



Republic of the Philippines

Department of Education

REGION V

SCHOOLS DIVISION OFFICE OF CATANDUANES



19 October 2023

**DIVISION MEMORANDUM**

No. 435 s. 2023

**ANNOUNCEMENT OF VACANCIES**

TO : Asst. Schools Division Superintendent  
Chief Education Supervisors  
Human Resource Merit Promotion & Selection Board  
Public Schools District Supervisors  
Elementary & Secondary School Heads  
All Others Concerned

1. This Office hereby announces the vacancies for the following positions. All interested qualified applicants shall submit documents in a folder (*with tabbing and name of document, following the arrangement of the requirements as listed in 5.11*) and should be stamped "received" at the Records Section.

Position Title	Salary Grade	Monthly Salary	Place of Assignment	Deadline of Submission
Administrative Officer II	11	27,000.00	Office of the Schools Division Superintendent	<b>Not later than 5PM of October 31, 2023</b>
Project Development Officer I	11	27,000.00	• Office of the Schools Division Superintendent	
Administrative Assistant II (Disbursing Officer)	8	19,744.00	• Bagamanoc Rural Development High School • Office of the Schools Division Superintendent	<b>Not later than 5PM of November 3, 2023</b>
Master Teacher I	18	46,725.00	Virac South District	<b>Not later than 5PM of November 6, 2023</b>
Nurse II	16	39,672.00	School Governance and Operations Division	
Teacher II (TVL Track)	12	29,165.00	Senior High School	<b>Not later than 5PM of November 7, 2023</b>
Teacher II	12	29,165.00	Kindergarten	
School Principal I	19	51,357.00	Elementary	<b>Not later than 5PM of November 9, 2023</b>
School Principal II	20	57,347.00	Viga Rural Development High School	

2. Applicants who failed to submit complete mandatory documents (Enclosure 5.11 A to J) on the set deadline shall not be included in the pool of official applicants. Further, an application submitted after 5PM on the set deadline shall be considered late but it will still be accepted, and shall be considered in the next vacancy/evaluation of position subject to the guidelines as provided in DepEd Order No. 7, s. 2023.

3. The applicant assumes full responsibility and accountability for the completeness, authenticity and veracity of the documents submitted, as evidenced by the Omnibus Sworn Statement (Enclosure 5.11 J), duly signed by the applicant. Any false and fraudulent document submitted shall be grounds for disqualification.

4. Applicants to School Principal I should be a National Qualifying Examination for School Heads (NQESH) Passer.



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5. Enclosed to this Memorandum are the following:
  - 5.1 Qualification Standards for the vacant positions
  - 5.2 List of documents to be submitted
  - 5.3 Additional Qualification for Teacher II (Kindergarten)
  - 5.4 List of documents to be submitted for Master Teacher I
  - 5.5 List of documents to be submitted for Teacher II (Senior High School)
  - 5.6 List of documents to be submitted for Teacher II (Kindergarten)
  - 5.7 Criteria & Point System for Hiring & Promotion to Non-Teaching Positions
  - 5.8 Criteria & Point System for Hiring & Promotion to Master Teacher
  - 5.9 Criteria & Point System for Hiring & Promotion to School Administration Positions
  - 5.10 Job Description of the vacant positions
  - 5.11 Checklist of Requirements (Annex C) with link [bit.ly/Annex\\_C](http://bit.ly/Annex_C)
6. Schedule of evaluation will be announced in a separate memorandum. Applicants are advised to bring their original documents on the day of evaluation.
7. This Office upholds Equal Employment Opportunity Principle: “that there shall be no discrimination in selection of employees on account of age, school, gender, civil status, disability, religion, ethnicity, social status, income class, paternity and filiation, political affiliation, and those from any sexual orientation and gender identities and expression (SOGIE) or other similar factors/personal circumstances which run counter to the principle of merit, fitness for the job and equal opportunity.”
8. Persons with Disability applicants in need of assistance should notify the Human Resource Management Office prior to scheduled date of evaluation.
9. For wide dissemination, guidance and strict compliance.

  
**SOCORRO V. DELA ROSA, CESO V**  
Schools Division Superintendent

Encl.: As stated

Reference: DepEd Order No. 7, s. 2023, Memorandum DM-OUHROD-2023-0922 Omnibus Clarification and Guidance on DepEd Order No. 00007 s. 2023 and Other Matters On Hiring Arrangements of Teachers, DepEd Order No. 3 s. 2016, DepEd Order No. 66, s. 2007, DepEd Order No. 27, s. 2016, MC. No. 10 s. 2005, DECS Qualification Standards Revised 1997, DepEd QS Manual for Unique Positions – Revised 1995, DepEd Order No. 39, s. 2007 and MEC Order No. 10, s. 1979

To be indicated in the Perpetual Index  
Under the following subjects:

EVALUATION      EMPLOYMENT  
HIRING

MBL/DM- Announcement of Vacancies  
025/October 19, 2023



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### Enclosure No. 5.1

#### QUALIFICATION STANDARDS FOR THE VACANT POSITIONS

(Reference: MC. No. 10 s. 2005, DECS Qualification Standards Revised 1997, DepEd QS Manual for Unique Positions – Revised 1995, DepEd Order No. 27, s. 2016, DepEd Order No. 39, s. 2007)

Position	Salary Grade	Level	Education	Training	Experience	Eligibility
Administrative Officer II	11	2	Bachelor's degree relevant to the job	None required	None required	Career Service Professional (Second Level Eligibility)
Administrative Assistant II	8	1	Completion of two-year studies in college or High School Graduate with relevant vocational/ trade course	4 hours of relevant training	1 year of relevant training	Career Service (Sub-professional)/ First Level Eligibility
Project Development Officer I	11	2	Bachelor's degree relevant to the job	None required	None required	Career Service Professional (Second Level Eligibility)
Master Teacher I	18	2	Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education; and 18 units for a Master's degree in Education or its equivalent	None Required	3 years relevant experience	RA 1080
Nurse II	16	2	Bachelor of Science in Nursing	4 hours of relevant training	1 year of relevant experience	RA 1080
Teacher II (TVL Track)	12	2	Bachelor's degree or completion of technical-vocational course(s) in the area of specialization	At least NCII + TMC I appropriate to the Specialization	6 months of relevant teaching or 6 months of industry work experience	Applicants for a Permanent Position; RA 1080 (Teacher); If not Ra 1080 eligible, they must pass the LET within five (5) years after the date of first hiring; *Applicants for a contractual position: None required *Practitioners (Part time only) None required
Teacher II (Kindergarten)	12	2	Bachelor of elementary Education (BEED) or Bachelor's degree plus 18 professional units in education	None required	1 year relevant experience	RA 1080



