

GOVERNMENT OF KIRIBATI

POSITION DESCRIPTION

1. Ministry: Ministry of Education		
2. Position Title: Education Officer (EO) Inclusive Education Officer	3. Salary Level: 12-7	4. Division: School Improvement Unit
5. Reports To: Director of Education	6. Direct Reports: Senior Education Officer (ECCE)	
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: Inclusive Education Policy, Education Act 2013, ECCE Act 2017, Kiribati National Condition of Service 2012 & Education Code of Ethics.
11. Internal Stakeholders: <ul style="list-style-type: none"> Teachers IECs All MoE staff MoE Technical assistants Kiribati Early Childhood Education Association 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 School Committee Students Donor Partners To be referred to Manager: <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 <i>(Include linkage to KDP, MOP and Divisional Plan)</i> <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
Key Area 1 <ul style="list-style-type: none"> • All Inclusive Education schools are operated well, adequately resourced and deliver quality education 	<ol style="list-style-type: none"> 1. Verify that each school is operating according to the education yearly calendar. 2. Monitoring of schools to ensure that each school is operating according to the relevant policies and guidelines. 3. Encourage the collaboration between school leaders, teachers and teacher assistants. 4. Check that each school is adequately resourced 5. Support schools to implement inclusive education policy and support children with disabilities. 	Teachers implement Inclusive Education Policy Teachers teach according to TSS Schools are inclusive and welcoming to children with disabilities.
Key Area 2 <ul style="list-style-type: none"> • School deliver quality education 	<ol style="list-style-type: none"> 1. Monitor and support the implementation of MoE Inclusive Education policy 2. Identify developmental needs and provide appropriate professional training 	1 Struggling children are prepared to progress to the next appropriate learning levels 2 Teachers concentrate on their instructional needs as opposed to conditions of services and inclusive education policy.
Key Area 3 <ul style="list-style-type: none"> • Discipline and staffing matters 		1. Effective instructional processes/transformation of the

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	<ol style="list-style-type: none"> 1. Always listen and opens to schools' needs and be able to provide professional support and counseling 2. Support Teacher Assistants and Special school with school difficulties to identify options to resolve education related issues 	school to a professional community
	Responsible for Teacher Assistant's posting	All school surveys are completed and submitted on time
	May represent ECCE division in meetings within and outside the Ministry	All school Individual Education Plan for Disability students are submitted on time.
	Responsible for organizing training workshops for supervised schools	
	Identify training needs for schools and to develop professional development programs	

10. Key Challenges	11. Selection Criteria
<ul style="list-style-type: none"> • Accomplished 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. • Experience: • Job Training: Teaching Professional Development
	11.2 Key Attributes (Personal Qualities): 1. Knowledge <ul style="list-style-type: none"> • Customer and Personal Service • Education Sector Strategic Plan

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	<ul style="list-style-type: none">• English/ Kiribati Language• Early Childhood Care and Education Act• Education Act• Inclusive Education Policy <p>2. Skills</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>Innovative</p> <p>Creative</p> <p>Approachable</p> <p>Cooperative</p> <p>Fair</p> <p>Hardworking and dedicated</p> <p>Sharing</p>
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