1. **IDENTIFICATION**

**POST TITLE:** Head Teacher  
**DEPARTMENT:** Education

**GRADE:** 12  
**DIVISION:**

**LOCATION:** Lebanon, Syria and **SECTION:** Jordan

2. **PLACE IN THE ORGANISATION**

The incumbent is responsible to the Deputy or Chief Education Programme, through the Area Education Officer on technical issues and to the Chief Area Office through the Area Education Officer on administrative issues. S/he is responsible for equitable, inclusive quality education, safe and effective learning environment in schools through the management of all staff assigned to his/her school, monitoring and supporting their professional development with the support of Education Specialist and/or in cooperation with the Assistant Head Teacher, the local community and other stakeholders.

3. **SUPERVISORY RESPONSIBILITIES:**

3.1 Professional posts (and/or equivalent) directly supported:

<table>
<thead>
<tr>
<th>Functional Title</th>
<th>Classification Level</th>
<th>Number of Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Head Teacher</td>
<td>A 11</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>A 10</td>
<td>10 - 80</td>
</tr>
</tbody>
</table>

3.2 Total number of professional (and/or equivalent) posts supported directly or through subordinate supervisors: 11 - 80

3.3 Total number of posts in other categories supported (General Service or equivalent Area Staff): 5 - 10
4. FUNCTIONS AND RESPONSIBILITIES

In accordance with established Agency policy and procedures, the incumbent:

(A) Ensures the delivery of quality inclusive education services to students in the assigned school and provides ongoing support to all teachers in order to ensure that the overall academic objectives are achieved for each student. Sets, implements and evaluates, collaboratively with relevant stakeholders, the School Development Plan;

(B) In close coordination with the EDC, Education Specialist, and the Area Education Officer, manages the implementation of teaching, support programmes/services including learning support, psychosocial counseling, medical referral and special needs, curriculum enrichment, and co-curricular activities, and ensures alignment with the curricula/syllabi and timetable;

(C) Manages the impact of teaching & learning within the classroom, and facilitates, along with the Assistant Head Teacher, the use of a variety of strategies to monitor and evaluate students’ performance and responds to identified needs.

(D) Manages professional development activities of school staff in cooperation with the Education Specialist and engages in self development activities:
   (i) Supports continuing professional development programmes and encourages teachers’ mutual support and cooperation to improve their practice;
   (ii) Assesses the training needs of school staff and manages their performance and behavior;
   (iii) Implements appropriate models for instructional supervision and ensures the development of overall performance of the school through linkages with relevant stakeholders;

(E) Communicates and collaborates effectively with the community including the school council, teachers, students, the student parliament, parents, the administration, community leaders, NGOs and other relevant organizations and undertakes appropriate action to promote enhanced engagement in educational activities;

(F) Supports principles and practices of school quality assurance and ensures appropriate school budgeting, financial management, and resource utilization in line with UNRWA approved policies, processes, and procedures;
(G) Develops & maintains inclusive, safe and stimulating learning environment within the assigned school, in coordination with other stakeholders, through ongoing respect of human and child rights, discipline, morale among staff and students, and links with parents and the community to ensure zero tolerance to violence and corporal punishment, and arranges for the effective and efficient administration and maintenance of school premises, equipments and supplies;

(H) In coordination with concerned stakeholders, ensures updated and accurate school data and information system aligned with the EMIS, ensures appropriate technology use and arranges for the enrollment of new eligible student to UNRWA schools in line with UNRWA guidelines and policies;

(I) Performs such other duties as may be assigned.

5. **WORK RELATIONSHIPS:**

5.1 **Inside UNRWA:**

<table>
<thead>
<tr>
<th>Functional Title and Classification</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Field Education Programme, A 20 and Deputy Chief Field Education Programme, A 18</td>
<td>Guidance, seeking and giving advice, and coordination</td>
<td>Regularly</td>
</tr>
<tr>
<td>Chief Area Office, A 20</td>
<td>Coordination and following up on administrative matters</td>
<td>Regularly</td>
</tr>
<tr>
<td>Area Education Officer, A 15</td>
<td>Management, functional coordination and reporting</td>
<td>Regularly</td>
</tr>
<tr>
<td>Educational Development Centre (EDC), A 14 – A 16</td>
<td>Consultation, technical advice, development of courses and coordination</td>
<td>Regularly</td>
</tr>
<tr>
<td>Education Specialist, A 13</td>
<td>Consultation, technical advice and support</td>
<td>Regularly</td>
</tr>
<tr>
<td>School Counselor, A 10</td>
<td>Consultation, technical advice and support</td>
<td>As required</td>
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</tbody>
</table>
Chief, Field Technical and Vocational Education and Training A20

Cooperation and exchange of information.

