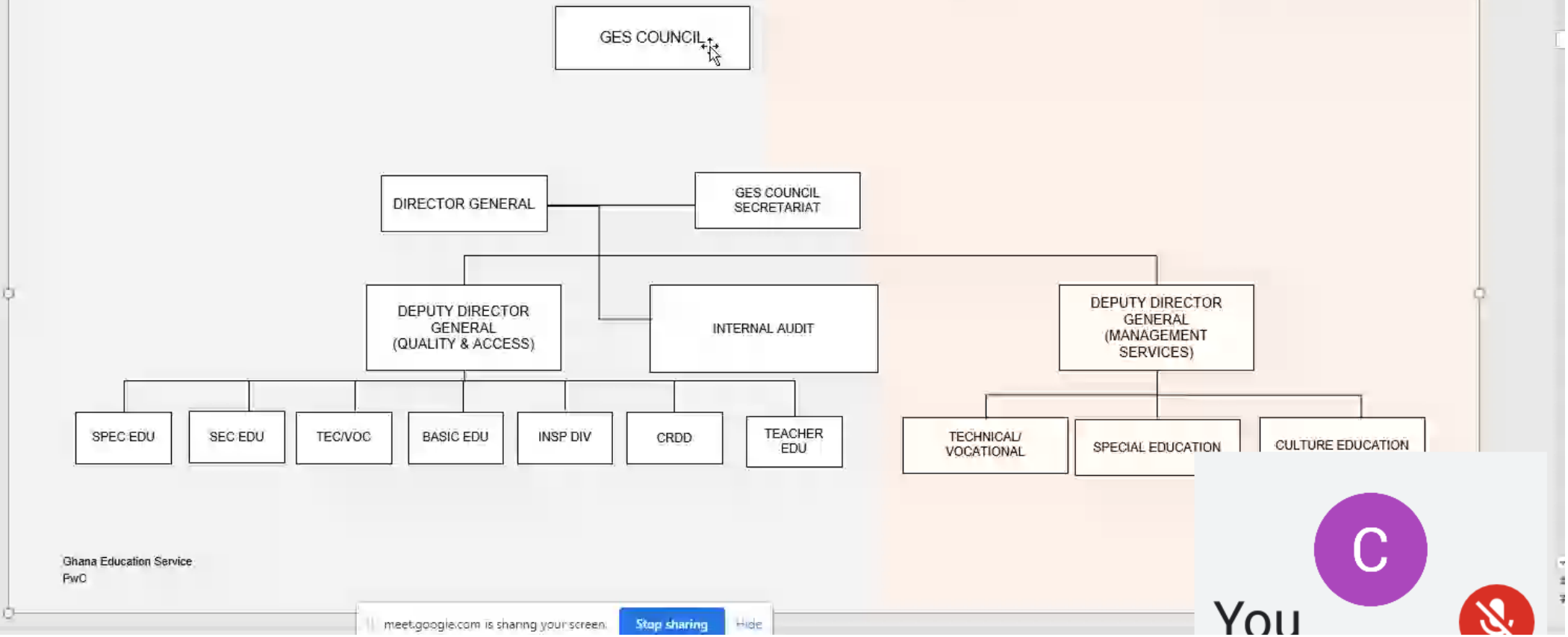
As-Is National Structure



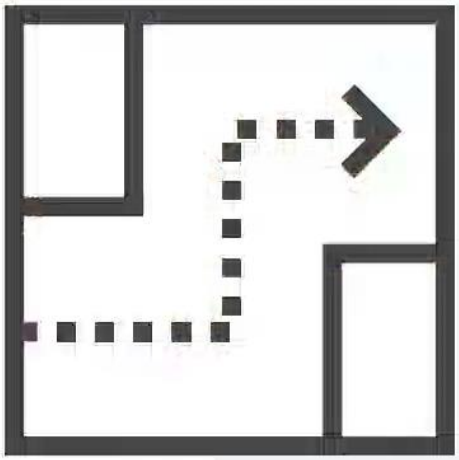
Key shifts (old vs new)

Old:

- Special Education at National level narrowly focused on learning barriers
- Absence of a centralized Performance Management function
- Use of technology limited to administration functions

NEW:

- Inclusive Education and Enrolment- extends beyond special education to include culture, girl child, safe schools
- The co-designed structures better position the GES to achieve the mandate of "implementing pre-tertiary educational policies of the Government
- Creation of a standalone function for ICT - Enables digitization of the learning Environment
- Inclusion of a Legal function in the national structure
- Inclusion of Community Relations- community liaison will be important for ensuring community engagement and participation
- Plans for institutionalizing the Pre-Tertiary Education Bill



