

**GOVERNMENT OF THE
REPUPLIC OF VANUATU**

OFFICE OF THE GOVERNMENT
REMUNERATION TRIBUNAL
PMB 9094 Port Vila, Vanuatu
Tel: (678) 23625 Fax: 263181



**GOVERNEMENT DE LA
RÉPUPLIQUE DE VANUATU**

BUREAU DE CONSEIL DE RÉVISION DES
TRAITEMENTS
SPR 9094 Port-Vila, Vanuatu
Tél: (678) 23625 Télécopie: 263181

OFFICE OF THE GOVERNMENT REMUNERATION TRIBUNAL

GRT DETERMINATION 18 of 2024

Notice No.....of 2024

TEACHING SERVICE COMMISSION

**GRT DETERMINATION ON JOB CLASSIFICATION STANDARDS AND SALARY
STRUCTURE FOR THE POSITIONS OF PERSONS APPOINTED BY THE TEACHING
SERVICE COMMISSION AS TEACHERS OF SECONDARY, PRIMARY, AND
KINDERGARTEN SCHOOLS.**

This Determination sets out the Job Classification Standards, the Salary Structure, allowances for positions of teachers appointed by the Teaching Service Commission to teach in Secondary, Primary, and Kindergarten schools. It comprises:

PART	CONTENT	PAGE
1	GENERAL	2
2	RULES OF APPLICATION FOR THE DETERMINATION OF TEACHERS IN SCHOOL SECTOR	2
3	REGISTRATION AND LICENCING OF TEACHERS	4
4	ACTING PRINCIPAL ALLOWANCES	4
5	RELATED MATTERS	5
6	THE JOB CLASSIFICATION STANDARDS TABLES FOR TEACHERS AS ASSIGNED TO LEVELS OF TECHNICAL AND BUSINESS & CUSTOMER SUPPORT TO CAREER PATHWAYS	6
7	SALARY STRUCTURE FOR POSITIONS OF “REGISTERED” TEACHERS IN THE SCHOOL SECTOR	12
	TABLE 7A: ANNUAL SALARY PAYABLE TO POSITIONS OF SCHOOL TEACHERS OF SENIOR SECONDARY SCHOOLS	12
	TABLE 7B: ANNUAL SALARY PAYABLE TO POSITIONS OF SCHOOL TEACHERS OF JUNIOR SECONDARY, PRIMARY AND KINDERGARTEN SCHOOLS	14

PART 1: GENERAL

1.1 Authority:

- 1.1.1 This Determination is issued in accordance with section 13(1) of the Government Remuneration Tribunal Act 1998 [CAP 250]
- 1.1.2 The Tribunal may issue guidance notes from time to time to assist the Teaching Service Commission in the administration of this Determination.

1.2 Application:

- 1.2.1 This Determination applies to persons employed by the Teaching Service Commission, as Teachers, in the School Sector.
 - 1.2.2 This Determination may be applied to persons employed by the Teaching Service Commission as Associate Teachers, Tutors, Educational consultants, Teachers or Trainers in the Post-School Education and Training Sector.
 - 1.2.3 This Determination applies to jobs specified in section 1.2.1 and 1.2.2 that are assigned to technical career pathway (Level T1 – Level T4) and Business Support (Level S1-Level S3) career pathways of SP10 JobWise® Framework.
 - 1.2.4 No other person should be accorded the salary stated on this Determination other than those persons stated on sections 1.2.1 and 1.2.2 of this Determination.
- ### **1.3 Effective Date:**
- 1.3.1 This Determination takes effect as of 1st December 2024.
 - 1.3.2 As and when this Determination takes effect, it shall supersede and revoke any earlier determination or decision made on the salary of Teachers in the School Sector.
 - 1.3.3 As and when this Determination takes effect, it shall supersede and revoke any earlier determination or decision made on the salary paid to persons holding positions of a Teacher.