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School Principal I	19	2	Bachelor's degree in Elementary Education; or Bachelor's degree w/ 18 professional education units	40 hours of relevant training	HT for 1 year; or TIC for 2 years; or MT for 2 years; or Teacher for 5 years	RA 1080 (Teacher)
School Principal II	20	2	Bachelor's degree in Secondary Education; or Bachelor's degree w/ 18 professional education units + 6 units of Management	40 hours of relevant training	1 yr. as Principal	RA 1080 (Teacher)



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**Enclosure No. 5.2**

**LIST OF DOCUMENTS TO BE SUBMITTED**

- a. Letter of Intent addressed to the Head of Office
- b. Duly accomplished Personal Data Sheet (CS Form 212, Revised 2017) together with the Work Experience Sheet (if applicable), you may download the form at **[bit.ly/F212\\_PDS](http://bit.ly/F212_PDS)** & **[bit.ly/WES\\_PDS](http://bit.ly/WES_PDS)**
- c. Photocopy of valid and updated PRC License/ID, if applicable;
- d. Photocopy of Certificate of Eligibility/Rating, if applicable;
- e. Photocopy of scholastic/academic record such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available;
- f. Photocopy of Certificate/s of Training, if applicable;
- g. Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable;
- h. Photocopy of latest appointment, if applicable;
- i. Photocopy of the Performance Rating in the last rating period(s) covering one (1) year performance in the current/latest position prior to the deadline of submission, if applicable
- j. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form (Annex C) **[bit.ly/Annex\\_C](http://bit.ly/Annex_C)**
- k. Other documents but not limited to (Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, and Application of Learning & Development reckoned from the date of last issuance of appointment



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**Enclosure No. 5.3**

**ADDITIONAL REQUIREMENTS FOR TEACHER II (Kindergarten)**

**TEACHER II (Kindergarten)**

An applicant must have obtained any of the following degrees, or its equivalent:

Degrees:

- Bachelor in Early Childhood Education
- Bachelor of Science in Preschool Education
- Bachelor of Science in Family Life and Child Development
- Bachelor in Elementary Education, with specialization in Kindergarten, Preschool, Preschool or Early Childhood Education (ECE)
- Bachelor of Arts/Science Degree in discipline allied to Education, such as Psychology, Nursing, Music and Arts, et cetera, with at list 18 units in content courses or subjects in ECE

Equivalent:

- Bachelor in elementary Education, major in Special Education (SPED) with 18 units in ECE
- Bachelor of Secondary Education with additional Diploma in ECE including Practice Teaching in Kindergarten Education
- Other degree courses and/with at least 18 units in ECE



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**Enclosure No. 5.4**

**LIST OF DOCUMENTS TO BE SUBMITTED FOR MASTER TEACHER**

1. Letter of Intent
2. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form (Annex C) [bit.ly/Annex\\_C](http://bit.ly/Annex_C)
3. Personal Data Sheet (CS Form 212, Revised 2017) together with the Work Experience Sheet, you may download the form at [bit.ly/F212\\_PDS](http://bit.ly/F212_PDS) & [bit.ly/WES\\_PDS](http://bit.ly/WES_PDS)
4. Transcript of Records/Special Order
5. Updated Service Record
6. Copy of Last Approved Appointment
7. Certificate of In-Service Trainings/Seminars\*
8. Certificate of Eligibility, Board Rating and PRC License
9. Performance Rating for the last three (3) rating periods (1 rating period is equivalent to 1 year)
10. Leadership, Potential and Accomplishments
  - A. Introduced any of the following which has been adopted or used by the school/district
    - i. Curriculum or instructional materials
    - ii. Effective Teaching technique/strategies
    - iii. Simplification of work as in reporting system record keeping, etc. or procedure that resulted in cost reduction
    - iv. A worthwhile income generating project for pupils given recognition by higher officials
  - B. Served as Subject Coordinator or grade chairman for at least one year or adviser of school publication or any special organization like dramatic club, glee club, etc. and discharged such assignment satisfactory for at least 2 years
  - C. Served as Chairman of a special committees such as curriculum study committee; committee to prepare school program and discharged the work efficiently
  - D. Initiated or Headed an educational research activity duly approved by educational authorities either for improvement of instruction or community development of teacher welfare activities
  - E. Coordinator of community project activity program of another agency or coordinator of a rural service improvement activity in a community such as feeding, nutrition, agro industrial fairs, etc. for at least 2 years
  - F. Organized/managed as in-service activity or other similar activities at the school level
  - G. Credited with meritorious achievement
    - i. Trainor's or coach to contestant who received prizes commendation or any form of recognition
    - ii. Athletic coach of athletes or team who won first prize
    - iii. Coordinator of the Boy Scout or Girl Scout activities
  - H. Authorship
    - i. Sole Authorship
    - ii. Co-Authorship
    - iii. Article
  - I. Demonstration Teaching (Division Level)



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**Enclosure No. 4.5**

**CRITERIA AND POINT SYSTEM FOR PROMOTION TO TEACHER II (SENIOR HIGH SCHOOL)**

**Evaluation Criteria and Computation of Points**

Teacher applicants shall be evaluated according to the criteria detailed below. The Division Selection Committee, upon recommendation of the School Screening Committee, shall ensure that each applicant is evaluated based on his or her preferred SHS subject group.

CRITERIA	Academic and Core Subjects	TVL	Arts and Design	Sports
	Groups I-A, I-B, I-C, I-D, II, III-A and III-B	Groups IV-A, IV-B, IV-C and IV-D	Group V	Group VI
a. Education	20	15	15	15
b. Teaching/Industry/ Workplace Experience	15	20	20	20
c. Specialized Training	10	20	15	15
d. Interview	15	15	15	15
e. English Communication Skills	10	5	5	5
f. Portfolio/Outstanding Achievements	10	10	15	15
g. Demonstration Teaching	20	15	15	15
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

1. The same criteria shall apply to applicants without professional teaching license.
2. **Education - 20 points for applicants of the ACADEMIC track and CORE SUBJECTS; 15 points for applicants of the TVL, ARTS and DESIGN, and SPORTS track subjects**
  - 2.1 Education shall be rated in terms of the applicant's academic achievement in his or her undergraduate studies. Thus, all subjects with corresponding units must be included in the computation. Rating of Education for all applicants shall be based on the percentage rating equivalents below.

