To: Field Administration Officer, Gaza

From: Chief, Compensation & Management Services Division, HQ/A

Subject: Post Descriptions of Education, GFO

Please find attached revised copies of Area post descriptions for Education Department as follows:

1. Area Education Officer, grade 17
2. School Principal, grade 15
3. Deputy School Principal, grade 13

Please ensure that each of the incumbents of the posts receives a copy as indicated on the last page of the post description, and that another copy is placed in his/her personal file.

Awatef Hanum

CC: DE - HQA
DUO, CFEP - HQG
UNIVERSITY OF SOUTHERN ENGLAND

PROFESSIONAL AREA STAFF POST DESCRIPTION

1. IDENTIFICATION

POST TITLE: School Principal
DEPARTMENT: Education

GRADE: 15
DIVISION:

LOCATION: Gaza Field
SECTION:

2. PLACE IN THE ORGANISATION

The incumbent is responsible to the Chief Field Education Programme through the Area Education Officer. S/he is responsible for the management of all staff assigned to his/her school.

3. SUPERVISORY RESPONSIBILITIES:

3.1 Professional posts (and or equivalent) directly supervised:

<table>
<thead>
<tr>
<th>Functional Title</th>
<th>Classification Level</th>
<th>Number of Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy School Principal</td>
<td>A 13</td>
<td>1</td>
</tr>
<tr>
<td>School Counselor</td>
<td>A 10</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 supervised directly or through subordinate supervisors: 11 - 80

3.3 Total number of posts in other categories supervised (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 basic education services to refugee students enrolled within the school so that the academic potential of each child is realized and the overall school academic achievement level is improved; develops and maintains a safe and stimulating learning environment within the school through the ongoing development of respect, discipline and morale among staff, students and parents;

(B) Manages the implementation of teaching and support programmes in accordance with the prescribed curricula/syllabi and timetable; monitors the impact of teaching and learning within the classroom and takes the necessary corrective action and ensures appropriate follow-up of low achieving and special needs students; manages the performance and behavior of teachers assigned to the school against standard including the development of individual goals and objectives, the provision of authoritative feedback and follow-up based on the extent of their achievement and the prioritization of awards and training needs within the school;

(C) Develops and maintains positive and supportive relationships with the school council, student parliament, parents, community leaders, NGOs and other relevant organizations through effective communication and action, as appropriate; host guests and visitors at the school as required;

(D) Participates in the design of new school facilities, recommends modifications and improvements to existing premises and facilities, ensures the optimum utilization of the school premises and manages the use of school facilities including the operation of the canteen and the school feeding programme;

(E) Ensures the effective and efficient administration of the staff, students and premises, equipment and supplies in his/her care and custody in accordance with UNRWA guidelines;

(F) Supervises the enrolment of new and eligible refugee students into UNRWA schools and ensures that all decisions taken on the admission, transfer and drop-out of students are in accordance with UNRWA policy;

(G) 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>Director of UNRWA Operations/DUO, D-1; Deputy Director of UNRWA Operations/DDDUO, P-5</td>
<td>Overall guidance</td>
<td>As required</td>
</tr>
<tr>
<td>Chief Field Education Programme, A 20 and Deputy Chief Field Education Programme, A 18</td>
<td>Guidance, advice, coordination and reporting</td>
<td>Regularly</td>
</tr>
<tr>
<td>Area Education Officer, A 17</td>
<td>Supervision, functional coordination and reporting</td>
<td>Daily</td>
</tr>
<tr>
<td>Educational Development Centre (EDC), A 14 – A 16 School Supervisors, A 12</td>
<td>Consultation, technical advice, development of courses and coordination</td>
<td>Regularly</td>
</tr>
<tr>
<td>Principals of Training Centers, A 17</td>
<td>Cooperation and exchange of information</td>
<td>As required</td>
</tr>
</tbody>
</table>

5.2 Outside UNRWA:

<table>
<thead>
<tr>
<th>Functional Title</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, community leaders, NGOs</td>
<td>Exchange of information</td>
<td>As required</td>
</tr>
<tr>
<td>Government institutions, NGOs, training centres, universities, colleges, professional associations and syndicates</td>
<td>Coordination of educational matters and exchange of experiences</td>
<td>As required</td>
</tr>
</tbody>
</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 education and safe learning environment provided to eligible refugee students. In the day-to-day operation of schools, senior-level decision making on access, quality service provision and safe learning environment are basic in the incumbent’s work.

Decisions, actions and proposals made by the incumbent have a direct effect on the successful implementation of effective teaching and learning programmes at school level which may impact on the decisions taken at senior levels.
(B) **Possible consequences of involuntary errors made by the incumbent**

Access to and delivery of quality basic education provided to refugee 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 refugee students failing to gain access to basic education or to achieve their academic potential at the basic education stage, potentially denying access to secondary and tertiary education opportunity.

Errors resulting from actions and proposals may also have a very negative effect on the standing and reputation of UNRWA with parents and the local refugee community at large which may result in loss of confidence and credibility in the services provided and either delay or degrade the quality of service delivered.

7. **INDEPENDENCE OF WORK**

(A) **Application of guidelines**

Whilst the incumbent operates within the broad parameters of the education policy framework, there are no detailed guidelines regulating the delivery of teaching and learning solutions at the individual school level. 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 corrective measures are implemented.

(B) **Supervisory control over work of incumbent**

Chief, Field Education Programme and Area Education Officer monitor and review work periodically to ensure that objectives are achieved.

(C) **Independence of work**

The incumbent works independently in his/her school with minimum supervision. Incumbent outputs are treated as authoritative.

8. **MINIMUM QUALIFICATIONS:**

(A) **Academic and professional qualifications**

(i) A university degree in a subject taught in an UNRWA school.

(ii) At least one year Teacher Training Certificate.
(B) **Experience**

At least eight years satisfactory teaching experience in an UNRWA school of which at least four years experience should have been in an administrative/supervisory capacity as Deputy School Principal.

(C) **Language**

(i) Excellent command of spoken and written Arabic;

(ii) Good command of spoken and written English.

(D) **Competencies**

(i) Proven skills in management and leadership;

(ii) Ability to establish and maintain effective working relationships with others in 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.

9. **DESIRABLE QUALIFICATIONS**

(i) Advanced degree in a related subject;

(ii) Possession of a valid driving license.

10. **EQUIVALENCY**

When the minimum requirements are not fully met, the Director of UNRWA Operations, Gaza 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]  
Date: 6/5/2009  
Director of Human Resources

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.

Incumbent Name ___________________________ Signature ___________________________ Date ___________________________

Prepared by : GFO  
Amended by : CMSD  
Date : 5/5/2009