

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 (SIU) Primary
5. Reports To: Director of Education	6. Direct Reports: Senior Education Officer (Primary)	
Primary Objective of the Position: To supervise and assist Teachers and School Leaders in primary schools to ensure that teachers are committed and comply with the MoE policies, instructions and requirements and that the teaching and learning processes are of a high quality.		

7. Position Overview	
<p>9. Financial:</p>	<p>10. Legal: Education Act 2013, Kiribati National Conditions of Service 2020, Education Code of Ethics, MoE policies including posting, leave, and others.</p>
<p>11. Internal Stakeholders:</p> <ul style="list-style-type: none"> • Teachers • Headteachers • Students • IECs • All MoE staff <p>To be referred to Manager:</p> <ul style="list-style-type: none"> • Students and staff performance/ appraisal • Disciplinary measures • Financial matters • School issues 	<p>12. External Stakeholders:</p> <ul style="list-style-type: none"> • Parents • Communities • School Committees • Clerk • Island councils • Donor Partners <p>To be referred to Manager</p> <ul style="list-style-type: none"> • School reports • Proposed policies • Proposed trainings and workshops • Any proposals

This 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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13. KEY ACCOUNTABILITIES (Include linkage to KDP, MOP and Divisional Plan)		
<ul style="list-style-type: none"> ▪ <i>KDP/KPA: KPA 1: Human Resource Development</i> ▪ <i>MOP Outcome: KPA 1: Human Resource Development 1.5</i> ▪ <i>ECCE Divisional Plan</i> 		
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 MoE yearly calendar; 3. Monitor schools to ensure that schools are operating according to the relevant policies, SOP and guidelines. 4. Encourage the collaboration between school leaders and teachers as well as with school communities; 5. Check that each and every schools have adequate resources with a conducive learning environment; 6. Ensure that suitably well qualified teachers are recruited to join the teaching workforce; 7. Support schools to implement inclusive education policy and other important and relevant programs that will contribute to the learning and development of children; 8. Conduct school visits to ascertain and monitor the implementation of tasks, activities and policies mentioned above as well as to check on pertinent issues inhibiting progress; 	<ol style="list-style-type: none"> 1. Key Tasks and Outputs in DOP and MoE calendar are implemented and accomplished; 2. Teachers are complying with relevant policies; 3. Schools receive adequate teaching and learning resources; 4. Qualified teachers join the workforce or are teaching in primary schools; 5. Schools are also active in implementing other relevant children’s educational programmes; 6. Critical school issues are addressed and dealt with from time to time.

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	<p>9. Perform any other tasks delegated by SEO and senior management or executives.</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. Collect, collate, prepare and provide data and information on a timely basis to inform and support decision-making. 	<ol style="list-style-type: none"> 1. Teachers teach according to TSS and SLSS; 2. Children are prepared to progress to the next appropriate learning levels; 3. Teachers concentrate on their instructional needs as opposed to conditions of services; 4. Data and information are available as and when required
<p>Key Area 3</p> <ul style="list-style-type: none"> • Discipline and Teachers/Staff Management 	<ol style="list-style-type: none"> 1. Always listen and be open to schools' needs and be able to provide professional support and counseling; 2. Work with SEO and Admin to assist and respond to issues and matters raised by teachers, headteachers, IECs and schools on a timely basis; 3. Responsible for Teachers' posting; 4. Can represent primary division in meetings within and outside the Ministry; 5. Responsible for organizing training workshops for supervised schools; 6. Identify training needs for schools and to develop professional development programs; 7. Identify and address professional development needs and capacity of teachers to improve performance. 	<ol style="list-style-type: none"> 1. Effective instructional processes/transformation of the school to a professional community; 2. Teachers' issues are dealt with on a timely basis; 3. Posting ready on time; 4. PD programmes are delivered; 5. Professional development needs and capacity of teachers are identified and improved.

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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 working hours • School inspection on outer islands • Team work • Problem solving • Decision making 	<ul style="list-style-type: none"> • 11.1 PQR (Position Qualification Requirements): • Education: A Bachelor of Education, or any other degree qualifications in a related field with at least 5 years teaching experience or work experience in the education sector. A postgraduate degree in a relevant field, and Professional Development trainings in education and teaching would be an advantage. • Experience: at least 5 years teaching experience, or at least 5 years' relevant work experience in the education sector, management and administration. • Skills: computer literate or proficient in the use of MS office works, has a good command of English, can write good reports, analytical and understands well data or competent to prepare, compile and present data to a format and quality required. <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 • Teaching methodologies, education and school issues • Data and analysis of data <p>2. Skills</p> <ul style="list-style-type: none"> • Very good communication skills in both written and spoken Kiribati and English language • Proficient in the use of computer and microsoft office works (internet and emails, word, excel, power point, etc) • An active Listener with good customer service • Very good analytical, organisational and problem solving ability • Ability to understand and analyse data

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	<p>3. Attributes</p> <ul style="list-style-type: none">• Smart, efficient, effective, and proactive• Innovative and creative• Supportive and cooperative team player• Fair and honest• Hardworking and dedicated
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