Final Percentage Rating Obtained in Tertiary Education	Equivalent Points for Academic Track and Core Subject Applicants	Equivalent Points TVL, Arts and Design, and Sports Applicants
96.00 - 100.00	15.00	11.25
94.00 - 95.99	14.00	10.50
91.00 - 93.99	13.00	9.75
89.00 - 90.99	12.00	9.00
86.00 - 88.99	11.00	8.25
83.00 - 85.99	10.00	7.50
80.00 - 82.99	9.00	6.75
77.00 - 79.99	8.00	6.00
75.00 - 76.99	7.00	5.25
70.00 - 74.99	6.00	4.50
65.00 - 69.99	5.00	3.75
60.00 - 64.99	4.00	3.00



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- 2.2 A transmutation scheme shall be developed for applicants coming from schools with different grading systems.
- 2.3 Applicants for the **Academic Track and Core Subjects** who have completed 15 units of specialized subjects in the track/strand/subject being applied for shall be given +1 point while those who completed 18 units shall be given +2 points. Applicants who have completed the academic requirements for a Master's degree in the track/strand/subject being applied for shall be given +3 points, while applicants with a Master's degree in the track/strand/subject shall be given +5 points.
- 2.4 Applicants for the **Academic Track and Core Subjects** who have complete academic requirements for a Doctorate relevant to the track/strand/subject being applied for shall be given +6 points, while applicants with a Doctorate (PhD or EdD) relevant to the track/strand/subject shall be given +8 points.
- 2.5 Applicants for the **TVL, Arts and Design, and Sports track subjects** who have completed 15 units of specialized subjects relevant to the track/strand/subject being applied for shall be given +1 point while those who completed 18 units shall be given +2 points. Applicants who have completed the academic requirements for a Master's degree in the track/strand/subject being applied for shall be given +3 points, while applicants with a Master's degree in the track/strand/subject shall be given +4 points.
- 2.6 Applicants for the **TVL, Arts and Design, and Sports tracks** who have complete academic requirements for a Doctorate in the track/strand/subject being applied for shall be given +5 points, while applicants with a Doctorate (PhD or EdD) in the track/strand/subject shall be given +6 points.
- 2.7 If the points obtained by an applicant exceed the total number of points for the criterion, a perfect rating of 20 (for Academic Track and Core Subjects) or 15 (for TVL, Arts and Design, and Sports tracks) shall be given.
- 3. Teaching/Industry/Workplace Experience – 15 points for applicants of the ACADEMIC TRACK and CORE SUBJECTS; 20 points for applicants of the TVL, ARTS and DESIGN, and SPORTS tracks**

At least one (1) year of professional experience in the field(s) under the track/strand/subject being applied for shall be given 0.50 point for every month of employment beginning on the 13<sup>th</sup> month of employment.

Example:

TVL applicant with two (2) years or (24 months) experience shall be given 6 points.

$$[(24 - 12) \times 0.50] = 6.0 \text{ points}$$



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Certificate(s) of employment or business permits (if self-employed) shall be used to determine the validity of workplace experience. Practitioners may present other proof deemed acceptable by the Division Selection Committee.

Applicants who have performed duties and functions higher than the position being applied for shall be given additional +2 points. Examples: Teacher who has served as a Department Head, a mechanic who has performed supervisory functions, an artist who is the president of a guild, and others as deemed acceptable by the DSC.

Teaching experience of applicants affected or displaced from an HEI (either contractual or permanent) shall be given additional points on top of the score obtained from the above points system, as follows:

- At least 1 year of experience = +1 point
- More than 1 year to less than 3 years of experience = +3 points
- 3 or more years of experience = +5 points

If the points obtained by an applicant exceed the total number of points for the criterion, a perfect rating of 15 (for Academic Track and Core Subjects) or 20 (for TVL, Arts and Design, and Sports tracks) shall be given.

#### **4. Specialized Training – 10 points for applicants of the ACADEMIC track and CORE SUBJECTS; 20 points for applicants of the TVL track subjects; 15 points for applicants of the ARTS and DESIGN, and SPORTS tracks subjects**

##### **4.1 Rating of Core Subjects, Academic, Arts and Design, and Sports applicants**

Applicants must have attended training relevant (a) to the courses in the track/strand/subject being applied for, and/or (b) for skills development in fields related to the work, duties, and functions of a secondary education teacher. Thus, only seminars, trainings, workshops, and symposia directly related to such shall be credited.

In the assignment of points, one (1) point shall be given for every training/seminar/workshop/symposium of at least two (2) days; and two (2) points for every certification from a recognized association/guild. These shall be duly supported by documents.

Documentary proof of knowledge in using technology or software that may aid in teaching specialization shall be given +2 points on top of the score obtained, not to exceed 10 points.

4.1.1 For Arts and Design applicants, certifications listed below shall be given +2 points each on top of the score obtained, not to exceed 15 points:

- a. Certification for fellowships abroad
- b. Participation in local arts congresses (sponsored by NCCA or CCP)
- c. Participation in art exhibitions or performances whether group, solo, held in the country or abroad.
- d. Certification from any respectable and highly regarded national and/or international art-related professional organizations (e.g. Kasibulan, Agos Kulay, Portrait Artists Guild of the Philippines, Art Association of the Philippines, Society of Philippine Sculptors, etc.).



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4.1.2 For Sports applicants, certifications listed below shall be given +2 points each on top of the score obtained, not to exceed 15 points.

- a. Certified by the Red Cross in Standard First Aid and Basic Life Support-Cardiopulmonary Resuscitation (BLS-CPR)
- b. Certified Instructor in group or individual training (yoga, suspension training) by a reputable organization
- c. Certification from any respectable and highly regarded and international Physical Education, Health, Fitness, Sports, Recreation, and Dance associations or organizations (e.g. the National Sports Association, American College of Sports Medicine, National Strength and Conditioning Association, National Association for Sports Medicine, or the American Council on Exercise).

4.1.3 For applicants to schools located in indigenous peoples (IP) communities and/or serving IP learners, a certificate or any form of attestation from the IP elder(s)/leader(s) recognized by the community shall be accepted.

4.2 Rating of TVL applicants

TVL applicants must at least hold a National TVET Trainer Certificate (NTTC) from TESDA, which means:

- a. National Certificate (at least one level higher than course to be taught) in subject to be taught, and
- b. Trainers Methodology Certificate (TMC) I or II

The following points system shall be used for TVL applicants:





NC level requirement of course to be taught	NC level held by applicant			
	I	II	III	IV
I	0	18	19	20
II	0	0	19	20
III	0	0	0	20
IV	0	0	0	20

For courses that have no NC level higher, a maximum of 20 points shall be given to applicants who have the highest attainable NC level.

Holders of TMC I shall receive +3 points on top of the score obtained, while holders of TMC II shall receive +4 points.

Practitioners without NTTC and applicants for courses that have no National Certificates shall be rated and assessed through demonstration by industry partners or duly recognized TESDA Technology Institutions and/or Technical-Vocational Institutions (TVIs), with which the SDO shall partner.



