

**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>PEO National &amp; MoE Human Resources Development</b>	
<b>2</b>	<b>Post number Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.</b>	<b>3118</b>	
<b>3</b>	<b>Level Suggested by Ministry and determined by PSC</b>	<b>Suggested by or for Director General.....F Ps 5.6</b>	
<b>4</b>	<b>Ministry</b>	<b>Education</b>	
<b>5</b>	<b>Department</b>	<b>Policy and Planning</b>	
<b>6</b>	<b>Location Where the position is located</b>	<b>Port Vila</b>	
<b>7</b>	<b>Purpose "why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts.</b>	To contribute to the coordination, development, utilisation and maintenance of a National and MoE HRD Policy Frameworks, to manage the national scholarship program aligned to the National and MoE HRD Plan and to ensure that all the line Ministries and the Ministry of Education, including its Provinces, Directorates and the Teaching Service Commission have available, appropriately skilled, experienced, qualified and well managed human resources to efficiently and effectively deliver the Government's workforce policies. Further ensure the National and MoE HRD Policy goals and objectives are achieved.	
<b>8</b>	<b>Key Result Areas (KRAs) refers to general areas of outcomes or outputs for which the post/role is responsible.</b>	<b>9</b>	<b>Key Performance Indicators (KPIs) refers to the quantifiable measurements that reflect the critical success of the KRAs.</b>
<b>8.1</b>	<b>Revision of National Skills Development Strategy</b>	<b>9.1</b>	The NSDS status, objective and the budget is reviewed and updated
<b>8.2</b>	<b>Effective coordination and Development of National HRD Policy Framework</b>	<b>9.2</b>	<ul style="list-style-type: none"> <li>• Line ministries staffing and capacity skill gaps identified and conducted and updated August 2014</li> <li>• Lines Ministries HRD Policy is produced by end of 2015</li> <li>• HRD Standard are developed by end of 2015</li> <li>• Line Ministries HRD Plan is developed by 2015</li> <li>• National HRD Policy completed by end of 2014</li> <li>• National HRD Strategic Plan completed by 2015</li> </ul>
<b>8.3</b>	<b>Development of MoE HRD Policy Framework</b>	<b>9.3</b>	<ul style="list-style-type: none"> <li>• Staffing and capacity skill gaps identified and conducted and updated</li> </ul>


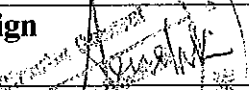


			<p>August 2014</p> <ul style="list-style-type: none"> <li>• MoE HRD Strategic Policy Plan produced by middle of 2014</li> <li>• HRD Standard are developed by end of 2014</li> <li>• HRD Unit Annual Plan, Work performance and Development completed by December each year</li> <li>• MoE HRD Annual Plan, Work performance and Development compiled and submitted to PSC by February each year</li> <li>• MoE HRM Policy is developed by 2015</li> <li>• Develop HRM and HRD plan skills in the Public Service</li> </ul>
<b>8.4</b>	<b>Well develop HRD Unit budget and financial control</b>	<b>9.4</b>	<ul style="list-style-type: none"> <li>• HRD budget is reviewed and developed by May each year</li> </ul>
<b>8.5</b>	<b>Management of National Scholarships and training</b>	<b>9.5</b>	<ul style="list-style-type: none"> <li>• HRD needs for the economy are identified and reported in the Strategic Plan review</li> <li>• Scholarships are allocated based on the need of the economy by line ministries.</li> </ul>
<b>8.6</b>	<b>Development of National and MoE HRDIS Systems database</b>	<b>9.6</b>	<ul style="list-style-type: none"> <li>• 70 % of line ministries including MoE employees personal information is recorded and filed to support National and MoE HRD plan by end of 2015</li> </ul>
<b>8.7</b>	<b>Effective development of MoE HRD Training and Development database for short-term and long-term</b>	<b>9.7</b>	<ul style="list-style-type: none"> <li>• Links are developed between training providers and employers</li> <li>• 70% of training needs identification completed by end of 2014</li> <li>• 70% of MoE staff and teachers are trained by 2020</li> <li>• 70% of training outcomes achieved and recorded by 2020</li> <li>• All training provider's performance are monitored and evaluated regularly to update training provider database</li> <li>• A data-base is created for training providers and trainees</li> </ul>
<b>8.8</b>	<b>Development of management action plan by mid-2015</b>	<b>9.8</b>	<ul style="list-style-type: none"> <li>• Management action plan developed, finalized and reported by end of 2015</li> </ul>
<b>8.9</b>	<b>Effective MoE Institutional Capacity Assessment</b>	<b>9.9</b>	<ul style="list-style-type: none"> <li>• Individual staff related cost completed by April of 2014</li> <li>• Structure and Job Descriptions reviewed updated and completed by June 2014.</li> <li>• Staff are transferred from 2009 to 2014 structured by August 2014</li> </ul>