PART 2: RULES OF APPLICATION OF DETERMINATION FOR TEACHERS

2.1 Setting the Salary

- 2.1.1 The Commission shall determine the work value for the position of the Officer stated on section 1.2.1 and 1.2.2 of this Determination in accordance with the Job Classification Standards and the Salary Structure set out in PART 6 and PART 7, respectively, of this Determination.
- 2.1.2 In determining the work value of the position specified in section 1.2.1, the Commission is expected to exercise prudent business judgement by applying salaries commensurate with the responsibilities and accountabilities of the Teachers as depicted

by the Job Classification Standards, PART 6, and by Teaching experience specified in PART 7, on Table 7A and Table 7B.

- 2.1.3 Each salary grade sets the Maximum payable for qualification and level corresponding to the number of years of teaching experience.
- 2.1.4 A Teacher shall not be paid more than 1 salary at any one time under any of the provision of Table 7A or Table 7B and, if a Teacher holds 2 or more qualifications, the salary payable to that Teacher is that payable for the highest qualification attained by that Teacher.
- 2.1.5 A teacher acting on a position stated on Table 7A or Table 7B should be paid the salary for that position. The Acting Appointment are subject to merit and equity requirements being satisfied by the Teaching Service Commission.
- 2.1.6 A new Graduate Teacher is remunerated as according to relevant salary level stated on Table 7A and Table 7B. The Teaching Service Commission may appoint the Graduate Teacher on probationary period of 2 years but not more and based on the satisfactory performance of the Graduate Teacher the Teaching Service Commission may confirm his/her employment.
- 2.1.7 If the Teacher does not meet satisfactory requirements at the end of the probationary period, the Commission may terminate his or her employment as permitted under subsection 14(2) of the Employment Act.

2.2 Adjustment to Salary:

- 2.2.1 Adjustment to salary shall be made in accordance with the Job Classification Standards set out in PART 6, the qualification, and number of years of experience as laid out in Table 7A and 7B, and also according to the ability of the Teaching Service Commission to retain the person with the necessary qualification and skills.
- 2.2.2 The Commission may promote a teacher to a position and salary in the Band higher than the officer's current post only, and only if, the officer has met the job requirements as stipulated under paragraph 2.2.1.

PART 3: REGISTRATION AND LICENCING OF TEACHERS

3.1 Application for a license to teach

- 3.1.1 Pursuant to Section 21 of the Teaching Service Act, any license to teach be granted by the Teaching Service Commission may be subject to the conditions determined by the Commission to be appropriate.

PART 4: ACTING PRINCIPAL AND ALLOWANCES

4.1 Teacher appointment as Acting Principal or Acting Deputy Principal

- 4.1.1 The Commission shall pay an allowance for a teacher appointed as Acting Principal or Acting Deputy Principal of a school and based on the qualification level of the officers as depicted in Table 4.1.

4.1.2 Those Teachers appointed as Acting Principals or Acting Deputy Principals shall be paid an allowance if not already paid the salary of Principal or Deputy Principal.

4.1.3 The Acting Principal or Deputy Principal allowance shall also be applied to Tutors, Teachers and Trainers who are appointed as Curriculum Advisors, Education Consultants, In-Service Trainers, Heads of Departments, Student Advisors, and Education consultants.

TABLE 4.1: Acting Allowances for Teachers appointed to Principal positions

BAND	VQF LEVEL	ANNUAL ALLOWANCE
APA 8	10	300,000
APA 7	9	300,000
APA 6	8	300,000
APA 5	7	240,000
APA 4	6	180,000
APA 3	5	150,000
APA 2	4	150,000
APA 1	3	120,000

PART 5: RELATED MATTERS

5.1.1 An officer, as specified in 1.2.1, shall be entitled to (i) a Housing Allowance and (ii) a Child Allowance.

5.1.2 The Commission may, in consultation with the GRT, implement any additional allowances deemed payable to officers as stated in paragraph 1.2.1.

5.1.3 The details on allowances are presented in the GRT Determination 33 of 2024 for Allowances.

Signed this 17th day December, 2024.

