

GOVERNMENT OF KIRIBATI
POSITION DESCRIPTION

1. Ministry: Ministry of Education		
2. Position Title: JSS Principal	3. Salary Level: L 8-7	4. Division: School Improvement Unit
5. Reports To: Senior Education Officer	6. Direct Reports: JSS teacher, Deputy Principal	
Primary Objective of the Position: To ensure the proper management, control and supervision of the school which include staff, students and resources as well as the efficient organisation and planning of the school's activities .		

7. Position Overview	
<p>9. Financial: Nil</p>	<p>10. Legal: Education Act 2013, Kiribati National Condition of Service, Education Code of Ethics, Customer Service Standard, National Regulation Act, Procurement Act and Financial Regulation Act.</p>
<p>11. Internal Stakeholders:</p> <ul style="list-style-type: none"> • Deputy Principal • Heads of Department • JSS Supporting Staff i.e security <p>To be referred to Manager:</p> <ul style="list-style-type: none"> • Monitor and reporting on students' academic performance, discipline and factors that are needed by the school community concerning students 	<p>12. External Stakeholders:</p> <ul style="list-style-type: none"> • Parents • School Committee • Students • Staff of MOE Headquarter <p>To be referred to Manager</p> <ul style="list-style-type: none"> • wider school community
13. KEY ACCOUNTABILITIES (Include linkage to KDP, MOP and Divisional Plan)	
<ul style="list-style-type: none"> ▪ KDP/KPA: KPA 1: Human Resource Development ▪ MOP Outcome: KPA 1: Human Resource Development 1.5 	

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Key Result Area/Major Responsibilities	Major Activities/Duties	Performance Measures/Outcomes
<p>Effective and efficient instructional leadership and process</p>	<p>Become part of professional learning community through the following steps:-</p> <ol style="list-style-type: none"> 1. Facilitate students learning, models child-centered teaching strategies; mentoring and coaching teachers. Continue to improve teaching strategies – whole class; group; individual learning; investigation; problem solving; debate; role plays; contextualized; 5 senses; 2. Encourage students’ participation in their own learning Collaboratively work with colleagues in identifying best teaching strategies and needs. Implement Action Learning Team (ALT) and control ALT meetings 3. Conduct teachers’ lesson observation on regular basis to ensure compliance with Kiribati School Quality Standards (KQS) 4. Linking curriculum, teaching and assessment together 5. Develop learning activities that are based on data (assessment results). Assessment of learning outputs – tests; exams; student reports; AFL/ AOL; analysis of results; planning for improvement; STAKi;/PILNA etc; 6. Be a good role model for the children 7. Most importantly is to comply with Recognize National legislations/ Customer Service standard and National Conditions of Service in day to day work. 8. Develop planning for learning and teaching – school curriculum; scheme of work, daily plans; 	<p>Teachers’ Lesson Planning Lesson observation STAKI results</p> <p>Improved teacher performance</p> <p>Improved students’ learning/performance</p> <p>Child-friendly school environment</p> <p>Comply with recognize National legislations/ Customer Service Standard and National Conditions of Service in day to day work.</p>

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	<p style="text-align: center;">timetable; programs for children with special needs</p> <p>9. Promote conducive learning environment (internal/external) – stimulating; light; air; safety; clean; displays of children’s works; learning centres; hygiene; water; toilets;</p>	
<p>Management (SBM- Working collaboratively</p>	<ol style="list-style-type: none"> 1. Self-appraise himself/herself using newly developed Kiribati Appraisal system 2. Continue to improve his/her leadership as well as teaching performance 3. Discuss and respond positively to staff appraisal reports done by peers or supervisors 4. Look after and manage the school properties well 5. Keeping the school as a safe ground for children. 6. Develop the school rules and regulations for students and staff in line with the national policy and Education Act 7. Manage human resources – teachers, supporting staff, students, parents; MoE officers; visitors 8. maintains and updates KEMIS data which is used for planning purposes and supplies this data to the MoE in a timely fashion 9. Develop and manage school budget – school funds (includes parent raised funds) 10. Develop and organize school events – special days, sports, cultural events, excursions etc. 11. Establish school programs – daily program/routine 12. Submit teachers’ performance evaluation reports on attendance, professionalism, communication skills as well as planning and preparation to the Island Education Co-ordinator 	<p>Student’s achieved the recommended curriculum learning outcomes</p> <p>Student’s Learning Achievement improved</p> <p>Quality teaching and learning in the classroom is maintain Personal files</p> <p>Time-table displayed in classrooms and staffroom Meeting Minutes. Event Calendar; School/Parent Correspondence File/Book; Newsletter, Copy of Broadcasting Program of events/achievement, and on file Daily Duty Roster – displayed Duty Staff Diary; Analysis of Teacher Portfolio</p> <p>Analysis of teacher performance Appraisal Reports</p>