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**5. Interview – 15 points for applicants of ALL tracks**

The Division Selection Committee shall interview applicants and ensure that all have equal opportunities to be assessed. Applicants shall be interviewed on topics such as:

- K to 12 Program/Senior High School
- Professional experience
- Instructional skills
- Technology/computer skills
- Classroom discipline
- Classroom management
- Knowledge of content/materials
- Planning skills
- Relationships with administration, staff, parents, and students
- Personal qualities

The Committee shall rate applicants from *Satisfactory (S)*, *Very Satisfactory (VS)*, to *Outstanding (O)*, using standards and equivalent points listed below for each of the three (3) listed competencies indicated thereafter.

<b>Outstanding (O)</b> 5 points	<b>Very Satisfactory (VS)</b> 3 points	<b>Satisfactory (S)</b> 1 point
<i>Applicant's response contained <b>many, if not all</b>, of the target behaviors. His/her responses indicate <b>well-developed skills and aptitude</b> for that competency, which would most likely lead to job success. The person's responses are of <b>superior quality</b> for this job.</i>	<i>Applicant's response covered <b>some</b> of the target behaviors, but not quite at the level that would be ideal for that competency. Still, the quality of the person's answers leads you to believe that he/she <b>would be successful with some additional exposure and/or training</b>.</i>	<i>Applicant's response contained <b>very few</b> of the target behaviors. Either the behaviors he/she discussed were <b>not at, or even close to</b>, the level indicated in the target behaviors, <b>or the person did not give you enough information</b> for you to have confidence that he/she has that competency at the level needed for success.</i>

The interview/interview questions should center on the following three competencies. Be guided by the indicators corresponding to each of the competencies:

<p><b>I. Teaching Ability: Demonstrates appropriate knowledge of content and pedagogy</b></p> <ul style="list-style-type: none"> <li>• Conveys ideas and information clearly</li> <li>• Reflects on successes and failures</li> <li>• Provides reasonable examples of:               <ul style="list-style-type: none"> <li>- effective lesson-planning, instructional strategies, and/or student assessment</li> <li>- making content meaningful to students in the area</li> <li>- concrete, ambitious goals for student achievement</li> <li>- addressing the multiple and varied needs of students</li> <li>- maintaining high expectations for students when confronted with setbacks</li> </ul> </li> </ul>
<p><b>II. Classroom Management: Demonstrates ability to encourage positive student behavior and to deal effectively with negative student behavior</b></p> <ul style="list-style-type: none"> <li>• Explains the accountability of the teacher for classroom environment and cultures</li> <li>• Discusses with deep understanding of unique/emerging needs of adolescent students and the potential challenges involved in teaching in senior high school students</li> <li>• Conveys willingness to try innovative or multiple strategies to address challenges</li> </ul>



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<ul style="list-style-type: none"> <li>• Provides reasonable examples of:             <ul style="list-style-type: none"> <li>- encouraging positive student behavior</li> <li>- dealing effectively with negative student behavior</li> <li>- strategies to deal with uncommon classroom management challenges</li> </ul> </li> </ul>
<b>III. School Fit: Demonstrates skills and needs for development that can be a good fit with the school</b>
<ul style="list-style-type: none"> <li>• Interacts with interviewer in appropriate or professional manner</li> <li>• Shows respect for the opinions of others</li> <li>• Expresses personal and professional expectations and/or preferences that are in line with the school culture</li> <li>• Shows appreciation of how families impact student performance</li> <li>• Provides reasonable examples of:             <ul style="list-style-type: none"> <li>- strategies for creating positive relationships with administrators, faculty, students</li> <li>- Interests and skills that match the school's culture and needs</li> </ul> </li> </ul>

The number of points attained for each of the three (3) listed competencies (*Teaching Ability, Classroom Management, School Fit*) shall be added to get the Interview rating.

**6. English Communication Skills – 10 points for applicants of the ACADEMIC track and CORE SUBJECTS; and 5 points for the TVL, ARTS and DESIGN, and SPORTS tracks subjects**

English communication skills will be measured through the English Proficiency Test (EPT) which shall be administered to applicants by the Bureau of Education Assessment (BEA). The respective Division Testing Coordinators shall coordinate with BEA regarding the conduct and schedule of the exam in their division, which should ideally be within December to January.

The total percentage score obtained by an applicant shall be multiplied by the weight points, as follows:

Example:	Percentage Score =	<b>82%</b> or 0.82
	Weighted Points =	<b>10</b> for Academic Track and Core Subject applicants
		= <b>5</b> for TVL, Arts and Design, and Sports track applicants
	Rating =	0.82 x 10 = <b>8.2 points</b> for Academic Track and Core subject applicants
		= 0.82 x 5 = <b>4.1</b> points for TVL, Arts and Design, and Sports track applicants

**7. Portfolio / Outstanding Achievements – 10 points for CORE SUBJECTS, ACADEMIC and TVL tracks subjects; 15 points for ARTS and DESIGN and SPORTS tracks subjects**

Submission of portfolio and/or outstanding achievements/accomplishments is encouraged. These may include but are not limited to the following:

SUBMISSION CATEGORIES (relevant to field/specialization applying for)	POINTING SYSTEM (max. of 10 pts.)		
	Subnational Level	National Level	International Level
• Published work	1 pt. each	2 pts. each	5 pts. each
• Recognized Innovations and Accomplishments in Research and Development	1 pt. each	2 pts. each	3 pts. each
• Prizes, Awards, Recognitions, Letters of Commendation for <ul style="list-style-type: none"> <li>∴ theses or major academic papers</li> <li>∴ exemplary performance</li> <li>∴ work and/or academic projects</li> </ul>	1 pt. each	2 pts. each	3 pts. each



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## SCHOOLS DIVISION OFFICE OF CATANDUANES

If the applicant exceeds 10 points upon computation of two or more submissions, a perfect rating of 10 shall be given.

ARTS and DESIGN applicants may also submit the pieces listed below, as applicable and related to the subject being applied for. These shall be rated and assessed by the SDO's industry partner specializing in Arts and Design. However, only a maximum total of five (5) points may be awarded for the following:

- Drawings from direct observation (still lifes, figure drawings, landscapes, etc.)
- 2D media: Design, drawing, painting, photography, printmaking, and mixed media
- Digital media: Computer animation, video, audio, interactive art, and Internet-based products
- Sculpture, ceramics, metalsmithing (photo)
- Typography, textiles, perspective, fashion drawings, product, furniture
- Performance, conceptual work, or other work not easy to categorize
- Series of video works that demonstrate conceptual and aesthetic development and technical competence. Submissions may not exceed a total of 10 minutes. Clips of different projects within this 10-minute limit may be included.
- Two- to three-minute video of best work
- Five-minute film the applicant has directed, written, produced, or significantly contributed. If necessary, it is acceptable to include multiple clips of different projects within the five-minute limit.
- Resume listing all productions in which applicant has been involved, and when and where it was produced
- Audio and/or visual recording of performance
- Novel, poem, drama, short story, novella, myth, graphic novel, non-fiction biography/autobiography, essay, narrative nonfiction, speech, textbook, and other literary subgenres and forms not listed

Practitioners/experts applying for teaching positions in any track may also submit the following:





SUBMISSION CATEGORIES	POINTING SYSTEM (max. of 5 pts.)		
	Subnational Level	National Level	International Level
• Government-issued business permit(s), if self-employed	2 pts.		
• Certificate(s) or proof of proficiency issued by a duly-recognized body, including guilds and sports organizations	1 pt.	2 pts.	3 pts.
• Certificate(s) of recognition from a duly-recognized body including guilds and sports organizations	2 pts.	3 pts.	4 pts.
• Certificate(s) of accreditation from a duly-recognized body including guilds and sports organizations	3 pts.	4 pts.	5 pts.