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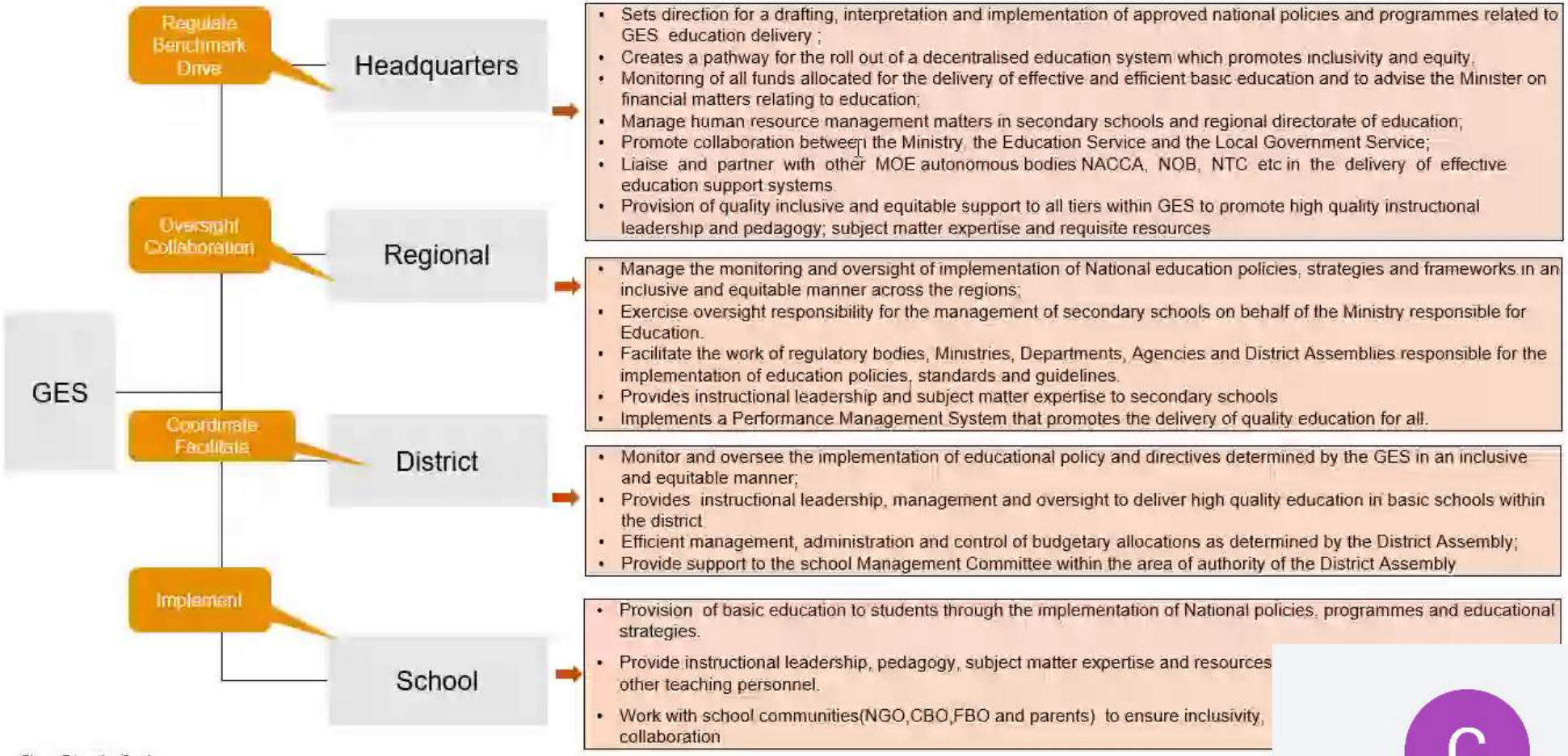
Proposed GES roles matrix



