POSITION DESCRIPTION

IDENTIFICATION

Position Title: Program Administrator   **Position Number:**   MCM003

Section: Joint Education Program   **Department:**   Regional Campuses

Location: Majuro, Marshall Islands   **Category:**   P   **Grade:** 1 Step 1

Current Incumbent: N/a (Previous - Tapukitea Rokolekutu**) Date of substantive appointment:** asap
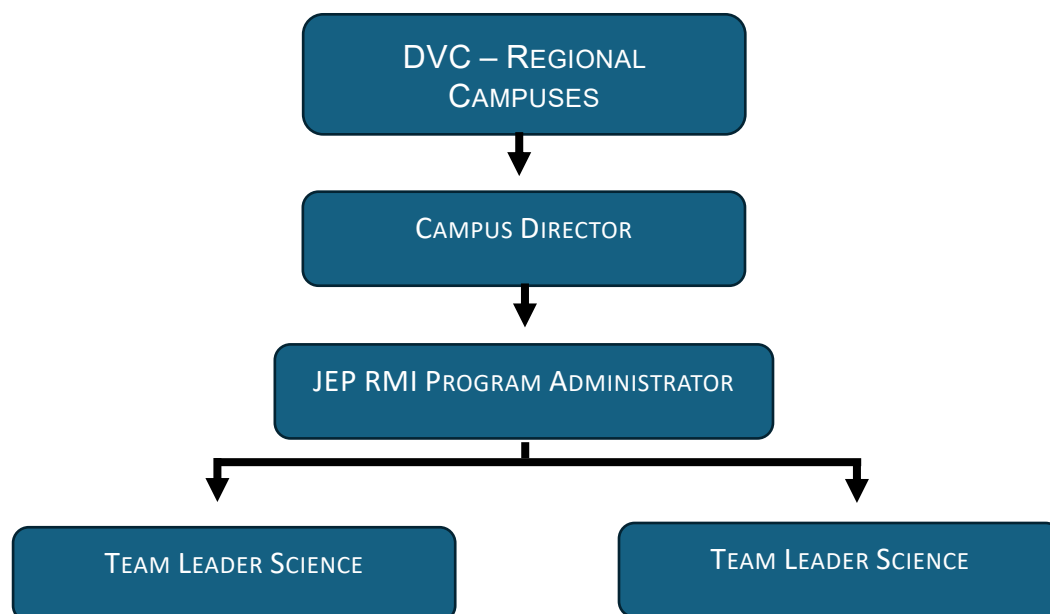
Reports To: Campus Director **Supervised by:** Campus Director

ORGANIZATION CONTEXT

Organization chart to identify the job's reporting relationships

Insert organization:

