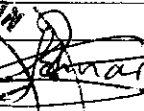
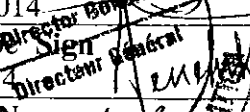
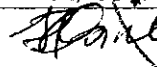
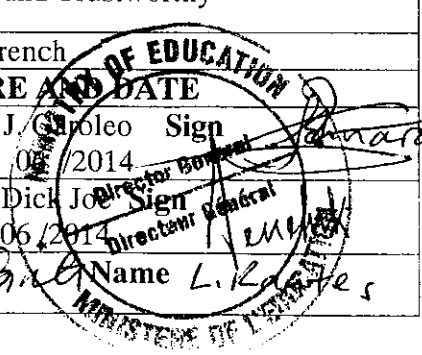


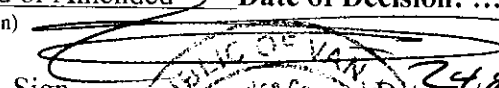
## Public Service Commission Job Description Form

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 Inclusive Education</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>3316</b>		
<b>3</b>	<b>Level</b> Suggested by Ministry and determined by PSC	<b>Suggested by the Director General ... H Os 4.3 Determined PSC...</b>		
<b>4</b>	<b>Ministry</b>	<b>Education</b>		
<b>5</b>	<b>Department</b>	Education Services		
<b>6</b>	<b>Location</b> Where the position is located	Ministry of Education		
<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 coordinate all activities relating to matters to address children with special needs in schools		
<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>	To assist in formulating a policy guideline to address Inclusive Education in Vanuatu	<b>9.1</b>	A Policy is in place and implemented	
<b>8.2</b>	To coordinate and undertake training in Provinces and Schools on Inclusive Education Matters	<b>9.2</b>	That schools have internal practices in place to cater for children with special needs	
<b>8.3</b>	To advice Director on Inclusive Education Matters	<b>9.3</b>	The Director is informed on Inclusive Education Development in Vanuatu	
<b>8.4</b>	To liaise with CDU and Exams on such matters relating to Inclusive Education	<b>9.4</b>	CDU and Exams account for children with special needs	
<b>8.5</b>	To Represent the Department on Disaster matters	<b>9.5</b>	Represent and update the Director and DG on disaster preparedness plans, policies and action	
<b>8.6</b>	Plan and Present budget proposals for Inclusive Education	<b>9.6</b>	Reports on activities and expenditures are presented	
<b>10</b>	<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.			
<b>10.1</b>	To assist in policy formulation and implementation			
<b>10.2</b>	To represent the Ministry in National and Regional workshops and meetings on Inclusive Education			
<b>10.3</b>	Coordinate Inclusive Education Activities			
<b>10.4</b>	Liaise with CDU and Exams Unit to address adequately children with special needs			
<b>10.5</b>	Liaise through the Director plans for the improvement of Inclusive Education Action Plan and policy			
<b>10.6</b>	Attend disaster meetings called for by the NDMO			
<b>10.7</b>	Prepare and plan budgets to cater for Inclusive Education Activities in Vanuatu			
<b>11</b>	<b>Reports directly to</b> Title of Post and Level only	<b>12</b>	<b>Directly supervises</b> Title of Posts and level if any	
	Director Education Services		School Research Officer	

<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 Education Services, Coordinator Secondary Education, Coordinator Basic Education, Coordinator Pre-school, Coordinator TVET in School, PEO Exams, PEO CDU	Minister of Education, Director General of Education, Director Corporate Services
<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>
	Provincial Education Boards, Education Authorities, Schools, Donor Partners (UNICEF, etc)	Other Government Departments, Community Leaders, NGOs
<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.	Improve equitable service to children with special needs
<b>18</b>	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	None
<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)	To meet regional and international conventions on the rights of children
<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...	Experience in Inclusive Education and Training
<b>20.2</b>	<b>Special Business Education</b> refers to the field of study that would be preferable	At least training in Inclusive Education
<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	3 years in the similar job
<b>20.4</b>	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	Communication, Computer Literate
<b>20.5</b>	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....	Practical Thinker
<b>20.6</b>	<b>Communication/ Interpersonal Skills</b> list the skills required of this position	Relate and open to all people regardless of ability
<b>20.7</b>	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	Cooperative and Trustworthy
<b>20.8</b>	<b>Language</b> "English , French and Bislama" is usual.	English or French
<b>21</b>	<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>	
<b>21.1</b>	<b>Prepared in the Ministry by ...</b>	Name John J. Choleo Sign  Date 02/06/2014
<b>21.2</b>	<b>Certified by or for the DG</b> that the Post fits with any Corporate Plan, and is required.	Name Jesse Dick Joel Sign  Date 02/06/2014
<b>21.3</b>	<b>Checked by OPSC</b> for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Sign  Name L. R. R. R.



		Date / /2014
21.4	<b>DECISION OF PUBLIC SERVICE COMMISSION</b>	
	<b>Decision:</b> <u>Approved</u> or Deferred or Amended <b>Date of Decision:</b> ..... (Circle the appropriate Decision)	
Name	 Sign	Date <u>24/06</u> /2014

**LAURENT REP  
SECRETARY  
OPSC**