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<p>School/Community Relationship & Partnerships</p>	<ol style="list-style-type: none"> 1. Develop and implement school planning in close collaboration with the School SIP Committee (school staff, community members and students). 2. Maintain communication - newsletters; meetings; notes home; maneaba outreach; church groups; drug use 3. Establish Board of Governors/School Committee/PTA - meetings and other stakeholders 4. Conflict resolution/counseling - complaints against teachers; student/student conflict; legal issues with students/teachers; teacher housing 5. Continue to improve Community support - caring for school property; fund raising; contributions; interest in children's school work; voluntary classroom aides; 	<p>SIP implementation plan; Minutes of meetings of the school SIP</p> <p>Newsletters and school reports, respond from parents; Minutes of outreach i.e discussions and agreements recorded in the school's log book. Minutes of the meetings, attendance record;</p> <p>- Punishment books, students' attendance registers; Minute book and attendance record; School rules, NCS, Code of conduct displayed in the staffroom. Board of Governors/ school committee provide/produce official letters; Minutes book, log book, parents</p> <p>Official letters for teachers to and from MoE. Teachers' portfolios, MoE policies; Log book, school policies, regulations and rules; Official letters to MoE, Stocktaking of school properties</p>
<p>Professional Development & Capacity Building</p>	<ol style="list-style-type: none"> 1. Implement induction programs for new recruited teachers/supporting staff 	<p>Performance appraisal Record of teachers doing PD programs</p>

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	<p>2. Conduct Performance Appraisal of staff – self/peer/supervisor against NTSS; developmental appraisal - self-improvement plans</p> <p>3. Convene workshops and training – school-based; island-based; central; curriculum; teaching & learning; formal courses – local/overseas –</p> <p>4. Develop school PD plan linked to TSS-PA and SIP</p>	
14. Key Challenges	15. Selection Criteria	
<p>A key challenges of the post is improving students’ learning through teachers</p>	<p>15.1 PQR (Position Qualification Requirement): Education: Bachelor of Education with 5 years teaching experiences [MQR] KTC Advanced Diploma with 5 years teaching experience / Experience: 15 years teaching experience Job Training: Teaching Professional Development</p> <p>15.2 Key Attributes (Personal Qualities): Knowledge Leadership – sound leadership skills with / and experience. Knowledge on the Teaching Service standards (TSS), School Improvement standards (SIP) and School leaders service standards (SLSS). English Language – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Education and Training – Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. Computers and Electronics – Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. Psychology – Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and</p>	

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	<p>motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.</p> <p>Customer and Personal Service – Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</p> <p>Public Safety and Security – Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.</p> <p>Skills</p> <p>Instructing – Teaching others how to do something.</p> <p>Speaking – Talking to others to convey information effectively.</p> <p>Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</p> <p>Reading Comprehension – Understanding written sentences and paragraphs in work related documents.</p> <p>Learning Strategies – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.</p> <p>Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.</p> <p>Writing – Communicating effectively in writing as appropriate for the needs of the audience.</p> <p>Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.</p>
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	<p>Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.</p> <p>Monitoring – Monitoring/ Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.</p> <p>Time Management – Managing one's own time and the time of others.</p> <p>Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.</p> <p>Persuasion – Persuading others to change their minds or behavior.</p> <p>Conflict Resolution – courageous to resolve conflict within the school and community.</p> <p>Attributes</p> <ul style="list-style-type: none">i. Honestii. Smartiii. Respectfuliv. Dutiful
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