
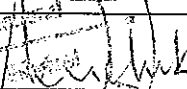
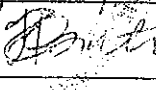


## Public Service Commission Job Description Form

Ministry to prepare and request Approval by the Public Service Commission. Please contact the Performance Improvement Unit Staff of the office of the Public Service Commission if you need helping completing this form.

<b>1</b>	<b>Job title</b>	<b>Statistics Officer</b>	
<b>2</b>	<b>Post number</b> Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.	3105	
<b>3</b>	<b>Level</b> Suggested by Ministry and determined by PSC	<b>Suggested by or for Director General ... G So 5.0</b>	
<b>4</b>	<b>Ministry</b>	<b>Education</b>	
<b>5</b>	<b>Department</b>	<b>Policy and Planning Services</b>	
<b>6</b>	<b>Location</b> Where the position is located	<b>Port Vila</b>	
<b>7</b>	<b>Purpose</b> "why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts.	To support the research and database management function for the Ministry of Education by collecting, analysing, tabulating and distributing technical data from diverse sources for the Minister, Ministry staffs, other agencies and ministries, and the general public	
<b>8</b>	<b>Key Result Areas (KRAs)</b> refers to general areas of outcomes or outputs for which the post/role is responsible.	<b>9</b>	<b>Key Performance Indicators (KPIs)</b> refers to the quantifiable measurements that reflect the critical success of the KRAs.
<b>8.1</b>	Conduct annual school census	<b>9.1</b>	VEMIS forms are updated, printed and distributed to all schools on time.
<b>8.2</b>	VEMIS data is analysed and tabulated	<b>9.2</b>	Compile the Annual Statistical Digest
<b>8.3</b>	Meet internal and external client's statistical needs	<b>9.3</b>	Utilize VEMIS system and other information sources
<b>8.4</b>	Produce documents and other material for publication and widespread distribution	<b>9.4</b>	<ul style="list-style-type: none"> <li>• Prepares charts and displays, explanation and reports</li> <li>• Present data in the form statistical summaries and narrative explanations and interpretations</li> <li>• Support executive information needs by producing analysis reports, summaries and briefing notes</li> </ul>
<p><b>Duties and responsibilities</b> Simple statements starting with an action word; more important ones first; less than 10; cover main areas of work but not details you should find in Procedure Manuals. Areas to think of include policy/ research/ advice, preparing reports; external communication; administrative; legislative and what this particular job must achieve. For lower level jobs it will be more specific e.g. deliver, record, type, maintain.</p>			
<b>10.1</b>	Collects, analyses, tabulated and presents social and economic statistical information for inclusion in reports and summaries (eg.Digest, VERM PAF, ADR, MDG's, EFA, Education Policies etc...)		
<b>10.2</b>	Utilizes VEMIS database and information sources to meet internal/external client's statistical needs		
<b>10.3</b>	Produces documents and other materials for publication and widespread distribution (Brochures, school feedback reports etc...)		
<b>10.4</b>	Responds to all client groups and maintains positive client relationships		
<b>10.5</b>	Process information by using VEMIS system to produce regular and ad hoc reports		
<b>10.6</b>	Assist the Ministry in creating surveys		
<b>10.7</b>	Work closely with technical Advisors in their research projects		
<b>10.8</b>	Prepare VEMIS Annual workplans		
<b>10.9</b>	Assist with Education data in the planification and implementation phases of sector policies and plans. Prepare M&E Progress report for VEMIS		

11	<b>Reports directly to</b> Title of Post and Level only PEO, Education Planning & Policy	12	<b>Directly supervises</b> Title of Posts and level if any None.
13	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry) Director General, Directors, Provincial Education Officers, Principals, Head teachers, Ministerial Advisers	14	<b>Occasional Internal Personal Contacts with...</b> All officers of the Department of Education
15	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community) National Statistics Office, Ministry of Finance, other governments, donors and consulting advisers.	16	<b>Occasional External Personal Contacts with...</b> Other Government Ministries and Departments
17	<b>Impact of Decisions</b> (a) Think of the decisions this Post makes without help on a regular basis (weekly or monthly) to greatly reduce the risk of serious things happening. Name the more important thing(s) decided. (b) If the Post has a significant Financial Delegation to commit funds the amount should also be stated.	Strong impact on quality of corporate and education planning and significant but indirect impact on long-term outcomes for the education system.	
18	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	Intensive workload demands; likely frequent travel.	
	<b>Reason for Seeking Approval</b> (e.g.; Routine Revision of Existing Job Description, New Post, Regrading. State if any overlap or duplication with existing Job Descriptions or new duties and responsibilities)	New post. Amalgamates the duties of two separate posts in 2001 Ministry structure.	
20	<b>CRITERIAS TO BE SELECTED FOR THIS POST</b> (Allow for some on -the-job training to bring outsiders up to standard and do not unnecessarily bias the Post to certain people. Remember education is only one indicator of capability to do the job.)		
20.1	<b>Qualification</b> the required qualification for the job e.g certificate, diploma, degree...	Diploma	
20.2	<b>Special Business Education</b> refers to the field of study that would be preferable	Educational Planning, Statistics or equivalent.	
20.3	<b>Experience</b> e.g. number of years or level of experience in filing/keyboard work or driving; or, e.g. low or high level achievements in leadership, communicating, advising, managing resources, writing reports, advising clients, doing similar type of work etc	Minimum of 3 years experience in planning, policy analysis or educational research environment	
20.4	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	Statistical expertise; strong interpersonal skills	
20.5	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....	Analytical and practical thinker	
20.6	<b>Communication/ Interpersonal Skills</b> list the skills required of this position	Listening, writing, reading, oral communication skills	
20.7	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	High integrity, professional, diligent, punctual	
20.8	<b>Language</b> "English , French and Bislama" is usual.	French, Bislama and English.	
20.9			
21	<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>		
21.1	<b>Prepared in the Ministry by ...</b>	Name John J. Garoleo Date 02/ 06 /2014	Sign 
21.2	<b>Certified by or for the DG</b> that the Post fits with any Corporate Plan, and is required.	Name Jesse Dick Joe Date 02/ 06 /2014	Sign 
21.3	<b>Checked by OPSC</b> for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Secretary of PSC Date 24/10/2014	Sign 
21.4	<b>DECISION OF PUBLIC SERVICE COMMISSION</b>		
	Decision: <u>Approved</u> or Deferred or Amended Date of Decision: ..... (Circle the appropriate Decision)		

Name LAURENT ~~REP~~

Date 29/06/2014

SECRETARY  
OPSC