### 8. Demonstration Teaching – 20 points for ACADEMIC and CORE SUBJECTS; 15 points for TVL, ARTS and DESIGN, SPORTS track subjects

Applicants shall be evaluated according to the rubrics indicated on pages 16 to 21.

(Refer to DepEd Order No. 3 s. 2016 pages 16-21)



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Enclosure No. 5.6

## CRITERIA AND POINT SYSTEM FOR PROMOTION TO TEACHER II (KINDERGARTEN)

The Personnel Selection Board / Committee (PSB/C) shall evaluate the candidates for promotion using the table as indicated for specific positions and assign points for the sub-items under a particular criterion. Such point assignments indicated in "Annex A" shall be uniformly applied and implemented for all promotions in the Central, Region and Division offices.

### TEACHING AND RELATED TEACHING GROUP

CRITERIA	POINTS
Performance	35
Experience	5
Outstanding Accomplishments (Meritorious Accomplishments)	20
Education	25
Training	5
Psycho-social attributes	5
Potential	5
<b>TOTAL</b>	<b>100</b>

### NON-TEACHING GROUP

CRITERIA	Level 1	Level 2
Performance	35	30
Experience	5	10
Outstanding Accomplishments (Meritorious Accomplishments)	5	20
Education	10	15
Training	10	10
Potential	15	5
Psycho-social attributes	20	10
<b>TOTAL</b>	<b>100</b>	<b>100</b>

#### A. Performance Rating

The performance rating of the candidate for the last three (3) rating periods prior to screening should be at least *Very Satisfactory*.

#### B. Experience

Experience must be relevant to the duties and functions of the position to be filled.



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**C. Outstanding Accomplishments**

a. Outstanding Employee Award

- Awardee in the school
- Nomination in the division/awardee in the district
- Nomination in the region/awardee in the division
- Nomination in the Department/awardee in the region
- National awardee

b. Innovations

Innovative work plan properly documented, approved by immediate chief and attested by authorized regional/division official:

- Conceptualized
- Started the implementation
- Fully implemented in the school
- Adopted in the district
- Adopted in the division

c. Research and Development Projects

- Action research conducted in the school level
- Action research conducted in the district level
- Action research conducted in the division level

d. Publication/Authorship

- Articles published in a journal/newspaper/magazine of wide circulation
- Co-authorship of a book  
(shall be divided by the number of authors)
- Sole authorship of a book

e. Consultant/Resource Speaker in Trainings/Seminars/  
Workshops/Symposia

- District level
- Division level
- Regional level
- National level
- International level

**D. Education and Training**

a. Education

- Complete Academic Requirements for Master's Degree
- Master's Degree
- Complete Academic Requirements for Doctoral Degree
- Doctoral Degree





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### b. Training

Participant in a specialized training

e.g. Scholarship Programs, Short Courses, Study Grants

Participant in three (3) or more training activities in each level conducted for at least three (3) days not credited during the last promotions:

- District Level
- Division Level
- Regional Level

Participant in one (1) training conducted for at least three (3) days not credited during the last promotions:

- National Level
- International Level

Chair/Co-chair in a technical/planning committee

- District Level
- Division Level
- Regional Level
- National Level
- International Level

### E. Potential

This refers to the capacity and ability of a candidate to assume the duties of the position to be filled up and those of higher level.

The Personnel Selection Board/Committee (PSB/C) shall determine the potentials of the candidate based on each of the following components:

1. Communication Skills  
Speaks and writes effectively in Filipino and English.
2. Ability to Present Ideas  
Presents well-organized and precise ideas with marked command of the language used.
3. Alertness  
Manifests presence of mind and awareness of the environment.
4. Judgment  
Demonstrates sound judgment.
5. Leadership Ability  
Influences others to do the tasks for him.



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**F. Psychosocial Attributes and Personality Traits**

This factor includes human relations, stress tolerance and decisiveness, which would indicate the capability of the candidate to be assets to the entire service system and utilize his/her talents and expertise to the maximum.

a. Human Relations

1. Adjusts to the variety of personalities, ranks and informal groups present in the organization
2. Internalizes work changes with ease and vigor
3. Accepts constructive criticisms objectively whether from his subordinates, peers or superiors
4. Observes proper decorum in relating with superiors and peers
5. Takes the initiative to organize work groups, adopt procedures and standards in his own level

b. Decisiveness

1. Thinks logically and acts accordingly
2. Considers alternatives and recommends solutions when faced with problem situations
3. Gives convincing recommendations and suggestions
4. Acts quickly and makes the best decision possible
5. Exercises flexibility

c. Stress Tolerance

1. Exercises high degree of tolerance for tension resulting from increasing volume of work, organizational change, environmental conflicts, etc.
2. Uses coping mechanisms to handle creatively tensions resulting from one's work.
3. Controls negative manifestations of emotions.
4. Performs satisfactorily his duties and functions in a tension-laden situation.
5. Channels negative emotions to positive and constructive endeavors.



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**Enclosure 5.7**

**CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO NON-TEACHING POSITIONS**

1. The assessment for Non-Teaching positions shall be based on the following criteria:
  - a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved Qualification Standards (QS);
  - b. **Training** hours relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years;
  - c. **Experience** relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved QS;
  - d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
  - e. **Outstanding Accomplishments** acquired after the last promotion;
  - f. **Application of Education** acquired after the last promotion;
  - g. **Application of Learning and Development** acquired after the last promotion; and
  - h. **Potential** measured using other evaluative assessments.

