

## 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>National Early Childhood Care &amp; Education Coordinator (NECCE Coordinator)</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>3304</b>	
<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>Ministry of Education</b>	
<b>5</b>	<b>Department</b>	<b>Education Services</b>	
<b>6</b>	<b>Location</b> Where the position is located	<b>Ministry of Education, 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 be responsible for the management and coordination of planning, training and implementation of the Early Childhood Policy, curriculum, training, community engagement and registration of schools. To support VESP implementing partner to enhance ECCE across Vanuatu.	
<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>	Well developed, implemented and reviewed ECCE policy, plans and programs and project (including VESP- ECCE) for the next five to ten years.	<b>9.1</b>	<ul style="list-style-type: none"> <li>• ECCE policy developed and successfully implemented in Kindergartens</li> <li>• ECCE policy reviewed completed by 2014</li> <li>• Piloting partner are supported in implementing ECCE policy results in all pilot areas.</li> </ul>
<b>8.2</b>	Development of ECCE strategic and Annual Work Plan	<b>9.2</b>	<ul style="list-style-type: none"> <li>• ECCE Strategic Plan completed</li> <li>• Annual work plan completed and approved by January and July 2014</li> </ul>
<b>8.3</b>	Development, management and coordination of ECCE Annual Budget	<b>9.3</b>	70% of financial outcomes are transparent, accountable and results are achieved
<b>8.4</b>	Well coordinated ECCE Development Plans and Activities	<b>9.4</b>	80% of ECCE development accomplished
<b>8.5</b>	Efficient and effective management and coordination of 6 provincial ECCE coordinators, key teachers, and community coordinators and ECCE Activities	<b>9.5</b>	Staff performance are assessed and 80% ECCE activities implemented and assessed
<b>8.6</b>	Effective training of teachers, monitoring and assessment showcase children's improvement of literacy and numeracy and strong involvement of parents in schools.	<b>9.6</b>	<ul style="list-style-type: none"> <li>• 90% of children 0 to 3 years of age and parents are supported in VESP ECCE Piloted coordination programme</li> <li>• Pilot coordination program is supported by the Ministry of Health.</li> <li>• Different ECCE models are piloted</li> </ul>
<b>8.7</b>	Well strategic alliances coordination with	<b>9.7</b>	Increased strategic partnerships are established and

	donors, non governmental agencies, and other ministries and Vanuatu is show cased in the Pacific as an exemplary ECCE programme.		maintained with donors, the implementing partner, the VESP managing contractor, VEJA, APTC, PRC4ECCE, ARNEC and community groups.
8.8	Effective regular monitoring of VESP-ECCE implementation budget Provide regular monitoring, assessment and evaluation of curriculum, training of teachers and parental engagement.	9.8	<ul style="list-style-type: none"> <li>90% of activities budgeted, training and curriculum results are achieved</li> <li>Access and parental engagement is increased by 80%.</li> <li>All ECCE Teachers and Provincial coordinators trained and supported</li> </ul>
8.9	Provide monthly, quarterly and annual Reporting	9.9	Reports are completed as required and handed in on time.
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 and implement ECCE policy		
10.2	Review the ECCE policy after four years period		
10.3	Develop ECCE strategic and Annual Work Plan with Education Service		
10.4	Liaise with Director on ECCE Development Plans and Activities		
10.5	Manage and coordinate the Implementation of ECCE Policy, plans and programs and project (including VESP- ECCE) for the next five to ten years.		
10.6	Train and ensure implementation of ECCE curriculum, ECCE resources, training for teachers, engagement of parents and communities, registration of Kindys and provision of safe places for children.		
10.7	Manage ECCE Implementation and coordination of 6 provincial coordinators, key teachers, Community Coordinators and other ECCE staff and volunteers. Work closely with Technical Advisor.		
10.8	Manage and coordinate the Implementation of ECCE Policy, plans and programs and project (including VESP- ECCE) for the next five to ten years.		
10.9	Review of ECCE staffing yearly to ensure coordination, engagement and continuous improvement in ECCE.		
10.10	Assess and appraise the performance of ECCE staff within the Ministry of Education in line with human resources management unit.		
10.11	Support the monitoring, evaluation and assessment of curriculum, training of teachers and parental engagement.		
10.12	Pilot a VESP programme to support children 0 to 3 years of age and parents in coordination with the Ministry of Health.		
10.13	Pilot different models of ECCE like play spaces, home learning centres, parental and children's literacy circles		
10.14	Ensure a smooth transition for children to grade one.		
10.15	Ensure access and parental engagement is strong in support of education for young children		
10.16	Coordinate strategic alliances with donors, non governmental agencies, and other ministries.		
10.17	Regular monitoring of VESP-ECCE implementation budget		
10.18	Provide monthly, quarterly and annual Reporting to PEO, Director and M & E Officers.		
11	<b>Reports directly to</b> Director Education Services	12	<b>Directly supervises</b> Assistant Early Childhood Officer
13	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	14	<b>Occasional Internal Personal Contacts with...</b>

	Director Education Services, Basic Education staff, Inclusive Education, Finance Officers, HRD unit, Volunteers with ECCE programme, Implementing Partner to VESP	VITE, Other officers within the Ministry, Minister of Education, Director General, MoH, TVET in School, Education Disaster Committee.
<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>
	Other Government Departments, Early Childhood Association [Eli Jaelhud Asosiesen], APTC, Save the Children Vanuatu, World Vision, Donor Partners (UNICEF), Provincial Early Childhood Coordinators, PEOs, MoH	International Organizations and Donors, VSA Office.
<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.	To ensure that Early Childhood Education gain prominence within the Ministry's overall future plan and young children increase their literacy and numeracy skills
<b>18</b>	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	Work extra hours when requested
<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)	Strengthening Existing Post
<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
<b>20.2</b>	<b>Special Business Education</b> refers to the field of study that would be preferable	Psychology or Education administration with in-depth background in Early Childhood Education Development
<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	At least 3 years in Early Childhood Education, preferably in administration and policy
<b>20.4</b>	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	Supervision skills, Research skills, Policy writing skills, Coordination skills, Liaison skills, Training skills, Reporting skills, Computer Literate
<b>20.5</b>	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker....	Analytical Thinker
<b>20.6</b>	<b>Communication/ Interpersonal Skills</b> list the skills required of this position	Able to work with other people Good verbal and written communication skills
<b>20.7</b>	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	High degree of integrity, reliable, diligent, punctual
<b>20.8</b>	<b>Language</b> *English , French and Bislama* is usual.	English or French, literate in bislama
<b>21</b>	<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>	