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        DVC – REGIONAL
          CAMPUSES
             │
             ▼
       CAMPUS DIRECTOR
             │
             ▼
  JEP RMI PROGRAM ADMINISTRATOR
        │            │
        ▼            ▼
  TEAM LEADER    TEAM LEADER
    SCIENCE        SCIENCE
```

PURPOSE
This position is responsible for managing the Join Education program. The Joint Education Program is a bridging program funded by the Marshallese government which supports high school graduates to gain the skills they need to cope with degree level programs. The Program Administrator will teach one of the Joint Education Program subjects, as well as monitor staff performance, manage enrolments and compile data related to student progress.

The role is currently partially performed by SAS Officer Yolanda McKay, but the demands of two jobs mean she is unable to perform certain aspects of the Program Coordinator job which are integral to the success of the program.

By hiring a dedicated Program Administrator, the university will be able to monitor the progress of students, analyse data and devote more resources to supporting students to stay engaged with their course materials. This individual can also monitor staff performance and support professional development to ensure staff can effectively fulfil the requirements of their position. Through compiling and analysing data, this individual will be well placed to identify any problems the students and the university face, and identify training and resources to overcome problems. They will also manage enrolments, lead marketing initiatives and maintain a holistic understanding of the scope of the Joint Education Program.

NATURE AND SCOPE

Prior to the commencement of Semester, and during the first weeks, the Program Administrator will be responsible for overseeing enrolment for the JEP program and then be responsible for ensuring a successful student orientation.

During the Semester, the Program Administrator will teach a course, as well as oversee the other teachers. This oversight will include monitoring attendance, evaluating performance and identifying appropriate interventions or professional development when staff are unable to fulfil the requirements of their roles. This individual will also provide career counselling to staff and identify how staff may desire to develop their skills in areas like teaching, research and their speciality subject. This individual will be responsible for working with staff to ensure they are achieving their full potential and finding opportunities for personal growth.

By maintaining data about students' achievements, the Program Administrator will be able to identify students at risk and explore avenues for intervention (e.g. extra study support or counselling).

The Program Administrator will organise regular academic staff meetings, as well as support full campus staff meetings. This individual will also work with academic and administrative staff and the Student Association to support the organisation of activities for cultural events and whole school celebrations.

The Program Administrator will also liaise with contacts at local high schools and the Ministry of Education to organise marketing opportunities and ensure contacts understand what the Foundation and Preliminary programs can offer students. Additionally, they will maintain an awareness of events in the community and find opportunities for the student body and staff to engage in community events. They will also maintain an understanding of career and study opportunities students can pursue after graduating

Supervising arrangements for the distribution of course materials.

POSITION DIMENSIONS

Staff Responsible for:
Directly:
1. Team Leader Science
2. Team Leader Social Science
3. RMI Maths/CSIS Teacher
4. Chemistry Teacher

5. RMI-USP H./P & Sociology
6. RMI_USP English Teacher
7. RMI-USP Geography Teacher
8. RMI-USP Chem./Biology teacher
9. RMI-USP English Teacher
10. RMI-USP Accounting Teacher
11. RMI-USP Maths and Physics Teacher

Indirectly: Library Assistant and student interns and support staff as directed by the director.

Limits of Authority:

Financial: Nil (make budget requisition for JEP related activities etc.)
Non-Financial: Student registration and student eligibility to be part of the program

Key Relationships /Internal and External Contacts:
Lists the key inter-relationships that is necessary for effective performance in the job. Also describe the nature of contact most typically expected with those key working relationships

External	Purpose of contact
Prospective students and parents/guardians	To market the Joint Education Program and support students and parents to make informed decisions about which course is right for them.
High school teachers, principals and other contacts in the education sector in the Marshall Islands.	To support other education providers to understand the scope and nature of the Joint Education Program, so they know what kinds of students should be referred to this program.
Ministry of Education and Public School System policymakers.	To explain the scope and nature of the Joint Education Program, so policymakers understand how the program serves the needs of the community and fits in with other tertiary education opportunities in the Marshall Islands.
Donors and philanthropists	Articulating the mission of the Joint Education Program so anyone interested in supporting the program financially understands how their money will be used.
Community members, NGOs, business owners, academics and local celebrities.	Identifying opportunities to organise excursions, events and guest speakers, as well as student participation in local events to reinforce learning goals.
Internal JEP academic team: 1. Team Leader Science 2. Team Leader Social Science 3. RMI Maths/CSIS Teacher 4. Chemistry Teacher 5. RMI-USP H./P & Sociology 6. RMI_USP English Teacher 7. RMI-USP Geography Teacher 8. RMI-USP Chem./Biology teacher 9. RMI-USP English Teacher 10. RMI-USP Accounting Teacher 11. RMI-USP Maths and Physics Teacher	**Purpose of contact** • Collecting data about student performance, so as to monitor student progress and identify any patterns. • Monitoring staff performance, wellbeing and attendance. Offering staff support with teaching techniques, workload management and administrative tasks. • Ensuring staff are aware of university, campus and course policies and procedures. • Ensuring staff have the teaching materials and resources they need. Advocating on their behalf if they need specific resources (e.g. writing requests for funding for specific equipment or services and articulating why this is needed). • Hearing complaints, grievances and struggles, working with staff to support them to overcome problems. • Offering career counselling and identifying opportunities for staff to develop their skills related to their interests.

Library Assistant	• Working with the library assistant to understand resources on offer and ensure teachers have the materials they need. • Ensuring the Library Assistant is prepared and has the necessary training and resources to support JEP students. • Collaborating with the library assistant to facilitate the creation of displays which reinforce classroom learning.
Conference/lodge manager, cleaners and maintenance staff, as well as Campus Life Manager and front desk team	• Collaboration and coordination to ensure systems are in place to ensure rooms are clean, hazard free and conducive to student learning.
Campus Director	• Regular updates about students and staff performance. • Incident reporting. • Talking through problems and seeking advice when needed. • Requesting funding or allocation of other resources (e.g. staff / transport for special circumstances)
