



**BORD OIDEACHAIS AGUS OILIÚNA CHIARRAÍ  
KERRY EDUCATION AND TRAINING BOARD**

**Job Description and Person Specification  
Staff Officer (Grade V Post – Further Education & Training Services (FETS)  
Department, Head Office**

**Nature of Post**

Permanent position, 37 hours per week

**Location**

Appointment is to the Scheme – Kerry ETB reserves the right to assign a staff member to any other location, as the service exigencies require. Your centre of first assignment will be Kerry Education and Training Board Head Office, Centrepont, John Joe Sheehy Road, Tralee, Co. Kerry.

**Reporting/Accountability Relationship**

The Staff Officer (Grade V) reports to the Head of FETS Department

**Post Summary/Purpose:**

Appointees at this grade will have supervisory responsibility and will work under the direction of the Head of FETS Department.

- Assist the Head of FETS Department/Director of FET in the provision of an efficient and effective service.
- Develop systems/processes to encourage good governance and ensure compliance with:
  - the Code of Practice for the Governance of Education and Training Boards.
  - Relevant Legislation,
  - Policies & Procedures,
  - Departmental Circular Letter/ Programme Guidelines
  - SOLAS Overarching Planning and Funding Parameters and Requirements
- Provide guidance and continued training on the SOLAS PLSS Database including FARR and the National Course Calendar & Learner Database and system updates to FET Centre Managers, Programme Co-ordinators and Administration Staff.
- Support Programme Managers in generating reports to monitor Performance agreement targets. Ensuring all activity is accurately and fully recorded on the FARR and PLSS database.
- Ensure managers are aware of the real-time information required for learner/trainee dropout, completion, certification, placement into employment, progression, literacy and numeracy and participation of people with disabilities on courses. Ongoing monitoring and follow up with Programme/Centre Managers is essential to ensure accurate outcomes are reported for FET provision to SOLAS.
- Be responsible for the collation and completion of statistical analysis relating to programmes and certification of all FET Programmes including: I) PLSS programme planning reports II) Collating statistical data for FARR for the planning and utilisation reports and III) Reports on programme results as requested by SOLAS & the FET Director.
- Ongoing monitoring of FAR 3 progress against the targets set out within strategic performance agreements, and identify areas where variances or target revisions need to be addressed.

- Ensure all key timelines and dates for the submission of annual Kerry ETB statistical data is adhered to in accordance with the SOLAS Overarching Planning and Funding Parameters and Requirements for Education and Training Boards.
- Ensure all PLSS Administrators are aware of data gaps in their ESF returns on a timely basis & provide support to staff in updating their data.
- Support the relevant FET Managers/Coordinators in uploading the annual End-of-Year FET statistical reports for ESF Funded Programmes to the SOLAS e-Cohesion system.
- Provide ongoing support with the transfer of statistical data from the Sales Pulse System to the SOLAS PLSS Database.
- Represent Kerry ETB as an active member on the SOLAS PLSS National Advisory Group.
- Identify areas where modifications or new functionalities would support the management information process and improve utilisation of PLSS.
- Annual review of the internal controls including risk management for the work area.
- Review and evaluate existing processes and systems and liaise with key stakeholders in the implementation of new systems or upgrading of existing systems as appropriate for the progressive and efficient development of the service.
- Attend and contribute to internal meetings attached to the functional area as directed by the Head of FETs Department/ Director of FET.
- Liaise with key personnel across Further Education & Training towards delivering an efficient and effective service.
- Provide guidance and training to identified staff in Kerry ETB Further Education & Training.
- Any other duties which may be assigned from time to time as appropriate by the Director or FET Management.

The above list of accountabilities may be varied having regard to the changing needs of the Scheme and the terms of the post can include delivery of responses to unpredictable work demands as they arise.