2. Point system for evaluative assessment:

Criteria	Breakdown of Points			
	General Services	SG 1-9 (Non-General Services)	SG 10-23 and SG 27	SG 24 (Chief)
a. Education	5	5	5	10
b. Training	5	5	10	5
c. Experience	20	20	15	15
d. Performance	10	20	20	20
e. Outstanding Accomplishments	5	10	10	10
f. Application of Education	-	10	10	10
g. Application for Learning & Development	-	10	10	10
h. Potential (Written Exam, BEI, Work Sample Test)	55	20	20	20
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



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Enclosure No. 58

## CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION MASTER TEACHER POSITIONS

### CREDIT POINTS FOR LEADERSHIP, POTENTIAL AND ACCOMPLISHMENTS.

	Maximum Number of Points
a. Introduced any of the following which has been adopted or used by the school or district	20 points for any one of the items
<ul style="list-style-type: none"> <li>- Curriculum or instructional materials</li> <li>- Effective teaching techniques or strategies</li> <li>- Simplification of work as in reporting system, record keeping, etc., or procedures that resulted in cost reduction</li> <li>- A worthwhile income generating project for pupils given recognition by higher officials in the division</li> </ul>	
b. Served as subject coordinator or grade chairman for at least one year; or as adviser of school publication or any special school organization like dramatic club, glee club, science club, etc. and discharged such assignment satisfactorily for at least two years provided such assignments or services are in addition to, and not considered part of, the regular teaching load	12 points
c. Served as chairman of a special committee, such as curriculum study committee; committee to prepare instructional materials; committee to prepare school program, and discharged the work efficiently	12 points
d. Initiated or headed an educational research activity duly approved by educational authorities, either for improvement of instruction, educational development, or teacher welfare	12 points
for participation as member of such activity (7 points)	
e. Coordinator of community project or activity or of a program of another agency or coordinator of a rural service improvement activity in a community such as feeding, nutrition, agricultural, industrial fairs, etc., for at least two years	12 points



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For participation as member of such activity  
(7 points)

2. Organized/managed an in-service activity or other similar activities at least on the school level **12 points**

3. Credited with meritorious achievements such as **10 points**

(1) Trainer of or coach to contestants who receives prizes, commendations or any form of recognition:

- National winner 10 pts.
- Regional winner 5 pts.
- Division winner 3 pts.

(2) Athletic coach of athletes or teams who won prizes as follows:

- National level 10 pts.
- Regional level 5 pts.
- Provincial level 3 pts.
- District level 1 pt.

(3) Coordinator of Boy Scout or Girl Scout activities:

- National level 10 pts.
- Regional level 5 pts.
- Provincial level 3 pts.
- District level 1 pt.

4. Authorship **10 points**

(10 points for a book and 1 point for each article, provided they are on educational)

- Book Authorship 10 pts.
- Co-authorship 5 pts.
- Articles 1 pt. per article

**100 points**



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## Enclosure No. 5.9

### CRITERIA AND POINT SYSTEM FOR HIRING AND PROMOTION TO SCHOOL ADMINISTRATION POSITIONS

1. The assessment for School Administration positions shall be based on the following criteria:
  - a. **Education** units and/or degree relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved Qualification Standards (QS);
  - b. **Training** hours relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved QS, acquired after the last promotion but within the last five (5) years;
  - c. **Experience** relevant to the position to be filled, exceeding the minimum requirements as defined in the CSC-approved QS;
  - d. **Performance** based on submitted performance rating covering one (1) year or 12 months performance in the current or previous job or position relevant to the position to be filled;
  - e. **Outstanding Accomplishments** acquired after the last promotion;
  - f. **Application of Education** acquired after the last promotion;
  - g. **Application of Learning and Development** acquired after the last promotion; and
  - h. **Potential** measured using other evaluative assessments.
  
2. Point system for evaluative assessment:

Criteria	Breakdown of Points
a. Education	10
b. Training	10
c. Experience	10
d. Performance	25
e. Outstanding Accomplishments	10
f. Application of Education	10
g. Application for Learning & Development	10
h. Potential (Written Exam, BEI)	15
Total	100



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Enclosure No. 5.10

## JOB DESCRIPTION OF THE VACANT POSITIONS

Position	Duties and Function
<b>Administrative Officer II</b>	<p><b>Personnel Administration</b></p> <p>Recruitment and Selection Provide human resources management support to the school head and coordinate with AO IV (HRMO II) of the SDO in the following HR-related functions:</p> <ol style="list-style-type: none"> <li>recruitment and selection of applicants in the school assigned</li> <li>promotion and deployment of personnel in the assigned school by checking and validating the completeness and authenticity of documents to be submitted to the HRMO for preparation/issuance of appointment</li> <li>Prepare ERF of qualified teachers and submit to SDO for processing</li> </ol> <p>Personnel Records</p> <ol style="list-style-type: none"> <li>Update regularly 201 files and maintain database of personal information of school personnel</li> <li>Act/assist the designated Agency Authorized Officer (AAO) in the field in terms of verifying/approving GSIS loans and agency remittance advice (ARA) as may be delegated</li> <li>Consolidate daily time record (DTR) of school personnel and prepare monthly report of service (Form 7)</li> <li>Monitor and record attendance/absence of school personnel and report to school head issues and concerns related thereto</li> <li>Acts on application for leaves of school personnel and facilitate recommendation by the school head and approval by the SDS</li> <li>Update vacation service/leave credits of school personnel and regularly communicate to all concerned</li> <li>Maintain the confidentiality of personal information of school personnel to which he/she has legal access.</li> <li>Coordinate with concerned offices, such as BIR, GSIS, PhilHealth, Pag-IBIG, CSC, and other agencies/entities on the implementation of policies and guidelines relevant to personnel.</li> </ol> <p>Compensation and Benefits</p> <ol style="list-style-type: none"> <li>Compute and submit to SDO applicable personnel benefits for processing, funding, and release (e.g. maternity benefits, step increment, salary differentials, overtime pay, proportional vacation pay, etc)</li> <li>Monitor and prepare notices for step increments and adjustments of school personnel and submit to HRMO for checking and verification</li> <li>Process retirement/separation benefits of school personnel for indorsement by the school head to the SDO</li> </ol> <p>Other HR-related functions</p> <ol style="list-style-type: none"> <li>Update school personnel of the latest HR-related policies</li> <li>Develop and present to the school head/HRMO innovative strategies in improving HR practice in the school</li> </ol>