Saby Natonga
Chairman

Rosemary Leona
Member

Nigel T. Malosu
Member

Effective as of 1 December 2024

**GOVERNMENT OF THE
REPUBLIC OF VANUATU**

OFFICE OF THE GOVERNMENT
REMUNERATION TRIBUNAL
PMB 9094 Port Vila, Vanuatu
Tel: (678) 23625 Fax: 263181



**GOVERNEMENT DE LA
RÉPUBLIQUE DE VANUATU**

BUREAU DE CONSEIL DE RÉVISION DES
TRAITEMENTS
SPR 9094 Port-Vila, Vanuatu
Tél: (678) 23625 Télécopie: 263181

**PART 6: THE JOB CLASSIFICATION STANDARDS TABLES FOR POSITIONS OF
SCHOOL TEACHERS AS ASSIGNED TO LEVELS OF TECHNICAL
CAREER PATHWAY AND TO LEVELS OF BUSINESS SUPPORT
CAREER PATHWAY.**

Table: G-T4 Ssec		The Job Classification Standards Table for the positions of teachers in Senior Secondary schools as assigned to Band G and the Technical career pathway Level T4.			
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T4 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
G	T4 395-455	Mid-Level Specialist: Jobs at this level are likely to provide independent specialised technical service requiring general application of practices, techniques, concepts and theoretical principals from the relevant discipline. They will develop solutions to variety of problems of moderate scope and complexity	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret. -VQF Level 7- 8/10	• Senior Secondary Teacher
			Experience	G. ADVANCED The job requires experience of a broad nature, above that of a skilled operator / technician. Normally involves an awareness of work activities beyond the immediate job situation and the impact of the job on these activities. (9 – 10 years' relevant experience)	
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	
			Scope	B. RELATED Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions	
			Freedom to act	D. GENERAL INSTRUCTIONS Work is subject to general instructions only, and specific completion targets are normally specified. Progress reviews are usually undertaken but in most instances assistance by a superior is given only when requested.	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	C. ADVISE / SUPERVISE Discusses and seeks cooperation from people in other areas of the organisation, and / or has some supervisory responsibility.	

			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A 1.0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	

Table: F-T3 Ssec/ JSec		The Job Classification Standards Table for the positions of Teachers in Senior Secondary School and Junior Secondary School Sector as assigned to Band F and the Technical career pathway Level T3.			
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T3 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
F	T3 335-394	First Level Specialist: First level of Technicians specialisation. Problems of moderate scope and complexity requiring analytical and creative input, initiative and judgement. Jobs at this level assess, investigate, analyse and interpret information.	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret -VQF LEVEL 7	<ul style="list-style-type: none"> • Senior Secondary Teacher • Junior Secondary Teacher
			Experience	G. ADVANCED The job requires experience of a broad nature, above that of a skilled operator / technician. Normally involves an awareness of work activities beyond the immediate job situation and the impact of the job on these activities. (5 – 8 years' relevant experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others required and / or coordination of resources and process (human / physical / financial), or some degree of influence within the unit.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	

			People Management	A 1. 0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	
--	--	--	--------------------------	---	--

Table: E-T2 PRI		The Job Classification Standards Table for the positions of teachers in Primary and Preschool School Sector as assigned to Band F and the Technical career pathway Level T2.			
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T2 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
E	T2 286-334	Technical / Entry Level Specialist: Jobs at this level are accountable for results of and processes within portions of work or projects or for providing specialised technical service in their own right. Varied problems requiring judgement and interpretation and perhaps analysis.	Education	I. TERTIARY / SPECIALIST Requires a specialist diploma at under-graduate level or a generic university bachelor's degree, i.e., no specific discipline, or equivalent level of education. Requires a command of specialised technical or scholastic skills to analyse, evaluate and interpret a wide range of information and resolve both concrete and sometimes abstract problems and issues. -VQF LEVEL 7	<ul style="list-style-type: none"> • Primary Teacher • ECCE Teacher/ • Preschools Teachers
			Experience	F. SKILLED The job requires highly relevant experience in a specific area of work, often involving specialised training in order to achieve competence. acquiring the job skills. (2 – 5 years' relevant experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vat terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	

