

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

<b>1. Ministry:</b> Ministry of Education		
<b>2. Position Title:</b> JSS Principal	<b>3. Salary Level:</b> L 8-7	<b>4. Division:</b> School Improvement Unit
<b>5. Reports To:</b> Senior Education Officer (SEO) -JSS	<b>6. Direct Reports:</b> IEC and DEO	
<b>Primary Objective of the Position:</b> To ensure the proper management, control and supervision of the school – staff, students and resources as well as the efficient organisation and planning of the school’s activities.		

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

*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 Result Area/Major Responsibilities	Major Activities/Duties	Performance Measures/Outcomes
Effective and efficient instructional leadership and process	Become part of professional learning community through the following steps:- <ol style="list-style-type: none"> <li>1. Facilitate students learning</li> <li>2. Encourage students' participation in their own learning</li> <li>3. Collaboratively work with colleagues in identifying best teaching strategies.</li> <li>4. Linking curriculum, teaching and assessment together</li> <li>5. Develop learning activities that are based on data (assessment results)</li> <li>6. Be a good role model for the children</li> </ol>	STAKI results Improved teacher performance Improved students' learning/performance Child-friendly school environment
Management (SBM- Working collaboratively	<ol style="list-style-type: none"> <li>1. Self-appraise himself/herself using newly developed Kiribati Appraisal system</li> <li>2. Continue to improve his/her leadership as well as teaching performance</li> <li>3. Discuss and respond positively to staff appraisal reports done by peers or supervisors</li> <li>4. Look after and manage the school properties well</li> <li>5. Keeping the school as a safe ground for children.</li> </ol>	Student's achieved the recommended curriculum learning outcomes Student's Learning Achievement improved Quality teaching and learning in the classroom is maintain

14. Key Challenges	15. Selection Criteria
A key challenges of the post is improving students' learning through teachers	<b>15.1 PQR (Position Qualification Requirement):</b> <b>Education: Bachelor of Education with 2 year's post degree work experience at middle management level or Diploma in teaching with 10 years teaching experience</b>  <b>Job Training: Teaching Professional Development</b>

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**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 motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

**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.

**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.

**Skills**

**Instructing** – Teaching others how to do something.

**Speaking** – Talking to others to convey information effectively.

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**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.

**Reading Comprehension** – Understanding written sentences and paragraphs in work related documents.

**Learning Strategies** – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

**Social Perceptiveness** – Being aware of others' reactions and understanding why they react as they do.

**Writing** – Communicating effectively in writing as appropriate for the needs of the audience.

**Active Learning** – Understanding the implications of new information for both current and future problem-solving and decision-making.

**Critical Thinking** – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

**Monitoring** – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

**Time Management** – Managing one's own time and the time of others.

**Complex Problem Solving** – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

**Persuasion** – Persuading others to change their minds or behavior.

**Conflict Resolution** – courageous to resolve conflict within the school and community.

**Attributes**

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|--|---|
|  | <ul style="list-style-type: none"><li>i. Honest</li><li>ii. Smart</li><li>iii. Respectful</li><li>iv. Dutiful</li></ul> |
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