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	<p>c. Assist the school head in performance management, rewards and recognition, and learning development policies and practices implementation in the school Job Description – Ver. 2 Page 3 of 3 <b>KEY RESULT AREA/S DUTIES AND RESPONSIBILITIES</b></p> <p>d. Prepare and submit HR-related reports to school head/HRMO</p> <p>e. Coordinate regularly with the HRMO in the implementation of HR policies and guidelines</p> <p>f. Facilitate submission and approval by the SDS of Permit to Study/Practice of Profession, Authority to Travel, and other school requests for school personnel.</p> <p><b>Property Custodianship</b></p> <p>a. Facilitate procurement of supplies, materials, equipment, etc of the school based on approved SIP/AIP or as directed by the school head.</p> <p>b. Ensure that supplies, materials, equipment, textbooks, and other learning resource materials are stored properly in a secured facility.</p> <p>c. Keep an updated inventory of all supplies, materials, equipment, textbooks, and other learning resource materials.</p> <p>d. Issue supplies, materials, equipment, textbooks, and other learning resource materials to requesting teaching and non-teaching personnel of the school.</p> <p>e. Prepare and submit reports on all property accountability of the school.</p> <p><b>General Administrative Support</b></p> <p>a. Assist the school head in the preparation of School Form 7 (SF 7)/loading of teachers.</p> <p>b. Assist the school planning team in the preparation of SIP/AIP.</p> <p>c. Provide general administrative support to school head and teachers like reproduction of learning materials, encoding of reports, preparation of documents, etc.</p> <p>d. Perform other functions as may be assigned by the School Head.</p> <p><b>Financial Management</b></p> <p>a. Assist the School Head on the preparation of the following documents such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Cash disbursement register</li> <li>• Authority to debit/credit account</li> <li>• Liquidation reports including supporting documents</li> </ul> <p>b. For IUs, assist the School Head on the preparation of required reports from COA, DBM, and other oversight agencies.</p> <p>c. Facilitate submission of all financial documents to the SDO and/or bank, if necessary.</p> <p>d. Provide assistance to other financial-related task of the School Head.</p> <p>e. Perform other functions as may be assigned by the School Head</p>
<p><b>Administrative Assistant II (Disbursing Officer)</b></p>	<ul style="list-style-type: none"> <li>• Assists in collection of funds and deposits</li> <li>• Prepares remittance and deposit slips</li> <li>• Prepares report of collections and deposits</li> </ul>



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	<ul style="list-style-type: none"> <li>• Draws cash advances for trainings as designated disbursing officer</li> <li>• Pays out cash for payrolls and vouchers for salaries and wages</li> <li>• Verifies and pays salaries and wages and other disbursements</li> <li>• Posts and reviews the posting of disbursement to the cash book and accounts for cash advance received</li> <li>• Accounts for receipt custody and disbursement funds</li> <li>• Prepares report disbursements</li> <li>• Processes checks and advice of checks issued and cancelled</li> <li>• Prepares report of checks issued and cancelled</li> <li>• Controls and releases approved checks to DepEd creditors</li> </ul>
<p><b>Project Development Officer I</b></p>	<p><b>Program Management and Implementation</b></p> <ol style="list-style-type: none"> <li>1. Facilitate the overall preparation and conduct of programs, projects, and activities under the direct supervision of the School Head:       <ol style="list-style-type: none"> <li>a. Prepare and submit a plan to execute the programs, projects, and activities at the School level anchored on DepEd policies and guidelines</li> <li>b. Consolidate the programs, projects, and activities to be conducted on a School-based Calendar</li> <li>c. Coordinate with concerned School personnel for the required support, resources, and documentary requirements</li> <li>d. Facilitate and monitor the conduct of program, projects, and activities in the School and regularly report to the School Head about the status of implementation</li> <li>e. Collect, consolidate, and provide a basic analysis of data related to the implementation of the programs, projects, and activities</li> <li>f. Prepare and submit relevant reports</li> </ol> </li> <li>2. Provide support to the School Planning Team (SPT) in the preparation and implementation of School plans</li> </ol> <p><b>Program Coordination and Partnerships</b></p> <ol style="list-style-type: none"> <li>1. Coordinate with concerned personnel from the Schools Division Office for the implementation of programs, projects, and activities</li> <li>2. Assist in mobilizing the support of the School community and other stakeholders in implementing the programs</li> <li>3. Prepare communications and correspondence to the concerned School stakeholders</li> </ol> <p><b>Advocacy</b></p> <ol style="list-style-type: none"> <li>1. Disseminate advocacy resource materials to increase the awareness and understanding of the School community on the programs</li> </ol> <p><b>Secondary Duties</b></p> <ol style="list-style-type: none"> <li>1. As may be assigned by the Supervisor</li> </ol>



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<b>Master Teacher I</b>	<ul style="list-style-type: none"> <li>• Attends professional meetings, in-service trainings and related activities for self-growth and advancement.</li> <li>• Prepares daily logs and visual aids related to the lesson.</li> <li>• Conducts remedial episodes classes for slow learners</li> <li>• Updates parents on children's progress and problems through dialogues, conferences and PTA meetings</li> <li>• Assists the guidance counselor in handling students with problems</li> <li>• Gets involved in community and civic-organization activities.</li> <li>• Maintains harmonious relationships with superiors, students, local and public officials and co-teachers.</li> <li>• Observes proper decorum</li> <li>• Conducts echo seminars for co-teachers.</li> <li>• Mentors co-teachers in content and skills difficulties</li> <li>• Helps in the proper and accurate dissemination/implementation of school policies.</li> <li>• Assists principals in instructional monitoring of teachers.</li> <li>• Guides co-teachers in the performance of duties and responsibilities</li> <li>• Leads in the preparation and enrichment of curriculum; leads in the discussion of professional ideas, problems, issues and concerns</li> <li>• Initiates projects and programs that will enhance the curriculum and its delivery</li> <li>• Makes the needed instructional materials available to teachers and students</li> <li>• Assists school heads in class monitoring</li> <li>• Conducts in-depth studies or action researches on instructional problems</li> <li>• Coordinates with the grade chairman in disseminating information about school problems, awards, promotion</li> <li>• Conducts demonstration teaching, sharing effective techniques or strategies and helps identify potential demonstration teachers</li> <li>• Monitors the maintenance of discipline between and among teachers and learners</li> <li>• Assists in designing capacity development programs for teachers</li> <li>• Serves as trainer in school-based INSET</li> <li>• Evaluates teacher-made tests and interpret results</li> <li>• Checks regularly lesson plans of teachers in the assigned grade/subject area</li> <li>• Carries regular teaching load for the grade/subject area</li> <li>• Serves as a demonstration teacher</li> </ul>
<b>Nurse II</b>	<p><b>Health Programs and Services</b></p> <ul style="list-style-type: none"> <li>• Classroom inspection to detect early signs and symptoms/disability of learners</li> </ul>