			People Management	A 1. 0. Controls no staff. At middle and upper levels, there may be a requirement to allocate tasks to others, possibly with limited supervisory responsibility, or with some involvement in training / guiding or project management.	
--	--	--	--------------------------	--	--

Table: D-T1 JSec/Pri		The Job Classification Standards Table for the positions of Graduate Teachers and for Teachers on Probation as assigned to Band D and the Technical career pathway Level T1.			
Band	Grade & Score	Jobwise Pathway Descriptor	Technical Career Pathway Level T1 Factor Descriptors (Technical pathway jobs requires highly specialised skills and qualifications, that is job specific)		Example Jobs
D	T1 236-285	Technical Support: Entry level technician or technical support roles with accountability for results of and processes within portions of work or projects. Varied problems requiring judgement and interpretation within recognised patterns,	Education	H. TERTIARY/ DIPLOMA Requires 4 – 5 years' secondary schooling and a further full-time course of study for 2 – 3 years in a technical or specialised field; or significant and regular part-time courses of study extending over 5 or more years. Requires a wide range of specialised technical or scholastic skills to determine solutions to workplace issues. -VQF Level 4-6	<ul style="list-style-type: none"> • Graduate Teacher • Probation Teacher
			Experience	E. PROFICIENT The job requires adeptness in a skill and experience in a variety of tasks. The skill may be related to specific activities, equipment or general activities that take time to acquire. (typically, 1 – 2 years' related experience)	
			Complexity	B. PRACTICAL The application of Practical skills or acquired knowledge to undertake well-defined activity, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives.	
			Problem Solving	C. REPETITIVE/ROUTINE Work is simple and repetitive. Problems are minor and are solved by the simple choice of responses or actions already learnt. Some individual judgement is required to interpret rules and instructions	
			Freedom to Act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available	
			Impact of Decisions	A. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (the cost of the individual's own time)	
			Interpersonal Skills	B. RELATE (HIGH) Discusses work with employee and communicates information to other people	
			Authority	A0. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A 1. 0. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Table: C-S3 KDY		The Job Classification Standards Table for the positions of Kindy Teachers as assigned to Band C and the Business Support Career Pathway Level S3.			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S3 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Example Jobs
C	S3 191-235	Administration/Customer Support: Process focused administrative or support roles with accountability for own day to day tasks requiring knowledge of procedures and processes within a work area. This level may also include customer facing roles with varied transactions, explaining, resolving enquiries.	Education	G. SECONDARY / VOCATIONAL Requires 4 – 5 years' secondary schooling through to achievement of school leaving qualification and / or extended on-the-job training. Requires a range of well-developed skills and some relevant theoretical knowledge to deliver assigned job outcomes with some autonomy, discretion and judgement. -VQF 2-4	• Kindy Teachers
			Experience	A. ROUTINE Familiarity with standardised work routines which may involve the use of simple equipment and machines. Able to be mastered over several months. (3 – 6 months' experience)	
			Complexity	C. DEFINED The end results required and policy frameworks are defined but independent thought is necessary to coordinate conflicting demands and optimise efficiency.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives	
			Problem Solving	C. ROUTINE / VARIED Much of the work is routine but problems require reference to precedents and / or extensive interpretation of detailed instructions.	
			Freedom to Act	C. PROCEDURES Work conforms to specified procedures and the results are clearly defined. Work is subject to in-progress review and guidance and assistance are readily available.	
			Impact of Decisions	A 1. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Table: B-S2 KDY		The Job Classification Standards Table for the positions of Kindy Teachers as assigned to Band B and the Business Support career pathway Level S2.			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S2 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Example Jobs
B	S2 145-190	Office Support: These are likely to be clerical or semi-skilled positions in support roles where accountability is limited to achievement of own day – to – day tasks, set and monitored by others. May also include customer facing roles, routine tasks.	Education	E. BASIC OCCUPATIONAL Requires 2 – 3 years' secondary schooling plus a course of basic occupational skills, mostly learnt on the job. Utilises a narrow range of knowledge and cognitive skills, such as the basic use of computers, to perform a range of repetitive and familiar tasks under supervision. -VQF 1	<ul style="list-style-type: none"> • Kindy Teachers • Field Based Teachers • Trainee Teachers
			Experience	C. ROUTINE Familiarity with standardised work routines which may involve the use of simple equipment and machines. Able to be mastered over several months. (3 – 6 months' experience)	
			Complexity	A. PRACTICAL The application of practical skills or acquired knowledge to undertake well-defined activities, but with the need for individual judgement.	
			Scope	B. RELATED Supervision of others is not required, but close liaison with others is necessary in coordinating specific activities to achieve common objectives	
			Problem Solving	A. ROUTINE Problems are minor. Some individual judgement is required to interpret rules and instructions.	
			Freedom to Act	B. INSTRUCTIONS Detailed instructions are given on a range of tasks, but the jobholder has some freedom to determine the order of tasks to be commenced. Work is closely monitored and checked regularly	
			Impact of Decisions	A 1. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in VATU terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	B. RELATE Discusses work with employees and communicates information to other people.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Table: A-S1 FBT		The Job Classification Standards Table for the positions of Kindy Teachers as assigned to Band A and the Business Support career pathway Level S1.			
Band	Grade & Score	Jobwise Pathway Descriptor	Customer & Business Support Career Pathway Level S1 Factor Descriptors (Jobs that are client facing and most of the tasks relate to varied degree of administrative functions.)		Example Jobs
A	S1 177-144	Office Support: These are likely to be clerical or semi-skilled positions in support roles where accountability is limited to achievement of own day – to – day tasks, set and monitored by others. May also include customer facing roles, routine tasks.	Education	B. ELEMENTARY (PRIMARY) Basic schooling with ability to read and write and understand simple written instructions to carry out set and familiar routines as directed.	<ul style="list-style-type: none"> • Field Based Teachers • Trainee Teachers
			Experience	B. SIMPLE TASKS Simple tasks which can be adequately learned within a few weeks. Instruction is normally given verbally but basic written procedures may be provided.	
			Complexity	B. BASIC Simple and routine tasks specifically defined, easily learnt and requiring minimal independent thought or significant decision making by jobholder	
			Scope	A. HIGHLY SPECIFIC Performance of specific tasks and activities that do not involve supervision or close liaison with others.	
			Problem Solving	A. REPETITIVE Work is simple and repetitive. Problems are minor and are solved by the simple choice of responses or actions already learnt.	
			Freedom to Act	A. CLOSE Work is subject to close supervision. Simple tasks are assigned and all work is checked in detail.	
			Impact of Decisions	C. IMPACT Direct impact of a single discretionary decision causes minor impact, which can be expressed in vatu terms of less than VT 7,000. (The cost of the individual's own time)	
			Interpersonal Skills	A COURTESY Little contact with other staff other than normal pleasantries and basic courtesy.	
			Authority	A. FINANCIAL AUTHORITY No authority to commit routine expenditure or capital expenditure.	
			People Management	A. STAFF RESPONSIBILITY There may be a requirement to allocate tasks to others, possibly with limited supervisory responsibilities. (up to 8 Staff)	

