

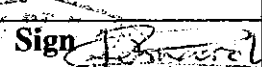
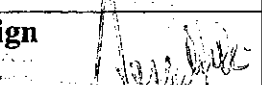
**Public Service Commission
Job Description Form**

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.

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| 1 | Job title | Senior Education System HRD Officer | |
| 2 | Post number Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post. | 3121 | |
| 3 | Level Suggested by Ministry and determined by PSC | Suggested by or for Director General.....G So 5.0 | |
| 4 | Ministry | Education | |
| 5 | Department | Policy and Planning | |
| 6 | Location Where the position is located | Port Vila | |
| 7 | Purpose "why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts. | Plans, develops and implements a range of training and development initiatives and programs for both teaching staff and administrators so as to foster the strategic development of staff competencies and career opportunities consistent with Government objectives and the needs of the Vanuatu education system. | |
| 8 | Key Result Areas (KRAs) refers to general areas of outcomes or outputs for which the post/role is responsible. | 9 | Key Performance Indicators (KPIs) refers to the quantifiable measurements that reflect the critical success of the KRAs. |
| 8.1 | Development of MoE HRD Policy Framework | 9.1 | <ul style="list-style-type: none"> • Staffing and capacity skill gaps identified and conducted and updated by August 2014 • MoE HRD Strategic Policy Plan produced by middle of 2014 • HRD Standard are developed by end of 2014 • HRD Unit Annual Plan, Work performance and Development completed by December each year • MoE HRD Annual Plan, Work performance and Development compiled and submitted to PSC by February each year • MoE HRM Policy is developed by 2015 • Develop HRM and HRD plan skills in the Public Service |
| 8.2 | Well develop HRD Unit budget and financial control | 9.2 | <ul style="list-style-type: none"> • HRD budget is reviewed and developed by May each year |
| 8.3 | Management of National Scholarships and training | 9.3 | <ul style="list-style-type: none"> • HRD needs for the economy are identified and reported in the Strategic Plan review |

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| | | | <ul style="list-style-type: none"> Scholarships are allocated based on the need of the economy by line ministries. |
| 8.4 | Development of National and MoE HRDIS Systems database | 9.4 | <ul style="list-style-type: none"> 70 % of line ministries including MoE employees personal information is recorded and filed to support National and MoE HRD plan by end of 2015 |
| 8.5 | Effective development of MoE HRD Training and Development database for short-term and long-term | 9.5 | <ul style="list-style-type: none"> Links are developed between training providers and employers 70% of training needs identification completed by end of 2014 70% of MoE staff and teachers are trained by 2020 70% of training outcomes achieved and recorded by 2020 All training provider's performance are monitored and evaluated regularly to update training provider database A data-base is created for training providers and trainees |
| 8.6 | Development of management action plan by mid-2015 | 9.6 | <ul style="list-style-type: none"> Management action plan developed, finalized and reported by end of 2015 |
| 8.7 | Effective MoE Institutional Capacity Assessment | 9.7 | <ul style="list-style-type: none"> Individual staff related cost completed by April of 2014 Structure and Job Descriptions reviewed updated and completed by June 2014. Staff are transferred from 2009 to 2014 structured by August 2014 |
| 8.8 | Effective monitoring and management of performance MOE | 9.8 | <ul style="list-style-type: none"> MoE Performance Assessment Policy completed by end of 2015 80% of MoE staff are appraised and assessed bi-annually by supervisors and HRD 80% of KRA and KPI are achieved Job Description are reviewed and updated MoE staff performance are monitored and evaluated regularly to update training schedule database |
| 8.9 | Effective HRD Unit staffing, supervision and management | 9.9 | <ul style="list-style-type: none"> HRD Unit staff performance is supervised and managed effectively on monthly bases each year |
| <p>Duties and responsibilities 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> | | | |

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| | Plans and conducts a range of training needs analyses addressing the competency requirements and present strengths of teachers in order to provide a sound basis for the development of training plans and programs, both in the provinces and at the headquarter | |
| 10.2 | Ensures training activities mainstream gender and equity policies | |
| 10.3 | Develops training strategies, plans and programs appropriate to the needs of the Ministries' and coordinates and guides their implementation. | |
| 10.4 | Monitors and evaluates the outcomes of training for the Ministry and maintains appropriate records. | |
| 10.5 | Manages the selection and contracting of specialist external trainers and monitors and evaluates their performance in delivering agreed training outcomes and value for money. | |
| 10.6 | Provides, or organise counterpart trainers where appropriate | |
| 10.7 | Arrange the design and development of special training course to meet the present skill needs of teachers and to develop them for future roles and to meet the objectives of the Ministries'. | |
| 10.8 | Provide a range of career path planning and advisory service for teachers and administrators. | |
| 10.9 | Provide a sound basis for human resource development planning by effective use of the HR management information system and identifying and communicating strategic HRD goals which reflects the emerging needs of the education system. | |
| 10.10 | Ensures effective funding and budget management of training and development programs by guiding staff development and planning and funds allocation and by securing adequate donor agency contributions. | |
| 10.11 | Develops a range of donor agency relationships appropriate to the training and development needs of the teaching staff including senior managers. | |
| 10.12 | Analyse and reports annually to the Director General and provides advice on future training needs | |
| 10.13 | Performs such other duties as directed by the Director General. | |
| 11 | Reports directly to Title of Post and Level only | 12 Directly supervises Title of Posts and level if any |
| | Director, Policy and Planning Services. | Education System HRD Officer |
| 13 | Frequent Internal Personal Contacts with... ("Internal" means within the Ministry) | 14 Occasional Internal Personal Contacts with... |
| | 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. |
| 15 | Frequent External Personal Contacts with... ("External" means other Ministries and the community) | 16 Occasional External Personal Contacts with... |
| | National Planning Office, Ministry of Finance, other government, donors and consulting advisors. | Various education boards and bodies within Vanuatu. |
| 17 | Impact of Decisions (a) Think of the decisions this Post makes without help on a regular basis | Strong impact on quality of corporate and educational planning and significant but |

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| | (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. | indirect impact on long-term outcomes for the education system. |
| 18 | Special Conditions e.g. if unusual work hours, equipment or travel is required. | Intensive workload demands; likely frequent travel. |
| 19 | Reason for Seeking Approval (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. |
| 20 | CRITERIAS TO BE SELECTED FOR THIS POST (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 | Qualification the required qualification for the job e.g certificate, diploma, degree... | Degree. Post-Graduate qualification desirable. |
| 20.2 | Special Business Education refers to the field of study that would be preferable | Educational Planning, Business Management, or relevant discipline. |
| 20.3 | Experience 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. |
| 20.4 | Special Skills 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 |
| 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 | | |
| 21 | ENDORSEMENT WITH NAME, SIGNATURE AND DATE | |
| 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 |