## **ESSENTIAL REQUIREMENTS**

### **As per Circular Letter 8/2017 candidates must:**

- Have the required knowledge, skills and competencies to carry out the role. Competencies will be informed by best practice Public Appointment Service competency frameworks for the Irish Public Service.
- Be capable and competent of fulfilling the role to a high standard
- Have obtained at least Grade D3 in five subjects in the Leaving Certificate Examination (higher, ordinary, applied or vocational programmes) or equivalent **or** have passed an examination at the appropriate level within the QQI qualifications framework which can be assessed as being of a comparable standard to Leaving Certificate standard or equivalent or higher **or** have appropriate relevant experience which encompasses equivalent skills and expertise.
- Have at least two years in a Grade 111 post, or equivalent, or higher, in the Education and Training Sector. For the purposes of filling vacancies in Grades IV, V, V1 and V11 in ETB's only, at least two years' service in an ETB Caretaker Grade will also be considered valid.
- Have successfully completed their probation period, or have successfully completed a probation period at a lower eligible grade.

## **DESIRABLE REQUIREMENTS**

- Achieved or be at an advanced stage of working towards a Level 6 qualification or higher on the National Framework of Qualifications
- Demonstrable relevant experience relating to statistical planning and analysis.

- Proficiency in relevant software applications including, FAR, PLSS and e-Cohesion reporting.
- Excellent problem-solving, analytical and judgement skills
- Experience in the management of staff.
- Experience of managing conflicting demands and responding to tight deadlines
- Excellent communication skills – verbal and written with a high attention to detail and accuracy.
- Self-motivated, flexible and results focused.
- Significant experience in a regulatory or compliance environment with a strong focus on statistical reporting.

## **COMPETENCES REQUIRED**

Kerry ETB Core Values of Respect, Quality, Equality, Inclusion and Learning are the guiding principles of the organisation and underpin the competencies required to fulfil this role.

The person appointed to the above post will be required to show evidence of the following competences:

### **Specialist Knowledge, Expertise and Self Development**

- Clearly understands the role, objectives and targets and how they fit into the development of a strategic, integrated and outcome-focused further education and training system.
- Develops the expertise necessary to carry out the role to a high standard and has a thorough understanding of the Code of Practice for the Governance of Education and Training Boards (CL 0002/2019).
- Is proactive in keeping up to date on issues and key developments that may impact on the wider Kerry ETB service
- Consistently reviews own performance and sets self-challenging goals and targets

### **Leadership Potential**

- Is flexible and willing to adapt, positively contributing to the implementation of change
- Contributes to the development of policies in own area and the broader Further Education & Training Sector.
- Seeks to understand the implications of taking a particular position on issues and how interdependencies need to be addressed in a logical and consistent way
- Maximises the contribution of the team, encouraging ownership, providing support and working effectively with others
- Formulates a perspective on issues considered important and actively contributes across a range of settings

### **Analysis & Decision Making**

- Is skilled in policy analysis and development, challenging the established wisdom and adopting an open-minded approach
- Quickly gets up to speed in a complex situation, rapidly absorbing all relevant information/data (written and oral)
- Uses numerical data skilfully to understand and evaluate service issues
- Identifies key themes and patterns in and across different sources of information, drawing sound and balanced conclusions
- Sees the logical implications of taking a particular position of an issue

### **Delivery of Results**

- Assumes personal responsibility for and delivers on agreed objectives/goals

- Manages and progresses multiple projects and work activities successfully
- Accurately estimates time parameters for projects and manages own time efficiently, anticipating obstacles and making contingencies for overcoming these
- Maintains a strong focus on meeting the needs of customers at all times
- Ensures all outputs are delivered to a high standard and in an efficient manner
- Use resources effectively, at all times challenging processes to improve efficiencies

### **Interpersonal & Communication Skills**

- Communicates in a fluent, logical, clear and convincing manner verbally and in writing
- Is able to listen effectively and develop a two-way dialogue quickly
- Maintains a strong focus on meeting the needs of internal and external customers
- Effectively influences others to take action
- Works to establish mutual understanding to allow for collaborative working

### **Drive & Commitment to Public Service Values**

- Consistently strives to perform at a high level
- Maintains consistent effort under pressure and is resilient to criticism or setbacks at work
- Demonstrates high levels of initiative, taking ownership for projects and demonstrating self sufficiency
- Is personally trustworthy and can be relied upon
- Places the citizen at the heart of all process and systems
- Upholds high standards of Learning, Quality, Equality, Respect and Inclusion