8.10	Effective monitoring and management of performance MOE	9.10	<ul style="list-style-type: none"> <li>• MoE Performance Assessment Policy completed by end of 2015</li> <li>• 80% of MoE staff are appraised and assessed bi-annually by supervisors and HRD</li> <li>• 80% of KRA and KPI are achieved</li> <li>• Job Description are reviewed and updated</li> <li>• MoE staff performance are monitored and evaluated regularly to update training schedule database</li> </ul>
	Effective HRD Unit staffing, supervision and management		<ul style="list-style-type: none"> <li>• HRD Unit staff performance is supervised and managed effectively on monthly bases each year</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>			
10.1	<p><b><u>National Skills Development Strategy</u></b> Work with a whole Government and productive sector task-force commitment particularly government sector and their identified strategies and objectives, to review and update the status of individual strategies and their cost implication (budget) to a more realistic cost estimate and to coordinate the implementation to enhance the development of National and sectors HRD.</p>		
10.2	<p><b><u>National HRD Policy Framework</u></b> Work with a whole Government and productive sector task-force commitment, to develop, maintain, and use a National HRD Policy and Plan to guide planning for labour force (urban and rural), scholarship, curriculum, course places and standard, public sector and teacher training, and on-the-job training.</p>		
10.3	<p><b><u>MoE HRD Policy Framework</u></b> To provide strategic leadership and manage all human resource development (HRD) matters for the MoE and TSC, including the maintenance and implementation of a rolling HRD Plan and annual Training calendar for MoE. Work closely with VITE and VIT to give to give particular attention to a national initiative to strengthen in-service training and supervision for teachers, and to strengthen the in-service training capacities at provincial levels Assist the Director General to build MoE capacities relevant to the Education Sector ongoing programs and plan and as a model of a learning system able to effectively manage change. Monitor and report on the impact of HRD activities within the MoE.</p>		
10.4	<p><b><u>HRD Unit Planning and Budget Control</u></b> Develop HRD annual plan and work performance and development plan Develop and ensure the HRD annual activities are effectively budgeted and that HRD is effectively control it finance for accountability Ensure training and development are budgeted for annually</p>		

<p><b>10.5</b></p>	<p><b><u>National Scholarships</u></b>          Develop and oversee effective systems to improve selection criteria and processes and management of national scholarships, including:</p> <ul style="list-style-type: none"> <li>• Supporting the role of the National Education Commission and the Vanuatu Scholarship Board.</li> <li>• Ensuring decisions are aligned with national planning including the national HRD Plan</li> <li>• Providing transparency, equity, and cost-effectiveness in the selection criteria and all processes</li> <li>• Monitoring and supporting recipients to maximise returns from the scholarships.</li> <li>• Reporting regularly to the Director Policy and Planning, Director General and the NEC, and through the DG to other stakeholders</li> </ul>
<p><b>10.6</b></p>	<p><b><u>HRD Information System</u></b>          Ensure that all MoE HRD practices comply with PSC and TSC policies and procedures and best practice are followed in all case.          Oversee all appointments and promotions to the Public and Teaching Services to ensure that they are based on merit, equity principles and are performance outcome bases          Provide high level policy advice to the Director General, Secretary, Teaching Service Commission, Directors, and Provincial Education Officers on all matters relating to HRD including disciplinary and industrial matters.          Ensure that all HRD information for the MoE is included in the personnel position establishment and payroll establishment are maintained and secured by the HRD Unit and Finance section and integrated appropriately into HRDIS.          Ensure that all HRD information for the Teaching Service is included in the personnel position establishment and payroll establishment are maintained and secured by the HRD Unit and Finance section and integrated appropriately into teachers HRDIS.</p>
<p><b>10.7</b></p>	<p><b><u>MoE HRD Training and Development Design</u></b></p> <ul style="list-style-type: none"> <li>• Assess the current level of skills within the MoE</li> <li>• develop the competency required/standard for staff to be effective in their roles (roles design)</li> <li>• Develop core competencies expected of all MoE Officers</li> <li>• Ensure training resources are available including budget and staff resources</li> <li>• Ensure opportunities for promotion within the MoE and Government - career development and building capacity for next levels are available</li> <li>• Develop a short-term training data base and establishing a networking of training institutions and trainers and good monitoring of training providers and skills development</li> </ul> <p>Develop a short-term training succession plan</p>