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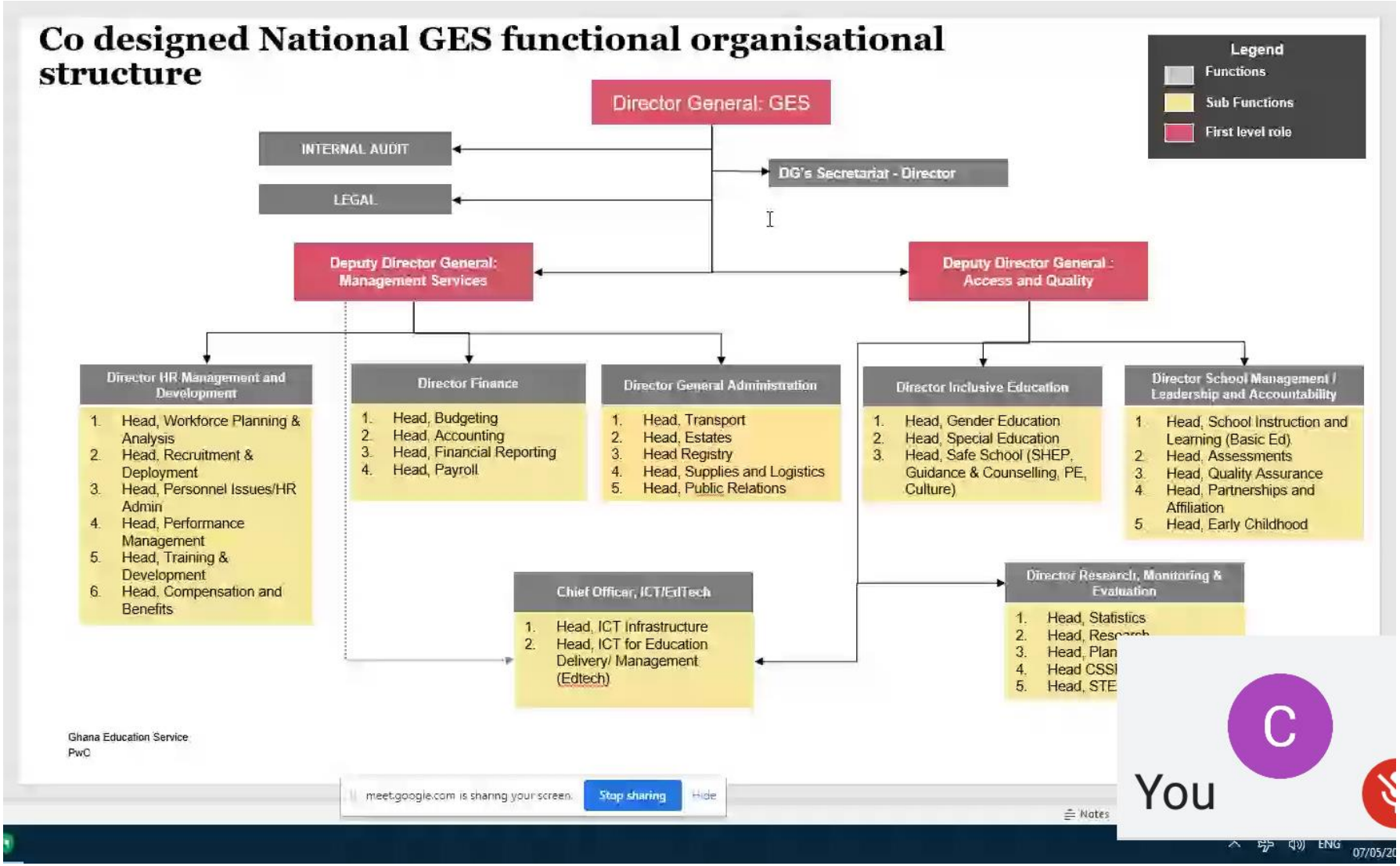
Co designed National GES functional organisational structure
Legend
Functions
Sub Functions
First level role
Director General: GES
INTERNAL AUDIT
LEGAL
DG's Secretariat - Director
Deputy Director General: Management Services
Deputy Director General : Access and Quality
Director HR Management and Development
1. Head, Workforce Planning & Analysis
2. Head, Recruitment & Deployment
3. Head, Personnel Issues/HR Admin
4. Head, Performance Management
5. Head, Training & Development
6. Head, Compensation and Benefits
Director Finance
1. Head, Budgeting
2. Head, Accounting
3. Head, Financial Reporting
4. Head, Payroll
Director General Administration
1. Head, Transport
2. Head, Estates
3. Head Registry
4. Head, Supplies and Logistics
5. Head, Public Relations
Director Inclusive Education
1. Head, Gender Education
2. Head, Special Education
3. Head, Safe School (SHEP, Guidance & Counselling, PE, Culture)
Director School Management / Leadership and Accountability
1 Head, School Instruction and Learning (Basic Ed)
2. Head, Assessments
3. Head, Quality Assurance
4. Head, Partnerships and Affiliation
5 Head, Early Childhood
Chief Officer, ICT/EdTech
1. Head, ICT Infrastructure
2. Head, ICT for Education Delivery/ Management (Edtech)
Director Research, Monitoring & Evaluation
1. Head, Statistics
2. Head, Resea
3. Head, Plan
4. Head CSS
5. Head, STE
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Job purposes for DG & HoDs at the national headquarters with proposed technical competencies

The Director General provides direction and oversight for the drafting of GES policies, strategy and policy frameworks at a national level. The role should demonstrate competence in:

- Instructional leadership
- Organisational Performance Management
- Policy and programme management and implementation
- Strategy implementation
- Programme and strategy monitoring and evaluation
- Stakeholder management and engagement
- Financial Management
- Strategy planning
- Inclusion and gender mainstreaming

DDG Management Services has oversight and support for Monitoring Finance, General Administration & Human Capital management; The role acts in the absence of DG. Key competences for the role include