Campus Life Manager	• Identifying how JEP staff can collaborate with the Campus Life Manager to offer sports, leisure and cultural opportunities to students. • Collaborating with the Campus Life Manager when necessary to ensure rooms are appropriately allocated to JEP students and Campus students. • Ensuring notices from the Campus Life Manager are shared with students. • Seeking extra help from the Campus Life Manager if the Program Coordinator is worried about a student from a social or academic perspective. The Campus Life Manager can talk to the required student and identify whether activities are available which will give students opportunities to make friends. Alternatively, they may be able to support the student to access counselling or help identify alternative sources of help.

SAS Team	• Collaborating with SAS to ensure students are enrolled promptly. • Working with SAS to ensure students have access to Moodle. • Coordinating with SAS to ensure all test papers are ready for tests and promptly sent off once completed.
Finance Team	• Supporting finance to follow up with students on fees. Reminding students about fee deadlines.
Students Association RMI representatives	• Collaborating with the Students Association to ensure social and sporting activities are available for students. Calling on the Students Association for input when decisions need to be made which would benefit from student input. • Ensuring students are aware they can talk to the Students Association, if they would like to seek advice from older students.
IT Assistant	• Seeking support from the IT Assistant when necessary. • Ensuring students and teachers know how to seek support from the IT Assistant. • Requesting software and devices when necessary.
Security Guards	• Working with the Security Guards to identify when students are at risk or putting others at risk. • Reporting any safety or behaviour concerns to the Security team and asking them to police specific behaviour as needed (e.g. this may involve reminding Security to ensure staff and students are not smoking on the property, reminding the Security Guard to open and close classrooms and/or reminding the Security Guards to kick dogs out of the university buildings.)
USP Marketing Team	• Pictures and news about events are shared with the USP marketing team.

POSITION DESCRIPTION

KEY RESULT AREAS / KEY ACHIEVEMENT AREAS

*Aim: <u>KRA</u>s to have a logical heading. KRAs: 4 – 6.in total <u>Key tasks</u> : 4-5 tasks per KRA. <u>Performance</u>
<u>Measures</u>: Identify the performance standards for someone doing the job at the 100% level. Use both
quantitative and qualitative measures, Measures the KRA as a whole, not every task. Maximum 3 measures for
each KRA Include KRA for Corporate Responsibilities which is generic to all positions*

Key Result Areas *Jobholder is responsible for*	**Performance Measures** *Jobholder is successful when*
• Monitoring student success	• The Program Coordinator has detailed records of student attendance and grades. • The Program Coordinator can monitor data and flag any students who have uncharacteristic grade changes. • Incidents when students breach university policy through bad behaviour are recorded and dealt with appropriately. Systems are in place to ensure bullying and antisocial behaviour are appropriately responded too. • Serious antisocial behaviour or incidents are reported to the Campus Director.
• Monitoring staff performance	• Program Coordinator maintains an awareness about staff capabilities by analysing data about student performance, as well as talking to students and occasionally visiting staff classrooms. Additionally, the Program Coordinator monitors staff attendance and regularly talks to them about their work. • Staff set work-related goals with support from the Program Coordinator. The Program Coordinator monitors staff progress and rewards hard work. • The Program Coordinator identifies opportunities for staff to develop in areas they struggle with.
• Teaching	• The incumbent teachers a Foundation or Preliminary course. • The Program Coordinator demonstrates best practice by delivering engaging lessons and maintaining relevant paperwork.
• Supporting staff needs	• Academic staff report being supported to access resources and understand which administrative staff can support

	their need (e.g. needs related to payment information, counselling or IT). • Staff report feeling they have access to opportunities to develop their teaching skills and try new challenges related to their work. • Staff indicate they feel they supported to deal with problem students.
• Marketing	• The USP JEP course is marketed to prospective students. • USP JEP is represented at community events. • Pictures and news about events are shared with the USP marketing team.

TERMS & CONDITIONS

Salary: $25,011.66

Length of Contract: 3 years

Gratuity and Allowances: Return flight to country of origin

Other Benefits: Accommodation for international recruits

POSITION SPECIFICATION

Qualifications (or equivalent level of learning)

Essential	Desirable
• Bachelor's degree • A postgraduate qualification • Teaching qualification	• Master's degree

Knowledge / Experience

Essential	Desirable
• 3+ years teaching experience • Experience analysing data • Problem solving ability • Excellent written and spoken English • Experience in a supervisory position. • Excellent communication skills. • Organised, punctual and reliable. • Demonstrated ability to use Microsoft Office.	• Experience analysing data related to student achievement • Experience managing a teaching team. • Experience in a Supervisory role • Experience supporting staff development. • Marshallese

Key Skills / Attributes / Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

Expert level	• Tertiary qualification which supports individual to teach a Foundation or Preliminary course. • Tertiary qualification in education. • Punctual and attentive to detail. • 5+ years' teaching experience • 2+ years' experience managing a teaching team • Data analysis or research experience • Experience supporting professional development for teachers. • Some counselling experience. • Demonstrated problem solving ability • Experience marketing. • Ability to network and maintain understanding of opportunities for students to engage with the community and gain work experience. • Excellent written and spoken English and Marshallese. • Excellent organisational skills.
Advanced level	• Tertiary qualification which supports individual to teach a Foundation or Preliminary course. • Qualification in education. • 3+ years' teaching experience • Punctual and attentive to detail. • Experience supervising a team. • Excellent written and spoken English • Data analysis skills. • Demonstrated problem solving ability • Excellent organisational skills. • Punctual and attentive to detail.
Working level	• Tertiary qualification which supports individual to teach a Foundation or Preliminary course. • Punctual and attentive to detail. • Excellent written and spoken English • 2+ years teaching experience • Experience supervising a team. • Able to analyse data related to student achievement. • Excellent organisational skills. • Punctual and attentive to detail.
Awareness level	• Tertiary qualification which supports individual to teach a Foundation or Preliminary course. • Punctual and attentive to detail.

POSITION DESCRIPTION

	• Excellent written and spoken English
	• 1+ years teaching experience
	• Experience supervising a team.
	• Basic data analysis skills.
	• Excellent organisational skills.
	• Punctual and attentive to detail.

APPROVAL

Supervisor name: Setoki Qalubau

Supervisor's Signature: Date:

Staff Name: Staff ID:

Staff Signature: Date: