

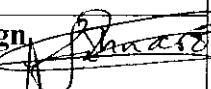
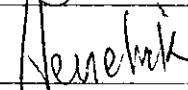
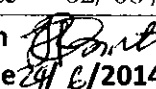
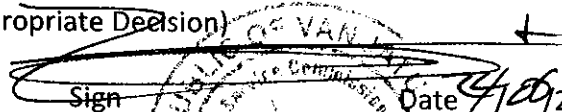
**Public Service Commission  
Job Description Form**

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>Coordinator for TVET in School</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>3315</b>	
<b>3</b>	<b>Level Suggested by Ministry and determined by PSC</b>	<b>Suggested by the Director General... G So 5.0</b>	
<b>4</b>	<b>Ministry</b>	<b>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</b>	
<b>7</b>	<b>Purpose</b>	To oversee the development and implementation of TVET in School program	
<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>	Develop, implement and review TVET in School Policy	<b>9.1</b>	<ul style="list-style-type: none"> <li>Awareness and consultation on TVET in school concept</li> <li>Tvet in School Policy Developed and implemented</li> <li>Quality management system for TVET in School developed</li> </ul>
<b>8.2</b>	To develop and implement strategic and annual development plans for TVET in School	<b>9.2</b>	<ul style="list-style-type: none"> <li>TVET in School strategic plan developed and implemented</li> <li>Annual work plan for TVET in School developed and implemented</li> </ul>
<b>8.3</b>	Develop and Manage TVET in School annual budget	<b>9.3</b>	<ul style="list-style-type: none"> <li>Annual activities costed</li> <li>Annual budget developed and managed</li> </ul>
<b>8.4</b>	Research, identify and improve TVET courses in schools	<b>9.4</b>	<ul style="list-style-type: none"> <li>Training needs analysis conducted in schools</li> <li>TVET courses offered in schools identified and Improvement plans developed and implemented</li> </ul>
<b>8.5</b>	Coordinate the development of TVET in school course curriculum	<b>9.5</b>	<ul style="list-style-type: none"> <li>Course competency standards and learning resources developed</li> </ul>
<b>8.6</b>	Ensure quality TVET courses offered in schools	<b>9.6</b>	Quality TVET program offered in schools through; <ul style="list-style-type: none"> <li>Registered schools offer TVET programs</li> <li>Accredited courses offered in schools</li> <li>Qualified TVET teachers/trainers teach TVET courses in schools</li> </ul>

			<ul style="list-style-type: none"> <li>• Delivery and assessment of courses are coordinated and managed</li> <li>• Conducting internal audit for quality compliance purposes</li> </ul>
8.7	Liase with schools and donors for upgrading of facilities, tools equipments and learning resources	9.7	<ul style="list-style-type: none"> <li>• Appropriate tools equipments and learning resources used to offer TVET programs</li> <li>• TVET resources are upgraded through local and donor funding</li> </ul>
8.8	Coordinate and develop TVET in school pathways	9.8	<ul style="list-style-type: none"> <li>• TVET in school pathways developed and implemented</li> </ul>
8.9	To ensure that culturally inclusive education is implemented as supplement to National Curriculum	9.9	<ul style="list-style-type: none"> <li>• Cultural Technology is taught in Primary Schools</li> </ul>
8.10	Report and advice Director on TVET in school development	9.10	<ul style="list-style-type: none"> <li>• Produce and compile monthly, quarterly and annual reports</li> </ul>
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, implement and review Tvet in School Policy		
	Develop quality management system for the program		
10.2	Develop a strategic and annual plans to implement the TVET in school policy		
10.3	Costing annual activities and develop Annual Budget		
10.4	Conduct training needs analysis and establish appropriate TVET courses for schools based on school capacity, community needs, provincial plans		
	Research and take stock/inventory of schools that implement Technology courses and provide plan for improvement		
10.5	Coordinate and develop TVET in school curriculum		
10.6	Liase with schools and donors for upgrading of facilities, tools equipments and learning resources		
10.7	Coordinate trainings for TVET in school teachers and trainers		
10.8	Visit schools to monitor TVET in school programs		

	Support the delivery and assessment of TVET program in schools	
10.9	Coordinate certification and pathways for the TVET in school program graduates	
10.10	Liaise with Director about workshops, meetings and training needs	
10.11	Carry out other duties and responsibilities as required by the Director	
10.12	Provide monthly, quarterly and annual report to assess TVET in school program developments	
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	None
13	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	14 <b>Occasional Internal Personal Contacts with...</b>
	Director and other officers within Education Services Department	Director General and other officers of the Ministry
15	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)	16 <b>Occasional External Personal Contacts with...</b>
	Teachers, ZCAs and Inspectors, VIT and VITE administrations	Other Government Departments and Donors
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.	Improvement of TVET program in schools. Also, to provide equitable livelihood skills to students so that when they leave school they will have skills that can help them further their career path.
18	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	Be able to travel and carry out extra duties
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)	Revising existing Job Description to improve service
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 but Degree is desirable
20.2	<b>Special Business Education</b> refers to the field of study that would be preferable	Have experience in TVET and Technology Curriculum
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,	3 to 5 years in Tertiary Education. Demonstrate capacity to implement TVET

	communicating, advising, managing resources, writing reports, advising clients, doing similar type of work etc	and tertiary related policies in schools.
20.4	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	Creative and willing to learn and adapt to new knowledge
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	Team Builder, and relates to others well
20.7	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	Cooperative, reliable and hard working
20.8	<b>Language</b> "English , French and Bislama" is usual.	English or French
21	<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>	
21.1	<b>Prepared in the Ministry by ...</b>	Name John J. Garoleo Sign  Date 02/ 06 /2014
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 Sign  Date 02/ 06 /2014
21.3	<b>Checked by OPSC</b> for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Sign  Name L. Rantes 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 _____ Sign  Date 24/06/2014	

**LAURENT REP  
SECRETARY  
OPSC**