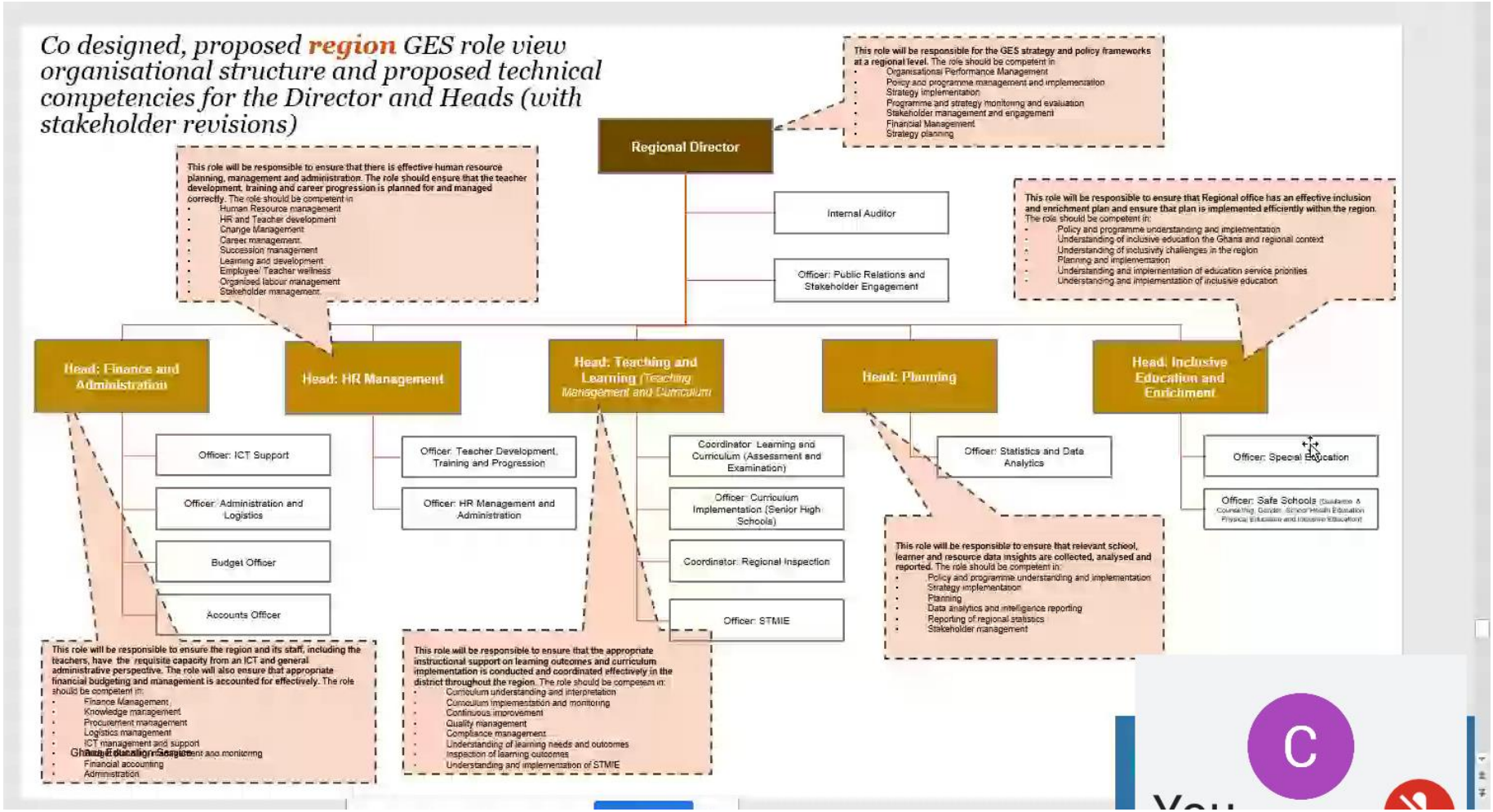
- Knowledge of the priorities of the GES sector plans and government programmes on education and national development
- Strategic planning, performance management and programme improvement
- Human Capital planning, deployment and performance management
- Stakeholder engagement/ management
- Programme monitoring and evaluation
- Financial Management, Policy planning and implementation

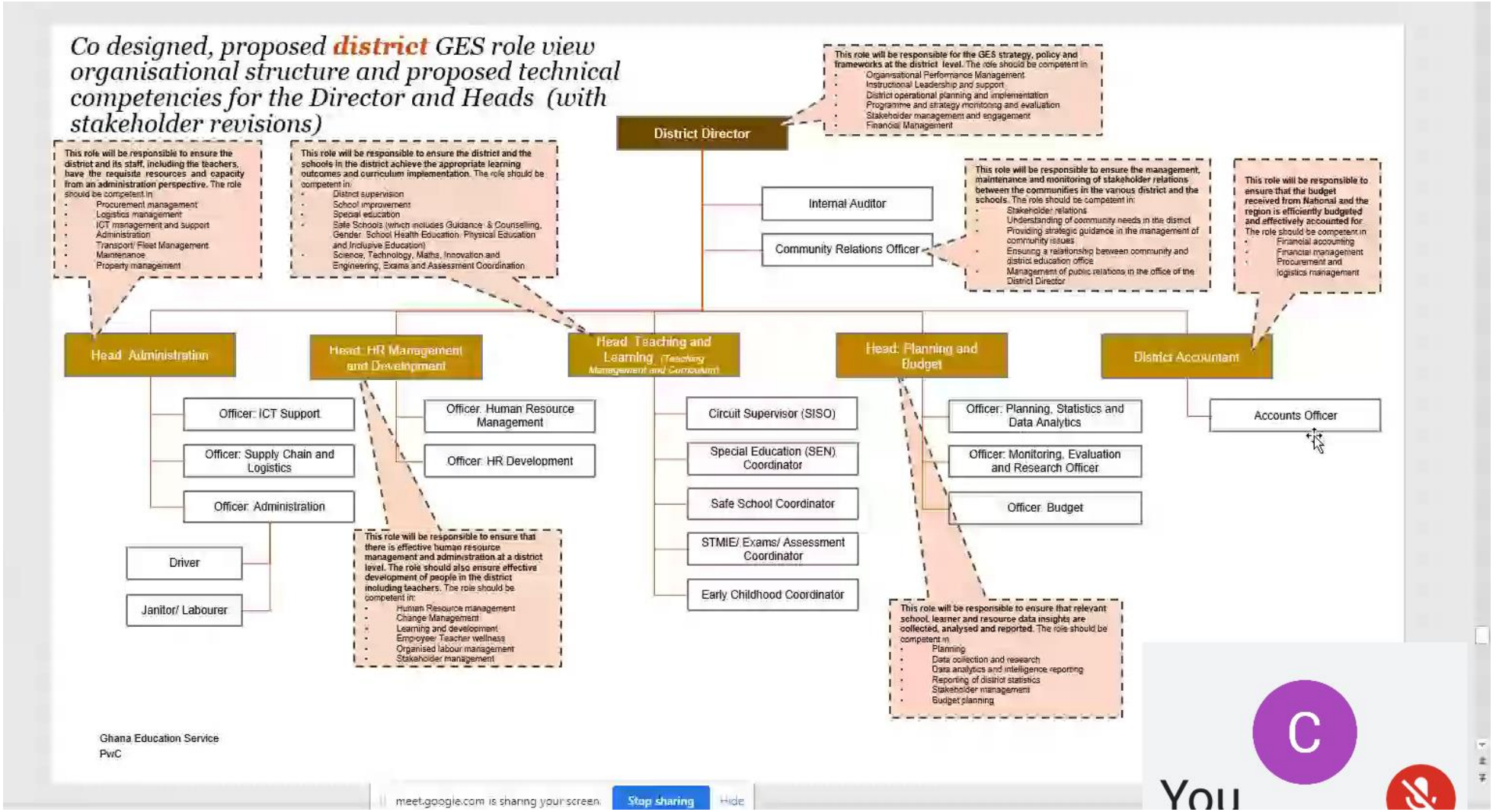
DDG Access & Quality has oversight and responsibility for access to quality inclusive and equitable education services. Key competences for the role include

- Demonstrated knowledge and understanding of the priorities of the sector plans and government programmes on education and national development
- Strategic planning, performance management and programme improvement
- Instructional leadership and pedagogy expertise
- Assessment, Curriculum design, quality assurance, research
- Inclusive Education and gender mainstreaming
- Monitoring, Evaluation and Learning
- Edtech resource mobilisation and management for improved teaching and learning
- Stakeholder engagement & management
- Data analytics

DGs Secretariat has oversight of operational functions and engagements at the DGs office (acts as the Chief of Staff). Key competences for the role include

- Sound knowledge and understanding of GES policies and programmes
- Programme planning and organisation
- Public relations and protocol
- Stakeholder engagement and communications
- Data insights and intelligence reporting
- International relations and diplomacy
- Developing and maintaining partnerships and affiliations for education development and service priorities
- Event organisation and management


Co designed, proposed region GES role view organisational structure and proposed technical competencies for the Director and Heads (with stakeholder revisions)
This role will be responsible for the GES strategy and policy frameworks at a regional level. The role should be competent in
Organisational Performance Management
Policy and programme management and implementation
Strategy implementation
Programme and strategy monitoring and evaluation
Stakeholder management and engagement
Financial Management
Strategy planning
Regional Director
Internal Auditor
Officer: Public Relations and Stakeholder Engagement
This role will be responsible to ensure that there is effective human resource planning, management and administration. The role should ensure that the teacher development, training and career progression is planned for and managed correctly. The role should be competent in
Human Resource management
HR and Teacher development
Change Management
Career management.
Succession management
Learning and development
Employee/ Teacher wellness
Organised labour management
Stakeholder management.
This role will be responsible to ensure that Regional office has an effective inclusion and enrichment plan and ensure that plan is implemented efficiently within the region. The role should be competent in:
Policy and programme understanding and implementation
Understanding of inclusive education the Ghana and regional context
Understanding of inclusivity challenges in the region
Planning and implementation
Understanding and implementation of education service priorities
Understanding and implementation of inclusive education
Head: Finance and Administration
Head: HR Management
Head: Teaching and Learning (Teaching Management and Curriculum
Head: Planning
Head: Inclusive Education and Enrichment
Officer: ICT Support
Officer: Administration and Logistics
Budget Officer
Accounts Officer
Officer: Teacher Development, Training and Progression
Officer: HR Management and Administration
Coordinator: Learning and Curriculum (Assessment and Examination)
Officer: Curriculum Implementation (Senior High Schools)
Coordinator: Regional Inspection
Officer: STMIE
Officer: Statistics and Data Analytics
Officer: Special Education
Officer: Safe Schools (Guidance & Counselling, Gender, School Health Education Physical Education and Inclusive Education)
This role will be responsible to ensure that relevant school, learner and resource data insights are collected, analysed and reported. The role should be competent in:
Policy and programme understanding and implementation
Strategy implementation
Planning
Data analytics and intelligence reporting
Reporting of regional statistics
Stakeholder management
This role will be responsible to ensure the region and its staff, including the teachers, have the requisite capacity from an ICT and general administrative perspective. The role will also ensure that appropriate financial budgeting and management is accounted for effectively. The role should be competent in:
Finance Management
Knowledge management
Procurement management
Logistics management
ICT management and support
Financial accounting
Administration
This role will be responsible to ensure that the appropriate instructional support on learning outcomes and curriculum implementation is conducted and coordinated effectively in the district throughout the region. The role should be competent in:
Curriculum understanding and interpretation
Curriculum implementation and monitoring
Continuous improvement
Quality management
Compliance management
Understanding of learning needs and outcomes
Inspection of learning outcomes
Understanding and implementation of STMIE


Co designed, proposed district GES role view organisational structure and proposed technical competencies for the Director and Heads (with stakeholder revisions)
This role will be responsible for the GES strategy, policy and frameworks at the district level. The role should be competent in
Organisational Performance Management
Instructional Leadership and support
District operational planning and implementation
Programme and strategy monitoring and evaluation
Stakeholder management and engagement
Financial Management
District Director
This role will be responsible to ensure the district and its staff, including the teachers, have the requisite resources and capacity from an administration perspective. The role should be competent in
Procurement management
Logistics management
ICT management and support
Administration
Transport/ Fleet Management
Maintenance
Property management
This role will be responsible to ensure the district and the schools in the district achieve the appropriate learning outcomes and curriculum implementation. The role should be competent in:
District supervision
School improvement
Special education
Safe Schools (which includes Guidance & Counselling, Gender, School Health Education, Physical Education and Inclusive Education)
Science, Technology, Maths, Innovation and Engineering, Exams and Assessment Coordination
Internal Auditor
Community Relations Officer
This role will be responsible to ensure the management, maintenance and monitoring of stakeholder relations between the communities in the various district and the schools. The role should be competent in:
Stakeholder relations
Understanding of community needs in the district
Providing strategic guidance in the management of community issues
Ensuring a relationship between community and district education office
Management of public relations in the office of the District Director
This role will be responsible to ensure that the budget received from National and the region is efficiently budgeted and effectively accounted for. The role should be competent in
Financial accounting
Financial management
Procurement and logistics management
Head: Administration
Head: HR Management and Development
Head: Teaching and Learning (Teaching Management and Curriculum)
Head: Planning and Budget
District Accountant
Officer: ICT Support
Officer: Supply Chain and Logistics
Officer: Administration
Driver
Janitor/ Labourer
Officer: Human Resource Management
Officer: HR Development
Circuit Supervisor (SISO)
Special Education (SEN) Coordinator
Safe School Coordinator
STMIE/ Exams/ Assessment Coordinator
Early Childhood Coordinator
Officer: Planning, Statistics and Data Analytics
Officer: Monitoring, Evaluation and Research Officer
Officer: Budget
Accounts Officer
This role will be responsible to ensure that there is effective human resource management and administration at a district level. The role should also ensure effective development of people in the district including teachers. The role should be competent in:
Human Resource management
Change Management
Learning and development
Employee/ Teacher wellness
Organised labour management
Stakeholder management
This role will be responsible to ensure that relevant school, learner and resource data insights are collected, analysed and reported. The role should be competent in
Planning
Data collection and research
Data analytics and intelligence reporting
Reporting of district statistics
Stakeholder management
Budget planning
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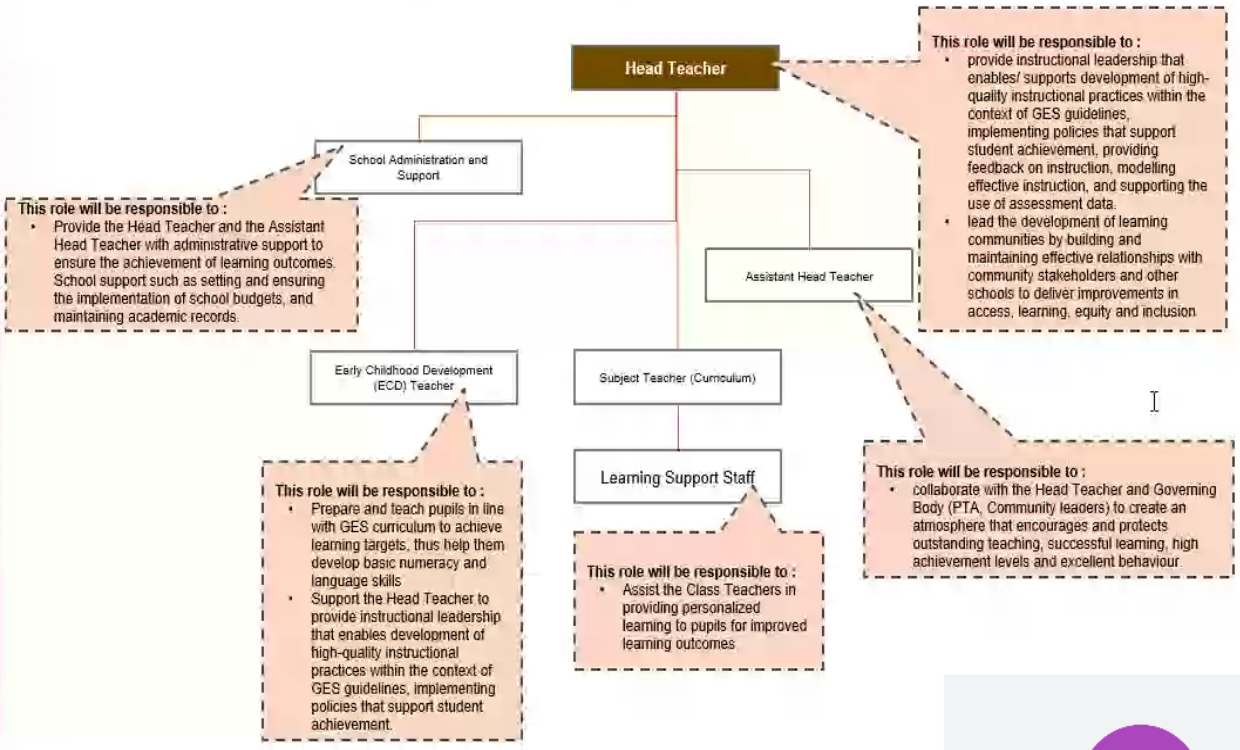
*Co designed, proposed **basic school** GES role view organisational structure (with stakeholder revisions)*

Roles that could be considered in the GES Schools (Primary, JHS and SHS) Structures:

1. Safe School Coordinators (Inclusive Education, Culture, Physical Education) – to report to the District Coordinator. The purpose of this role would be to serve as a School level Coordinator for Inclusive Education, Guidance and Counselling, Gender, School Health Education and Physical Education to work with other professionals (psychologists, health workers, etc.) to achieve Safe School targets.
2. Deputy Headmaster: Administration (Senior High School) – to report to the Headmaster (SHS). The purpose of this role would be to undertake all administrative activities within the school. This would enable the Headmaster to focus on instructional leadership and stakeholder engagement
3. Other roles for consideration are:
   - Pedagogic Advisors (Subject Specialists Advisors) working within or across schools
   - Health and Welfare staff
   - Volunteer Mentors/Coaches



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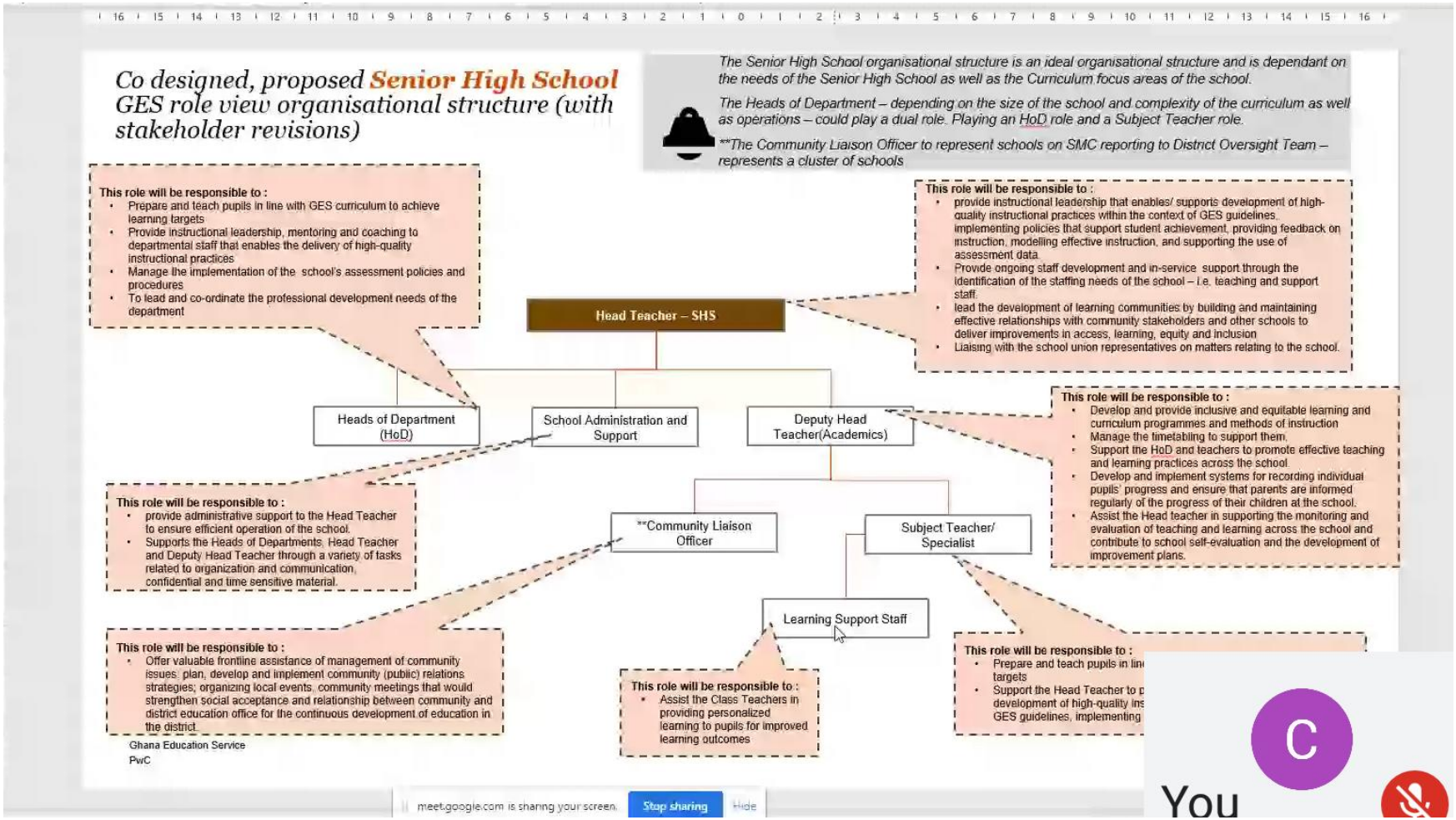
Co designed, proposed Senior High School GES role view organisational structure (with stakeholder revisions)
The Senior High School organisational structure is an ideal organisational structure and is dependant on the needs of the Senior High School as well as the Curriculum focus areas of the school.
The Heads of Department – depending on the size of the school and complexity of the curriculum as well as operations – could play a dual role. Playing an HoD role and a Subject Teacher role.
**The Community Liaison Officer to represent schools on SMC reporting to District Oversight Team – represents a cluster of schools
This role will be responsible to :
Prepare and teach pupils in line with GES curriculum to achieve learning targets
Provide instructional leadership, mentoring and coaching to departmental staff that enables the delivery of high-quality instructional practices
Manage the implementation of the school's assessment policies and procedures
To lead and co-ordinate the professional development needs of the department
Head Teacher – SHS
This role will be responsible to :
provide instructional leadership that enables/ supports development of high-quality instructional practices within the context of GES guidelines, implementing policies that support student achievement, providing feedback on instruction, modelling effective instruction, and supporting the use of assessment data.
Provide ongoing staff development and in-service support through the identification of the staffing needs of the school – i.e. teaching and support staff.
lead the development of learning communities by building and maintaining effective relationships with community stakeholders and other schools to deliver improvements in access, learning, equity and inclusion
Liaising with the school union representatives on matters relating to the school.
Heads of Department (HoD)
School Administration and Support
Deputy Head Teacher(Academics)
This role will be responsible to :
Develop and provide inclusive and equitable learning and curriculum programmes and methods of instruction
Manage the timetabling to support them.
Support the HoD and teachers to promote effective teaching and learning practices across the school.
Develop and implement systems for recording individual pupils' progress and ensure that parents are informed regularly of the progress of their children at the school.
Assist the Head teacher in supporting the monitoring and evaluation of teaching and learning across the school and contribute to school self-evaluation and the development of improvement plans.
This role will be responsible to :
provide administrative support to the Head Teacher to ensure efficient operation of the school.
Supports the Heads of Departments, Head Teacher and Deputy Head Teacher through a variety of tasks related to organization and communication, confidential and time sensitive material.
**Community Liaison Officer
Subject Teacher/ Specialist
Learning Support Staff
This role will be responsible to :
Offer valuable frontline assistance of management of community issues; plan, develop and implement community (public) relations strategies; organizing local events, community meetings that would strengthen social acceptance and relationship between community and district education office for the continuous development of education in the district.
This role will be responsible to :
Assist the Class Teachers in providing personalized learning to pupils for improved learning outcomes
This role will be responsible to :
Prepare and teach pupils in lin
targets
Support the Head Teacher to p
development of high-quality ins
GES guidelines, implementing
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