10.8	<p><b><u>MoE Management Action Plan</u></b></p> <ul style="list-style-type: none"> <li>• Develop short-term and long-term strategic roadmaps for the improvements of performance structured to parallel the current MoE structure. Organize the analysis of the performance within the structure to facilitate real changes in the MoE. Ensure the implementation is based upon the recognition that certain programmatic and structural improvements can be achieved in a relative short period of time while others will require a longer developmental period to complete.</li> <li>• Implement MAP within the context that recognizes and must be reasonably limited to the capacity of the MoE workforce to bring about real and substantive improvements to the current organizational structures and policies.</li> <li>• Identify and implement measures that will enhance the performance of the MoE over the coming years serving as a 'living' document that will be periodically revised in order to conform to MoE realities and needs over time.</li> <li>• Developed a cohesive, practical planning structure or proper planning mechanism that sets forth the missions, goals and objectives for the organization (<b>Program Planning</b>).</li> <li>• Provided day-to-day operative direction to staff in line with responsibilities established by statutory or regulatory authority (<b>Functional Management Direction</b>).</li> <li>• Provided creative work options to meet the dynamic needs of the work force and the innovative identification of potential funding sources and alternate actions that accomplish identified goals within current funding resources (<b>Innovative Management</b>).</li> <li>• Ensure the work ethics of operational staff meet stated goals and objectives and the relation of such ethics to the management of the organization (<b>Work Ethics</b>).</li> </ul>	
10.9	<p><b><u>MoE Institutional Capacity Assessment</u></b></p> <p>Assist the Director General in assessing the MoE management structure to align divisional and unit functions to effectively integrate and reflect the Corporate Plan.</p> <p>Consult with the Director General, Directors, Commissions, Council and Provincial Education Officer to create and remove positions and functions when need arise to ensure objectives of MoE are met within the time frame</p> <p>Review the positional functions/ job description and ensure positional scale/ level corresponds to volume of responsibilities</p> <p>Ensure that a workforce capable to effectively carry out aligned functions of MoE and achieve government objectives</p>	
10.10	<p><b><u>Performance Monitoring &amp; Management</u></b></p> <p>Assist the Director General, the Directors, TSC and the Provincial Education Officers to implement an effective performance management system, consistent with PSC and TSC or SBM guidelines and SWAp requirements for results-base management.</p> <p>Develop MoE staff performance assessment policy and guidelines that ensure staff are assessed regularly and promoted based performance results</p> <p>Supervise and monitor MoE staff bi-annual performance assessment for all staff of the MoE</p>	
10.11	<p><b><u>HRD Supervision and Management</u></b></p> <p>Supervise, manage and oversight the work of the HRD planning and scholarship officers, the legal and industrial officer and the unit's secretary/Typist</p> <p>Supervise appraised HRD staff performance on a monthly bases</p>	
10.12	<p>Perform other duties and responsibility as directed by the Director General</p>	
11	<p><b>Reports directly to Title of Post and Level only</b></p>	<p><b>12</b> <b>Directly supervises Title of Posts and level if any</b></p>
	<p>Director, Policy and Planning Services.</p>	<p>Two National HRD Planning Officers and two Education System HRD Officers</p>

<b>13</b>	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	<b>14</b>	<b>Occasional Internal Personal Contacts with...</b>
	Director General, Directors, Principals Education Officers, Principals and Head Teachers, Government Sectors, NGOs Advisors, Monitoring & Evaluation Officer, VEMIS Statistics Officer(s) Monitoring Officer School Mapping Officer Policy Development Officer Planning Officer		Other MoE officers Members of the Teaching Service.
<b>15</b>	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)	<b>16</b>	<b>Occasional External Personal Contacts with...</b>
	National Planning Office, Ministry of Finance, other government, donors and consulting advisors.		Various education boards and bodies within Vanuatu.
<b>17</b>	<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 educational planning and significant but indirect impact on long-term outcomes for the education system.
<b>18</b>	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.		Intensive workload demands; likely frequent travel.
<b>19</b>	<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)		Revision of existing job description.
<b>20</b>	<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.)		
<b>20.1</b>	<b>Qualification</b> the required qualification for the job e.g certificate, diploma, degree...		Degree. Post-Graduate qualification desirable.
<b>20.2</b>	<b>Special Business Education</b> refers to the field of study that would be preferable		Educational Planning, Business Management, or relevant discipline.
<b>20.3</b>	<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 5 years experience in a planning policy analysis or educational research environment; expertise in large-scale education administration.
<b>20.4</b>	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc		Policy development skills, Planning and coordinating skills; Management skills,

		Monitoring and evaluation skills, Report writing skills, Networking skills, Computer literate <del>insert some</del> Statistical expertise; strong interpersonal skills.
20.5	Thinking style e.g an analytical thinker, a practical thinker, creative thinker.....	Analytical and practical
20.6	Communication/ Interpersonal Skills list the skills required of this position	Proficient listening, reading, and oral communication skills. Excellent written communication.
20.7	Behavioural Competencies refers to the personal attributes or characteristics needed for the position.	High degree of integrity, professional, diligent, punctual.
20.8	Language "English , French and Bislama" is usual.	French, Bislama and English.
20.9		
1	<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>	
21.1	Prepared in the Ministry by ...	Name John J. Garoleo Sign  Date 02/ 06 /2014
21.2	Certified by or for the DG that the Post fits with any Corporate Plan, and is required.	Name Jesse Dick Joe Sign  Date 02/ 06 /2014
21.3	Checked by OPSC for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Name L. Rantes Sign  Date 24/ 6 /2014
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 <u>LAURENT REP</u> Sign      Date <u>24/06/2014</u> <b>SECRETARY</b> <b>OPSC</b>	