

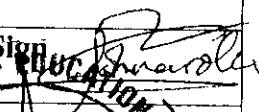



**Public Service Commission
Job Description Form**

Ministry to prepare and request approval by the Public Service Commission. Please contact the Performance Improvement Unit Staff of the office of the Public Service Commission if you need helping completing this form.

1	Job title	Principal School Improvement Officer	
2	Post number Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.	3319	
3	Level Suggested by Ministry and determined by PSC	Suggested by Director General. . . . G So 5.0	
4	Ministry	Education	
5	Department	Education Services Directorate - SBM Programme Unit;	
6	Location Where the position is located	Initially MoE, Port Vila; then based in the Provincial Education Office	
7	Purpose "why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts.	<ul style="list-style-type: none"> To assess, supervise, coordinate, train and offer advice to Zone Curriculum Advisors, School Heads and teachers in relation to school management and administration, teacher management, curriculum management, academic standards To advice and assist Zone curriculum adviser and school heads in developing school policy and plannings. To monitor and evaluate overall performance of ZCAs, school heads, teachers and school as a whole. 	
8	Key Result Areas (KRAs) refers to general areas of outcomes or outputs for which the post/role is responsible.	9	Key Performance Indicators (KPIs) refers to the quantifiable measurements that reflect the critical success of the KRAs.
8.1	Development of School Improvement policy and strategic plan	9.1	70 % of school policy developed and school improvement completed
8.2	Development of annual work plans and budget	9.2	Annual work plans completed by February Budget complete by April
8.3	Training needs, mentoring and the required design package for ZCA and school heads are identified	9.3	Standard for teachers, principals, schools are met All 54 ZCA are trained
8.4	Effective and transparent assessment of school management and administrative functions (Budget, plans, school committee etc.)	9.4	80% of schools teachers, principals and management is assessed
8.5	Effective and efficient delivery of educational programs (Curriculum/syllabus, examination) and standardize achievable outcomes	9.5	70% of educational programme delivered by end of 2014
8.6	Effective classroom management and teaching strategies	9.6	All teaching methodology, classroom teaching skills are
8.7	ZCA, School heads, teachers and overall school performance are	9.7	54 ZCA are assessed 60 % of Principals and teachers are assessed

	appraised and assessed and monitored against the standard		successfully by end of 2014
8.8	Effective involvement of Parents/community in their school's management and governance	9.8	90% of community/parents involvement 90% of schools are governed and managed by 2014
8.9	Effective Investigation and communication of issues, complaints and recommendations	9.9	Maintained effective communication with PEO, ZCA, TSC, and Education Service, CDU and EAU
8.10	Quality ZCA, School Heads and teacher's reports	9.10	All SIO produced 80 % quality report
10	Duties and responsibilities Simple statements starting with an action word; more important ones first; less than 10; cover main areas of work but not details you should find in Procedure Manuals. Areas to think of include policy/ research/ advice, preparing reports; external communication; administrative; legislative and what this particular job must achieve. For lower level jobs it will be more specific e.g. deliver, record, type, maintain.		
10.1	Advise and assist in the development of school policies including assessment policies, discipline policy, housing policy, professional development policy, maintenance policy, finance policy etc.. Advise and assist in the development of school policy and development plans that meet expected School Standards		
10.2	Advise and assist in the development of school plans that meet expected School Standards		
10.3	Ensure that school plans are compliant with Ministry Corporate plan and policy		
10.4	Develop annual work plans to reflect work performance and development		
10.5	Develop budget to reflect annual work plans		
10.6	Training and mentoring of ZCAs and school heads to assist and advise teachers in school planning & implementation of a continuous professional development programme Training needs identified and coordinate the design of training packages for Zone Curriculum advisors and school heads in order to acquire skills to implement their school programs		
10.7	Regular communication with PEO and other provincial officers on issues in schools and find resolution		
10.8	Work closely with PEOs and ZCAs to develop improved school-based management in governance and teaching and learning standards		
10.9	Manage and train ZCAs so that they can support schools to plan and manage their resources including finance (school grant) efficiently.		
10.10	Coordinate the training and mentoring of ZCAs and school heads to assist and advise teachers in schools planning		
10.11	Coordinate the training and professional development programme for ZCA, school heads and teacher		
10.12	Train and supervise ZCAs so that they can support, advise and train school staff to engage with their community (school committee/ PTAs/ management committees) and build their capacity to participate in school governance, management, planning and improving school standards		
10.13	Assess school management and administrative functions (Budget, plans, school committee etc.) effectively and transparently		
10.14	Assess the delivery of school curriculum/syllabus to enable proper implementation in schools		
10.15	Assess the delivery of school assessment instruments for better student achievement		
10.16	Ensure effective classroom management and teaching strategies are appropriately implemented		
10.17	Work closely to raise classroom teaching and learning standards in schools, especially measurable literacy & numeracy standards.		
10.18	Identify training needs and coordinate the design of training packages for advisors and school		