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	<ul style="list-style-type: none"> <li>Assists the Medical Officer in his school clinic work such as vital signs taking, RBS monitoring, immunizations etc.</li> <li>Provide preventive and remedial measure for simple and common ailments and gives first aid treatment in the school</li> <li>Conduct Visual and Auditory Screening, Height and Weight Measurement and Deworming of learners</li> <li>Maintains a functional school clinic</li> <li>Checks on the proper sanitation and healthful living conditions of the school and community</li> <li>Utilize tried and tested medicinal plants for the treatment of common ailments</li> <li>Coordinate with other health personnel, the translation of scientific knowledge to desirable health behavior</li> <li>Coordinate with the Medical Officer for the provision of needed health facilities, medicine and supplies</li> <li>Prepares and submit needed reports</li> </ul> <p><b>Nutrition Program and Services</b></p> <ul style="list-style-type: none"> <li>Assist in the development, design, implementation, evaluation and monitoring of Sustainable Feeding Programs for the identified Severely Wasted and Wasted Learners of the Schools Division Office and submit needed reports</li> <li>Ensure compliance and implementation of Nutrition Programs to Nutritional Standards in Food preparation</li> </ul> <p><b>Linkages</b></p> <ul style="list-style-type: none"> <li>Establish/Strengthen linkages between education partners and stakeholders</li> </ul> <p><b>Special Services</b></p> <ul style="list-style-type: none"> <li>Acts as resource person and participate in the information/dissemination on health matters such as classroom lectures, open forum Participate in Sports, Scouting and Other Division/School activities</li> </ul>
<p><b>Teacher II - (Senior High School and Kindergarten)</b></p>	<ul style="list-style-type: none"> <li>Teaches or more grades/levels using appropriate and innovative teaching strategies</li> <li>Facilitates learning in the elementary/secondary schools through functional lesson plans (for new teachers up to 3 years) Daily Log (for teachers teaching 4 years and above) of activities and appropriate, adequate and updated instructional materials</li> <li>Monitors and evaluates pupils/students' progress</li> <li>Undertakes activities to improve performance indicators</li> <li>Maintains updated pupils/students progress regularly</li> <li>Supervises curricular and co-curricular projects and activities</li> <li>Maintains updated pupil/student school records</li> <li>Counsels and guides pupils/students</li> <li>Supports activities of governmental and non-governmental organizations</li> <li>Conducts Action Plan</li> <li>Maintains Daily Routine (classroom cleanliness, classroom management, overall physical classroom atmosphere</li> </ul>



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SCHOOLS DIVISION OFFICE OF CATANDUANES

	<ul style="list-style-type: none"> <li>• Maintains harmonious relationship with fellow teachers and other school personnel as well as with parents and other stakeholders</li> <li>• Does related work</li> </ul>
<p><b>School Principal I and School Principal II</b></p>	<ul style="list-style-type: none"> <li>• Sets the direction and strategy for the school.</li> <li>• Spearheads the formulation and implementation of the School Improvement Plan (SIP) and Annual Improvement Plan (AIP) towards the continuous improvement of the school;</li> <li>• Manages the fiscal and asset resources of the school, including the efficient and transparent use of the school MOOE;</li> <li>• Facilitates organizational efficiency and the effective management of the people systems of the school, including the designation of tasks, coaching, mentoring and instructional supervision of school staff;</li> <li>• Implements and monitors the Result-Based Performance Management System of the School and its staff;</li> <li>• Monitors and assesses the school curriculum and its implementation, including the approval of teacher assignments, loading, and class programs;</li> <li>• Makes recommendations to the School Division Office (SDO) regarding the program offerings of the school;</li> <li>• Creates an environment that is child-friendly, safe, and conducive to the teaching-learning process;</li> <li>• Leads in the creation and implementation of standards for teacher and student behavior, as well as disciplinary systems within the school;</li> <li>• Implements and monitors the use and updating of the Learner Information System (LIS) and Enhanced Basic Education Information System (EBEIS);</li> <li>• Encourages the shared governance of the school through constant collaboration with the School Governing Council (SGC), Parent-Teacher Association (PTA), and other internal stakeholders of the school;</li> <li>• Leads in the collaboration of the school with external partners, stakeholders and the Local Government Unit (LGU);</li> <li>• Is accountable for the learning outcomes of the school;</li> <li>• Acts as representative of the school to internal and external stakeholders; and</li> </ul> <p>Reports to the Schools Division Superintendent.</p>



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Republic of the Philippines  
**Department of Education**  
 REGION V  
 SCHOOLS DIVISION OFFICE OF CATANDUANES

Enclosure No. 5.11

Annex C

**CHECKLIST OF REQUIREMENTS**

Name of Applicant: \_\_\_\_\_ Application Code: \_\_\_\_\_  
 Position Applied For: \_\_\_\_\_  
 Office: \_\_\_\_\_  
 Contact Number: \_\_\_\_\_  
 Religion: \_\_\_\_\_  
 Ethnicity: \_\_\_\_\_  
 Person with Disability: Yes ( ) No ( )  
 Solo Parent: Yes ( ) No ( )

Basic Documentary Requirement	Status of Submission (To be filled out by the applicant; Check if submitted)	Verification (To be filled out by the HRMO/HR Officer/sub-committee)	
		Status of Submission (Check if completed)	Remarks
a. Letter of intent addressed to the Head of Office, or to the highest human resource officer			
b. Duly accomplished Personal Data Sheet (PDS) (CS Form No. 212, Revised 2017) and Work Experience Sheet, if applicable			
c. Photocopy of valid and updated PRC License/ID, if applicable			
d. Photocopy of Certificate of Eligibility/Report of Rating, if applicable			
e. Photocopy of scholastic/academic record such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate and post-graduate units/degrees, if available			
f. Photocopy of Certificate/s of Training, if applicable			
g. Photocopy of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable			
h. Photocopy of latest appointment, if applicable			
i. Photocopy of the Performance Ratings in the last rating period(s) covering one (1) year performance prior to the assessment, if applicable			
j. Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form			
k. Other documents as may be required for comparative assessment:			
Means of Verification (MOVs) showing Outstanding Accomplishments, Application of Education, and Application of Learning and Development reckoned from the date of last issuance of appointment			
Photocopy of Performance Rating obtained from the relevant work experience, if performance rating in Item (i) is not relevant to the position to be filled			

Attested:

\_\_\_\_\_

Human Resource Management Officer

**OMNIBUS SWORN STATEMENT**

**CERTIFICATION OF AUTHENTICITY AND VERACITY**  
 I hereby certify that all information above are true and correct, and of my personal knowledge and belief, and the documents submitted herewith are original and/or certified true copies thereof.

**DATA PRIVACY CONSENT**  
 I hereby grant the Department of Education the right to collect and process my personal information as stated above, for purposes relevant to the recruitment, selection, and placement of personnel of the Department and for purposes of compliance with the laws, rules, and regulations being implemented by the Civil Service Commission.

\_\_\_\_\_  
 Name and Signature of Applicant

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, year \_\_\_\_\_.

\_\_\_\_\_  
 Person Administering Oath

In consonance with Republic Act No. 8792 or the "Electronic Commerce Act of 2000", (e)lectronic documents shall have the legal effect, validity or enforceability as any other document or legal writing and as if (where the law requires a document to be in writing, that requirement is met by an electronic document if the said electronic document maintains its integrity and reliability and can be authenticated so as to be usable for subsequent reference.

