

**GOVERNMENT OF KIRIBATI**  
**POSITION DESCRIPTION**

<b>1. Ministry:</b> Ministry of Education		
<b>2. Position Title:</b> Computer Operator	<b>3. Salary Level:</b> 18 - 15	<b>4. Division:</b> Senior Secondary School
<b>5. Reports To:</b> Senior Education Officer SSS	<b>6. Direct Reports:</b> Education Officers SSS	
<b>7. Primary Objective of the Position:</b> To perform tasks assigned by the officer in charge and be more responsible for the data entry, updating the student list, TSS and SLSS, students' outcome assessment result, recording covering letters for payments, filing system and serving customers.		

<b>8. Position Overview</b>		
9. Financial: Nil	10 Legal: Education Act 201, National Curriculum & Assessment Framework, National Conditions of Service and Customer Service Standard.	
11. Internal Stakeholders: <ul style="list-style-type: none"> <li>CDOs</li> <li>Other support staff</li> </ul> To be referred to Manager: <ul style="list-style-type: none"> <li>Desktop published curriculum and support materials required by CDOs</li> <li>A range of desktop publishing to produce curriculum and support materials</li> </ul>	12. External Stakeholders: <ul style="list-style-type: none"> <li>Parents</li> <li>Students</li> <li>Staff at MOE Headquarter</li> </ul> To be referred to Manager <ul style="list-style-type: none"> <li>Same as above in Part 11</li> <li>Problems related to the quality of the curriculum and support materials in terms of typo and others</li> </ul>	
<b>13. KEY ACCOUNTABILITIES (Include linkage to KDP, MOP and Divisional Plan)</b>		
<ul style="list-style-type: none"> <li><b>KDP/KPA:</b></li> <li><b>MOP Outcome:</b></li> <li><b>Divisional/Departmental/Unit Plan:</b></li> </ul>		
Key Result Area/Major Responsibilities	Major Activities/Duties	Performance Measures/Outcomes

*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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Key Area – Data entry	To do the entering of the following: 1. Student List 2. Student attendance 3. Teacher attendance 4. Teacher Service standard 5. School leader service standard Student outcome assessment result	Availability of database on the following: 1. Student List 2. Student attendance 3. Teacher attendance 4. Teacher service standard 5. School leader service standard Student outcome assessment result
Key Area Covering letters recording Files arranging Customer Service	1. To record ufs letters and submit for signature and account 2. To arrange inbox templates and file them in cabinet for reference 3. Serving customer at front desk 4. Answering phones to assist customers on the line	1. Payments are made on time accordingly 2. Easier reference 3. Efficient and effective customer service provided.

14. Key Challenges	15. Selection Criteria
<p>: Able to work under pressure to meet deadlines and be cooperative and supportive to superiors and work colleagues. Work after hours would be experienced..</p>	<p><b>15.1 PQR (Position Qualification Requirement):</b></p> <p><b>Minimum Education Qualification:</b> form 5 (KNC) and possessed certificate in computer skills.</p> <p><b>Experience:</b> able to work with Microsoft office and other computer programmes relevant to the work that may be assigned from time to time. Have good character and discipline. Must be fluent in English and Kiribati</p> <p><b>Job Training:</b> work-related experience</p> <p><b>15.2 Key Attributes (Personal Qualities):</b></p> <ul style="list-style-type: none"> <li>• Knowledge: <ul style="list-style-type: none"> <li>○ Sound word processing and computer skills</li> <li>○ Customer and Personal Service</li> <li>○ Computers and Electronics</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>• Skills:<ul style="list-style-type: none"><li>○ Teamwork and time management skills</li><li>○ Good level oral and written skills in English and Kiribati</li></ul></li><br/><li>• Attributes:<ul style="list-style-type: none"><li>○ Honest</li><li>○ Smart</li><li>○ Social</li></ul></li></ul> |
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