

GOVERNMENT OF KIRIBATI
POSITION DESCRIPTION

1. Ministry: Ministry of Education		
2. Position Title: Education Officer (EO - Primary)	3. Salary Level: 12-7	4. Division: School Improvement Unit
5. Reports To: Director of Education	6. Direct Reports: Senior Education Officer (Primary)	
Primary Objective of the Position: To supervise Teacher Assistants, Inclusive schools staff in the deliverance of quality care and education and to ensure that all struggling children are taught by committed, competent and qualified teachers		

7. Position Overview	
9. Financial: nil	10. Legal: Education Act 2013, Kiribati National Conditions of Service 2012 & Education Code of Ethics.
11. Internal Stakeholders: <ul style="list-style-type: none"> • Teachers • Headteachers • IECs • All MoE staff To be referred to Manager: <ul style="list-style-type: none"> • Students and staff performance/ appraisal • Disciplinary measures • Financial matters • School issues 	12. External Stakeholders: <ul style="list-style-type: none"> • Parents • Communities • School Committees • Students • Island councils • Donor Partners To be referred to Manager <ul style="list-style-type: none"> • School reports • Proposed policies • Proposed trainings and workshops

This is position description provides a comprehensive, but not exhaustive, outline of the key activities of the role. It is an expectation that you may be required to perform additional duties as required.

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- Any proposals

13. KEY ACCOUNTABILITIES *(Include linkage to KDP, MOP and Divisional Plan)*

- *KDP/KPA: KPA 1: Human Resource Development*
- *MOP Outcome: KPA 1: Human Resource Development 1.5*
- *ECCE Divisional Plan*

Key Result Area/Major Responsibilities	Major Activities/Duties	Performance Measures/Outcomes
<p>Key Area 1</p> <ul style="list-style-type: none"> • All Primary Schools are operated well, adequately resourced, and deliver quality education 	<ol style="list-style-type: none"> 1. Ensure that the key tasks and outputs are delivered and completed according to the SIU Primary Department Operational Plan (DOP) 2. Verify that each school is operating according to the education yearly calendar. 3. Monitoring of schools to ensure that each school is operating according to the relevant policies and guidelines. 4. Encourage the collaboration between school leaders, teachers and teacher assistants. 5. Check that each school is adequately resourced 6. Support schools to implement inclusive education policy and other important and relevant programs that will contribute to the learning and development of children. 	<p>Key Tasks and Outputs in DOP are accomplished</p> <p>Teachers are complying with relevant policies</p> <p>Teachers teach according to TSS and SLSS</p> <p>Schools receive adequate teaching and learning resources.</p> <p>Schools are also active in implementing other relevant children's programmes</p>
<p>Key Area 2</p> <ul style="list-style-type: none"> • Schools deliver quality education 	<ol style="list-style-type: none"> 1. Monitor and support the implementation of the TSS and SLSS 2. Identify developmental needs and provide appropriate professional training 3. Prepare and provide data and information to inform and support decision-making 	<ol style="list-style-type: none"> 1. Children are prepared to progress to the next appropriate learning levels 2. Teachers concentrate on their instructional needs as opposed to conditions of services.

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		3. Data and information are available when required
<p>Key Area 3</p> <ul style="list-style-type: none"> Discipline and Teachers/Staff Management 	<ol style="list-style-type: none"> Always listen and be open to schools' needs and be able to provide professional support and counseling Work with SEO and Admin to assist teachers, headteachers, IECs and schools to respond to their needs and issues Responsible for Teachers' posting Can represent primary division in meetings within and outside the Ministry Responsible for organizing training workshops for supervised schools Identify training needs for schools and to develop professional development programs 	<ol style="list-style-type: none"> Effective instructional processes/transformation of the school to a professional community Posting ready on time PD programs are delivered.

10. Key Challenges	11. Selection Criteria
<ul style="list-style-type: none"> Managing a large number of primary schools Dealing with many issues by teachers and schools, especially from outer islands Addressing the needs of schools within a limited budget To accomplish tasks on schedule Willingness to work after hours School inspection on outer islands Team work Problem solving Decision making 	<ul style="list-style-type: none"> 11.1 PQR (Position Qualification Requirement): Education: A Bachelor of Education, or Diploma qualification in Education or Teaching, or any other qualifications in a related field. A postgraduate degree in a relevant field, or other relevant Professional Development trainings would be an advantage. Experience:

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	<p>11.2 Key Attributes (Personal Qualities):</p> <p>1. Knowledge</p> <ul style="list-style-type: none">• Customer and Personal Service• English/ Kiribati Language• ESSP/DOP <p>2. Skills</p> <p>Computer skills (word, excel, etc)</p> <p>Speaking</p> <p>Active Listening</p> <p>Reading Comprehension</p> <p>Social Perceptiveness</p> <p>Monitoring</p> <p>Analytical</p> <p>Problem solving</p> <p>3. Attributes</p> <p>Efficient</p> <p>Effective</p> <p>Proactive</p> <p>Innovative</p> <p>Creative</p> <p>Approachable</p> <p>Cooperative</p> <p>Fair</p> <p>Hardworking and dedicated</p>
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