

**Public Service Commission  
Job Description Form**

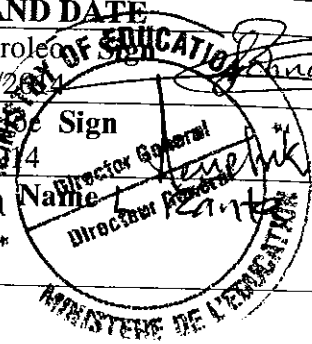
Ministry to prepare and request Approval by the Public Service Commission. Please contact the Performance Improvement Unit Staff of the office of the Public Service Commission if you need helping completing this form.

<b>1</b>	<b>Job title</b>	<b>Principal Education 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.	<b>3303</b>
<b>3</b>	<b>Level</b> Suggested by Ministry and determined by PSC	<b>Suggested by Director General . . . F Ps 5.6</b>
<b>4</b>	<b>Ministry</b>	<b>Education</b>
<b>5</b>	<b>Department</b>	<b>Education Service</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 develop, administer and provide support in the management and coordination of education policies, programmes, school administrative services and resources within the national Education system
<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>	Development of School administration, framework and procedures, Basic Education, Secondary Education, TVET in School, ECCE, Inclusive Education, Education in Emergency, Open Schooling Education, Examination and Assessment, SBM and National Curriculum policies within the Ministry are DevelopNationala cation policy.	<b>9.1</b> Basic and Secondary Education Policy, procedures and plans are implemented, reviewed and consolidated.
<b>8.2</b>	Supervise Education Strategic Plan and respective units' strategic plans	<b>9.2</b> 90-100% of all outputs of business plans are implemented successfully and evaluated.
<b>8.3</b>	Provide support for a greater collaboration in service-delivery at all levels including PEOs, EAs , schools and sponsored programmes	<b>9.3</b> <ul style="list-style-type: none"> <li>• Schools have sufficient, relevant and improved teaching/learning materials.</li> <li>• PEOs &amp; EAs have a systematic administrative hub and culture of managing change.</li> </ul>
<b>8.4</b>	Provide assistance to Directorate office in managing change and results.	<b>9.4</b> <ul style="list-style-type: none"> <li>• Analyses reports from PEOs, EAs and units' managers and are submitted on time</li> <li>• Governance and leadership roles are streamlined to effect quality outcomes at all levels of formal and non-formal education system</li> <li>• Appraisal and professional development are done for all units' staff, PEOs, EAs, ZCAs, SIOs and teachers.</li> <li>• Successful implementation of new curriculum</li> </ul>

			<p>materials by CDU</p> <ul style="list-style-type: none"> <li>• Regular review of impacts on schools' and department's administration and budgets.</li> <li>• Language policy implemented.</li> <li>• Department budget and VESP reports</li> </ul>
8.5	Coordinate and implement Language policy with the support of CDU, PEOs, EAs and department staff.	9.5	Vernacular languages and other three official languages are carefully use to enhance students' education at all levels of formal and non-formal education and training.
8.6	Monitor and evaluate national and provincial education programmes	9.6	Monitoring tools and designed, implemented and reviewed. <ul style="list-style-type: none"> <li>• Provincial Education Office and Education Authorities' are functional in compliance to Education Act.</li> </ul>
8.7	Support TSC on teachers' welfares and support services.	9.7	Teachers' welfares such as housing, payrolls, further trainings, etc. are coordinated for improvement of students' performances.
10	<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.		
10.1	Develop education policy to ensure a system of formal and non-formal schooling has been defined from K-Yr13.		
10.2	Coordinate, supervise and review department strategic plans with those from VESP and other national programmes.		
10.3	Coordinate and provide support for a systematic delivery of programmes on decentralized approaches at provincial and national levels through PEOs, EAs, schools and sponsored programmes		
10.4	Provide assistance in support for an effective and efficient manner to the Directorate's office in managing change and results on school programmes and projects.		
10.5	Coordinate and implement Language policy with the support of CDU, PEOs, EAs and department staff.		
10.6	Monitor and evaluate national and provincial education programmes. Evaluation is based on Provincial Education Office and Education Authorities' are functional in compliance to Education Act.		
10.7	Support TSC on teachers' welfares and support services within TSC hand book.		
10.8	Additional Duties Delegated by the Director General of Education		
11	<b>Reports directly to</b> Title of Post and Level only	12	<b>Directly supervises</b> Title of Posts and level if any
	Director via Coordinator		None
13	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	14	<b>Occasional Internal Personal Contacts with...</b>
	Coordinator, Director and Executive Secretary		Other Ministry officials, DG, Director Corporate Services Director, PEOs, ZCAs ad School Inspectors
15	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and	16	<b>Occasional External Personal Contacts with...</b>

	the community)	
	Other Government Department Officials, School Heads and Committees, Donor Partners and Agencies	Parents, Communities
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.	To improve performance and governance at Provincial and school levels in order to produce quality results from planned activities.
18	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	Travel outside workplace and work overtime when required
19	<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)	Sustaining previous post while strengthening Education Services Division under new 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...	Bachelor or Masters Degree
20.2	<b>Special Business Education</b> refers to the field of study that would be preferable	Education, or management and Public Administration or any related field of study
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	At least 5 years' experience Education administrative and management experience in teaching and education work.  Demonstrate capacity to lead, develop, and monitor Education policies and programs on a decentralized approach.  Good knowledge and understanding of current development and issues within the education sector.
20.4	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	Supervision skills, Research skills, Policy development skills, Report writing skills, Computer literate
20.5	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....	Articulate, analytical and creative thinker
20.6	<b>Communication/ Interpersonal Skills</b> list the skills required of this position	Must be able to work as a team member, colleague and leader with accommodating attitude.
20.7	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	Cooperative, Collegial and Team Builder
20.8	<b>Language</b> "English , French and Bislama" is	Bislama, English or French and knowledge of

	usual.	local dialects.
<b>21</b>	<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>	
<b>21.1</b>	Prepared in the Ministry by ...	Name John J. Garoleo Date 02/06/2014
<b>21.2</b>	Certified by or for the DG that the Post fits with any Corporate Plan, and is required.	Name Jesse Dickson Date 02/06/2014
<b>21.3</b>	Checked by OPSC for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Sign <i>[Signature]</i> Date 2/6/2014
<b>21.4</b>	<b>DECISION OF PUBLIC SERVICE COMMISSION</b>	
	Decision: <u>Approved</u> or Deferred or Amended      Date of Decision: .....	
	(Circle the appropriate Decision)	
	Name _____	Sign <i>[Signature]</i> Date 2/06/2014



**LAURENT REP  
SECRETARY  
OPSC**