Signed this 17th day December, 2024.

Saby Natonga
Chairman

Rosemary Leona
Member

Nigel T. Malosu
Member

Effective as of 1 December 2024



PART 7: SALARY STRUCTURE FOR SCHOOL TEACHERS.

7. A GRT Determination 18 of 2024: TABLE 7A – Annual salary payable to position of a Teacher employed to teach in Senior Secondary (Yr. 11-13) & Senior Secondary & Tertiary (Yr.11-14).

TABLE 7A					
GOVERNMENT REMUNERATION TRIBUNAL – TEACHING SERVICE COMMISSION			School Level	Secondary & Tertiary	Senior Secondary
SCHOOL LEVEL BASED CLASSIFICATION SCALE			Instruction level	YR (11-14)	YR (11-13)
SCHOOL SECTOR TEACHER CATEGORY			Code:	TSec	SSec
	BAND	Grade	Teaching Experience	Annual Salary	Annual Salary
SENIOR LICENSED TEACHER VQF 7-10	G/F T3-T4	4.4	Equal to or More than 36 years	3,621,000	2,739,000
		4.3	Equal to or More than 31 years but less than 35 years	3,470,000	2,633,000
		4.2	Equal to or More than 26 years but less than 30 years	3,300,000	2,528,000
		4.1	Equal to or More than 21 years but less than 25 years	3,202,000	2,423,000
QUALIFIED LICENSED TEACHER VQF 7-10	E T2	3.4	Equal to or More than 31 years but less than 40 years	3,103,000	2,247,000
		3.3	Equal to or More than 21 years but less than 30 years	3,004,000	2,173,000
		3.2	Equal to or More than 11 years but less than 20 years	2,905,000	2,097,000
		3.1	Less than or equal to 10 years	2,844,000	2,022,000
QUALIFIED UNTRAINED VQF 2-6	E T 2	2.1	Above 2 years	2,634,000	1,990,000

TRAINED / NON-LICENSED UNDER QUALIFIED TEACHER VQF 2-6	E S5	1.2	Less than or equal to 2 years	2,500,000	1,730,000
UNTRAINED TEACHER	A S1	1.1		827,000	780,000

Signed this 17th day December, 2024.

Saby Natonga
Chairman

Rosemary Leona
Member

Effective as of 1 December 2024

Nigel T. Malosu
Member

**GOVERNMENT OF THE
REPUBLIC OF VANUATU**

OFFICE OF THE GOVERNMENT
REMUNERATION TRIBUNAL
PMB 9094 Port Vila, Vanuatu
Tel: (678) 23625 Fax: 263181



**GOVERNEMENT DE LA
RÉPUBLIQUE DE VANUATU**


BUREAU DE CONSEIL DE RÉVISION DES
TRAITEMENTS
SPR 9094 Port-Vila, Vanuatu
Tél: (678) 23625 Télécopie: 263181

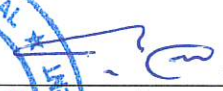
7.B GRT Determination 18 of 2024: TABE 7B –The annual salary payable to position of a teacher employed in Junior Secondary School (Yr. 7-10), Primary School (Yr.1-6) & Preschool.


TABLE 7B: SALARY STRUCTURE FOR JUNIOR SECONDARY, PRIMARY, AND PRESCHOOL						
GOVERNMENT REMUNERATION TRIBUNAL			School cycle	Junior Secondary	Primary	Kindy
TEACHING SERVICE COMMISSION			Instruction Level	(7-10)	(1-6)	
SCHOOL CYCLE CLASSIFICATION SCALE			Code:	JSec	Pri	Kdy
SCHOOL SECTOR TEACHER			Teaching Experience	Annual Salary	Annual Salary	Annual Salary
CATEGORY	BAND	Grade				
REGISTERED TEACHER VQF 7	E/F T2-T3	3.4	Equal to or More than 31 years	2,690,000	2,670,000	2,640,000
		3.3	Equal to or More than 21 years but less than 30 years	2,400,000	1,890,000	1,870,000
		3.2	Equal to or More than 11 years but less than 20 years	1,980,000	1,580,000	1,510,000
		3.1	Less than or equal to 10 years	1,900,000	1,490,000	1,470,000
TRAINED / UNDER QUALIFIED TEACHER VQF 2-6	D/E T1- T2	2.3	More than 2 years	1,880,000	1,460,000	1,400,000
		2.2		1,490,000	1,270,000	1,200,000
		2.1		830,000	820,000	796,000

UNTRAINED / PROPATION TEACHER	A S1	1.1	Less than or equal to 2 years	740,000	720,000	654,000

Signed this 17th day December, 2024.


Saby Natonga
Chairman


Rosemary Leona
Member





Nigel T. Malosu
Member

Effective as of 1 December 2024