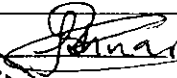
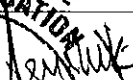
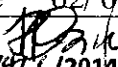
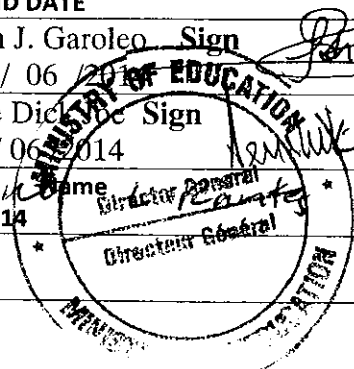


## Public Service Commission Job Description Form

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>Literacy 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>3347</b>	
<b>3</b>	<b>Level</b> Suggested by Ministry and determined by PSC	<b>Suggested by the Director General... H Os 4.3</b>	
<b>4</b>	<b>Ministry</b>	<b>Education</b>	
<b>5</b>	<b>Department</b>	<b>Curriculum Development Unit</b>	
<b>6</b>	<b>Location</b> Where the position is located	<b>Port Vila</b>	
<b>7</b>	<b>Purpose</b> <small>"why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts.</small>	With the current focus on k-3 in the VESP project a key area of work will be on improving literacy levels	
<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>	Effective development of annual work plan	<b>9.1</b>	Work plan completed by December each year
<b>8.2</b>	Well detail development and implementation of Literacy Policy and Literacy program for targeted group	<b>9.2</b>	<ul style="list-style-type: none"> <li>• Literacy Policy completed and implemented before end of 2014</li> <li>• Literacy program completed and implemented by mid 2014</li> </ul>
<b>8.3</b>	Supervision and co-ordinate of the delivery of literacy programs, approaches and resources to schools	<b>9.3</b>	Schools established literacy programs, teachers are trained in the approaches to teaching literacy and schools have resources to support literacy programs
<b>8.4</b>	Develop materials/ resources to assist teachers in the effective implementation of literacy and literacy programs in schools	<b>9.4</b>	Resources and materials to support literacy are evident in schools.
<b>8.5</b>	Work closely with ISU, VITE to develop training programs that focus on current approaches to the teaching of literacy	<b>9.5</b>	Training programs developed and implemented in schools.
<b>8.6</b>	Work with EAU to develop user-friendly reports for principals and teachers on literacy achievement assessment instruments	<b>9.6</b>	A data sheet developed within VEMIS. Principals and teachers trained and supported in interpretation of data and findings.
<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>	Develop, review and implement literacy policy in the new curriculum design to improve literacy standard for Vanuatu		
<b>10.2</b>	Develop literacy program to implement literacy policy for students and teachers in all schools		
<b>10.3</b>	Established a mechanism for reviewing of the program and policy on annual basis		
<b>10.4</b>	Develop an annual plan on how to roll out the literacy policy and program		
<b>10.5</b>	Support the implementation of the English language syllabus with a key focus on approaches to literacy in schools.		
<b>10.6</b>	Work with related stakeholders to develop materials/ resources to support the teaching of literacy.		
<b>10.7</b>	Work closely with ISU, VITE to develop training programs that focus on current approaches to the		

	teaching of literacy	
10.8	Work with EAU to develop user -friendly reports for principals and teachers on literacy achievement (drawn from EGMA, VANSTA, PILNA data).	
10.9	Assist teachers via training and material/ resource development to develop appropriate intervention strategies in their classroom for students identified as being at risk	
10.10	Carry out other responsibilities as requested by the Director and Director General	
11	<b>Reports directly to</b> Title of Post and Level only	12 <b>Directly supervises</b> Title of Posts and level if any
	SEO Curriculum Development Unit	
13	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	14 <b>Occasional Internal Personal Contacts with...</b>
	ISU, VITE, EAU, Zone Curriculum Advisors	
15	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)	16 <b>Occasional External Personal Contacts with...</b>
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.	
18	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	Unusual working hours
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)	New Position for Approval
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...	A teaching qualification, preferably a degree (Primary), however those candidates with a diploma may be considered
20.2	<b>Special Business Education</b> refers to the field of study that would be preferable	Sound knowledge of approaches to teaching Literacy
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	Experience in teacher professional development and development of training programs for teachers Experience of literacy materials and resource development
20.4	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	
20.5	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....	Creative thinker able to develop range of solutions to literacy issues in schools.
20.6	<b>Communication/ Interpersonal Skills</b> list the skills required of this position	Effective interpersonal communication and facilitation skills
20.7	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	A strong team player able to work independently
20.8	<b>Language</b> "English , French and Bislama" is usual.	Language requirement- English /French/ or Bislama- a combination of two languages would be desirable.
21	<b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>	
21.1	<b>Prepared in the Ministry by ...</b>	<b>Name</b> John J. Garoleo <b>Sign</b>  <b>Date</b> 02/ 06 /2014
21.2	<b>Certified by or for the DG</b> that the Post fits with any Corporate Plan, and is required.	<b>Name</b> Jesse Dickson <b>Sign</b>  <b>Date</b> 02/ 06 /2014
21.3	<b>Checked by OPSC</b> for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	<b>Sign</b>  <b>Date</b> 29/ 6 /2014
21.4	<b>DECISION OF PUBLIC SERVICE COMMISSION</b>	



Decision: Approved or Deferred or Amended      Date of Decision: .....  
(Circle the appropriate Decision)

Name

Sign

Date 27/06/2014

**LAURENT REP  
SECRETARY  
OPSC**