	heads in order to acquire skills to implement their school programs	
10.19	Assist ZCAs with identifying staff training needs and organising training with responsible authority	
10.20	Actively engage parents/community in their role in school management and governance	
10.21	Inspect, monitor and evaluate ZCA, School heads, teachers and overall school performance against expected standards	
	Investigate issues and complaints in schools and provide advice and counselling with recommendations	
10.22	Assist provincial VEMIS statistic officer to verify school data through the assistance of ZCA	
10.23	Effective supervision and inspection of schools, teaching staff performance, assessment and ensure that teachers are appraised by school heads.	
10.24	Train ZCAs to assist schools to carry out monitoring and collect data including VEMIS and use this for evidence-based school planning purposes. Monitor and evaluate the development and performance of the school-based management programme at school and provincial levels.	
10.25	Inspect biannually ZCAs, School heads and teachers and produce reports regarding their performance and provide recommendations to responsible education authority	
10.26	Carry out any other responsibility as requested by the Director General	
11	Reports directly to Title of Post and Level only	12 Directly supervises Title of Posts and level if any
	Head of senior and principal school improvement officer and Provincial Education Officer	ZCAs in the zones allocated to the SIO.
13	Frequent Internal Personal Contacts with... ("Internal" means within the Ministry)	14 Occasional Internal Personal Contacts with...
	PEO and Provincial Staff, School staff and ZCAs	Finance and HR staff
15	Frequent External Personal Contacts with... ("External" means other Ministries and the community)	16 Occasional External Personal Contacts with...
	Education Authorities,	NGO's and Community, Provincial Education Board.
17	Impact of Decisions (a) Think of the decisions this Post makes without help on a regular basis (weekly or monthly) to greatly reduce the risk of serious things happening. Name the more important thing(s) decided. (b) If the Post has a significant Financial Delegation to commit funds the amount should also be stated.	As part of the team of SIOs he/she will be responsible for planning advice, supervision, technical support and training to around 10 ZCAs to be allocated under your responsibility who in turn will support schools to improve their school based management capacity in order to improve teaching & learning standards.
18	Special Conditions e.g. if unusual work hours, equipment or travel is required.	Frequent travel to deliver training and support at provincial and zonal level. Overtime as required
19	Reason for Seeking Approval (e.g.; Routine Revision of Existing Job Description, New Post, Regrading. State if any overlap or duplication with existing Job Descriptions or new duties and responsibilities)	New post. The Education Act 2001 requires schools to have a school development plan, an annual work plan and effective governance structures in place. This new post makes up a team of nine school improvement officer positions (eight existing posts includes ex-inspector posts) who have experience in the development

		of primary school based management programme
20	CRITERIAS TO BE SELECTED FOR THIS POST	
	(Allow for some on -the-job training to bring outsiders up to standard and do not unnecessarily bias the Post to certain people. Remember education is only one indicator of capability to do the job.)	
20.1	Qualification the required qualification for the job e.g certificate, diploma, degree...	Degree
20.2	Special Business Education refers to the field of study that would be preferable	School management experience including financial management preferred
20.3	Experience e.g. number of years or level of experience in filing/keyboard work or driving; or, e.g. low or high level achievements in leadership, communicating, advising, managing resources, writing reports, advising clients, doing similar type of work etc	More than six (6) years experience in advisory or educational support services at a senior level; and working as an in-service trainer, plus a minimum of 6 years teaching and school management experience.
20.4	Special Skills e.g. vehicle license, driving record, computer word/ excel etc	Supervision, assessment, analysis, reporting and planning and delivery of training skills, experience along with high level communication skills.
20.5	Thinking style e.g an analytical thinker, a practical thinker, creative thinker.....	An analytical, practical and creative thinker
20.6	Communication/ Interpersonal Skills list the skills required of this position	High level of communication with education written and verbally with stake holders and able to work effectively with ZCAs, school staff, engaging with school communities; and have experience of community development work.
20.7	Behavioural Competencies refers to the personal attributes or characteristics needed for the position.	Committed to the principle of building school management capacity through a participatory/ advisory approach; ready to travel and work overtime.
20.8	Language "English , French and Bislama" is usual.	Fluency in: Bislama and English or French
20.9		
21		
21.1	Prepared in the Ministry by ...	Name John J. Garoleo Sign 
21.2	Certified by or for the DG that the Post fits with any Corporate Plan, and is required.	Name Jesse Dick Sign  Date 02/06/2014
21.3	Checked by OPSC for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Name L. Ranta Sign  Date 21/6/2014
21.4	DECISION OF PUBLIC SERVICE COMMISSION Decision: <u>Approved</u> or Deferred or Amended Date of Decision: (Circle the appropriate Decision)	
	Name	Sign 

LAURENT REF
SECRETARY
OPSC