Principals of Training Centers, A 17

5.2 Outside UNRWA:

<table>
<thead>
<tr>
<th>Functional Title</th>
<th>Purpose</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Parents, community leaders</td>
<td>Exchange of information</td>
<td>As required</td>
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</table>

6. IMPACT OF INCUMBENT’S WORK

(A) Importance of decisions and proposals made by the incumbent

Decisions, actions and proposals made by the incumbent have a direct effect on the access to and quality of basic inclusive education and safe learning environment provided to students. In the day-to-day operation of schools, decision making on access, quality service provision and safe learning environment are basic in the incumbent’s work.

(B) Possible consequences of involuntary errors made by the incumbent

Access to and delivery of quality basic inclusive education provided to students is critically dependent on accurate, timely and informed assessment and action by the incumbent on the ground in response to the specific needs of his/her school. Errors resulting from action, inaction and proposals may lead to students failing to gain access to basic quality education or to achieve their full potential at the basic education stage, potentially denying access to secondary and tertiary education opportunity.

7. INDEPENDENCE OF WORK

(A) Application of guidelines

The incumbent works within general guidelines and education technical instructions. However, the incumbent exercises personal judgment and initiative to ensure that teaching solutions are adapted to the particular needs of students within schools, that problems and incidents are anticipated and identified in a timely manner and effective mitigating or appropriate measures are implemented.
(B) **Supervisory control over work of incumbent**

The Deputy or Chief Field Education Programme, through the Area Education Officer, and in coordination with the Chief Area Office, monitors and reviews work continuously to ensure that objectives are achieved.

8. **MINIMUM QUALIFICATIONS:**

(A) **Academic and professional qualifications**

(i) A University degree from a college or university in a subject taught in UNRWA schools plus at least one year of professional teacher training; or

(ii) A University degree from a college or university in a subject taught in UNRWA schools plus a higher diploma or advanced degree in education.

(B) **Experience**

At least seven years satisfactory teaching experience in which at least two years should have been in an administrative/managerial capacity.

(C) **Language**

(i) Excellent command of spoken and written Arabic;

(ii) Good command of spoken and written English.

(D) **Competencies**

(i) Knowledge of educational theories and good practices, and teacher/school development;

(ii) Ability to establish and maintain effective working relationships with others in a team working environment;

(iii) Demonstrated ability to communicate both verbally and in writing;

(iv) Ability to work under pressure and meet target deadlines;

(v) Problem solving and decision making skills;

(vi) Proficiency in the standard PC applications used by the Agency;

(vii) Research and problem solving skills in teaching and learning context;

(viii) Integrity and positive attitude.
9. **DESIRABLE QUALIFICATIONS**

Advanced degree in a related subject;

10. **EQUIVALENCY**

When the minimum requirements are not fully met, Field Director for Field Area staff and Director of Human Resources for Headquarters Area staff, in consultation with the concerned supervisor may exceptionally substitute part of the unmet requirements with a combination of relevant academic qualifications, additional professional training and progressive relevant work experience.

NB: Work experience alone or formal qualifications with no relevant work experience are not considered an acceptable combination.

11. **ADDITIONAL INFORMATION**

The incumbent may be required to work beyond the regular working hours.

12. **APPROVAL OF POST DESCRIPTION**

Approved: [Signature]  
Director of Human Resources  
Date: 24/8/2011

13. **ACKNOWLEDGEMENT OF RECEIPT OF COPY OF POST DESCRIPTION**

I have been informed about the duties and responsibilities attached to the post which I occupy and have been given a copy of this post description.

<table>
<thead>
<tr>
<th>Incumbent Name</th>
<th>Signature</th>
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Prepared by: DE  
Amended by: CMSD  
Date: 14/08/2011