibilities needs to adjust to meet the needs of the organization; and Understands changing circumstances and identifies impacts across the work, suggests and leads improvements to systems and processes to meet the demands of these changes.
Openness	Able to thoughtfully consider new ideas and different perspectives.

COLLABORATION	
Team-orientation	Focuses on accomplishing organizational goals rather than a personal agenda; and Willing to take on additional tasks as needed to achieve shared objectives.
Collaboration	Actively participates as a team member and shows willingness to contribute and be open to feedback; Identifies self and others' areas of expertise to ensure the right people are part of a team; and Is sought by others as a collaborator on projects.
COMMUNICATION	
Written communication	Communicates goals, objectives and strategies frequently and aligns it with work and tasks; and Communication is appropriate for the audience.
Verbal communication	Displays effective use of verbal and nonverbal cues; and participates actively and effectively in group meetings.
Written and verbal communication	Communicates messages concisely; and Consistently adjusts style and tone to suit the target audience.
Inquiry and listening	Fully engages in both in-person and virtual settings; Demonstrates active listening; Requests feedback; Uses open-ended questions to clarify understanding and gain information; and Correctly interprets messages and responds appropriately.
CULTURAL SENSITIVITY	
Valuing diversity	Demonstrates understanding that differences among team members contribute value to the environment; and Supports the value that the organization welcomes diverse cultures, ethnicities, family compositions, socioeconomics, and perspectives without any bias.
Advancing diversity and inclusion	Challenges personal biases; Offers observations about cultural proficiency within the organization; and Seeks to build relationships with diversity of individuals and groups.
GROWTH MINDSET	
Learning orientation	Takes initiative to expand knowledge and skills for self; Consistently seeks to perform duties more effectively; Regularly reflects on challenging situations as opportunities to identify learning opportunities; and Ties personal growth and learning to organizational needs and goals.
Seeking, providing and using feedback	Regularly seeks feedback and coaching to succeed in doing more complex work; Uses new information and experiences to identify opportunities to adjust work and/or professional style; and Commits to regular, two-way feedback with peers and supervisors.

Leadership Competencies

DECISION-MAKING	
Gathering and interpreting data	Able to read and interpret data; Regularly identifies critical internal or external data needed to inform decision-making; and Creates and implements systems to facilitate regular data review, reflection, insight generation, and continuous improvement.
Executing decisions	Makes necessary decisions in a timely manner even when information is limited or unclear; Considers both the long-term strategic direction and short-term outcomes of decisions; Owns and stands by team's decisions; and Communicates decisions and gains buy-in from team and other related stakeholders.
DEVELOPS AND MOTIVATES OTHERS	
Motivating/ Inspiring	Looks for positive attributes and concretely reinforces them, promoting confidence and optimistic attitudes; and Makes team members feel appreciated, supported, and valued.
Individual coaching	Clearly communicates performance expectations and provides fair, actionable, and timely performance feedback; and Stays informed of development opportunities and resources within the organization and links staff to them where appropriate.
Conflict resolution	Addresses and manages conflict directly; Addresses team challenges when they arise; Determines best path for mitigating fallout and takes steps to prevent future conflict; and Takes ownership of impact of own behaviors on self and others and adjusts accordingly.
EXTERNAL RELATIONSHIP BUILDER	
Building individual network	Begins to form relationships with board members, partners, funders, and/or stakeholders, as appropriate to role.
Building agency influence	Responds to external needs in a timely, professional manner; follows through; and Understands the stakeholder landscape.
INITIATIVE AND RESULTS-DRIVEN	
Planning for results	Creates program plans for action that tie to team goals and clearly communicates with others; and Recognizes issues and takes action to make or advance decision-making process, and Creates new ideas and processes to address complex problems.
Executing to achieve results	Delivers quality results; Drives swift action in response to changes in the internal environment: Proactively adjusts approach to maintain and advance delivery of quality results; and Sets an example of being dependable and results-driven.

ORGANIZATION AND SYSTEMS KNOWLEDGE	
Understanding the context	Has a big-picture view of the organization's history and needs of the community served; and Understands overlap and interconnections of broad systems that impact populations served and seeks further understanding of changing context.
Applying knowledge	Communicates organization and system knowledge within his/her program/department to inspire others to increase impact on community served; and Identifies improvements to organizational systems that improve effectiveness.
STRATEGIC THINKING	
Formulating strategy	Uses data and knowledge to provide input to strategy for program/department; and suggest and implement strategies as appropriate based upon evidence and best practice.
Assessing impact and implementation	Has big-picture view of the organization; understands the mission, vision, unique approach, and values; Asks questions and identifies problems of own program/ department; and Uses multiple types of inputs to identify opportunities to improve program or work and impact – including external information.

Physical Requirements

Including, but not limited to standing and sitting for long periods of time; speaking loudly and clearly; seeing and hearing things both near and far away; and reaching, stooping, kneeling, and fine-finger and hand manipulation in use of a computer, chalkboard, dry erase board, or projector. Employee is required to have close visual acuity to perform an activity such as preparing and analyzing data and figures, transcribing, viewing a computer terminal, and extensive reading. This person will travel by car, air, or other transportation (as indicated above) and should be able to physically withstand the demands of travel. Employee may be required to walk for long distances at event venues, conference and training locations, or other relevant sites.