

## 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>Provincial Pre-School and Special Education Co-ordinator (x6)</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>3403 – 3408</b>		
<b>3</b>	<b>Level</b> Suggested by Ministry and determined by PSC	<b>Suggested by or for the Director General... H Os 4.0</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>Province</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 manage, co-ordinate and provide professional support to provincial pre-school programs, implementation, administration to deal with matters related to special education.		
<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 Annual Work Plan and Work Performance and Development Plan	<b>9.1</b>	<ul style="list-style-type: none"> <li>• Annual work plan and WP&amp;DP completed</li> <li>• Visits carried out</li> </ul>	
<b>8.2</b>	Effective costing of annual activities	<b>9.2</b>	Provincial Pre-School Budget produced	
<b>8.3</b>	Effective implementation of ECCE curriculum	<b>9.3</b>	ECCE curriculum is implemented and monitored	
<b>8.4</b>	Effective implementation of ECCE policy	<b>9.4</b>	ECCE policy implemented and monitored	
<b>8.5</b>	Development and administration of all ECCE special education programs/ assessment and monitoring tools	<b>9.5</b>	ECCE tools developed and administered	
<b>8.6</b>	Capacity development of Key teacher	<b>9.6</b>	Training of Pre-School key teachers completed	
<b>8.7</b>	Provide timely report	<b>9.7</b>	Quarterly and Annual reports completed and submitted	
<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 develop Provincial Pre-School Annual Work Plan and Work Performance and Development Plan that will guide his cause of action			
<b>10.2</b>	To cost the activities in the annual work plan in order to give budget for the following year			
<b>10.3</b>	Ensure ECCE curriculum is implemented effectively at the Pre- School level in the provinces			
<b>10.4</b>	Ensure ECCE policy is implemented effectively and able to provide feedback on the implementation			
<b>10.5</b>	To monitor and evaluate the progress of all Pre-School activities and official programs			
<b>10.6</b>	To supervise and co-ordinate Provincial Pre-School activities			
<b>10.7</b>	To ensure satisfactory implementation of Pre-School official programs.			
<b>10.8</b>	To assist the Provincial Planning and Development Officer in collecting statistical data and			

	ensure that accurate information are sent to the Ministry.	
10.9	To organise and follow up in-service training for pre-school teachers.	
10.10	To train and supervise primary and pre-school teachers to identify children physical and mental disabilities and to assist teachers in providing supervision to slow learners. Capacity development of Key teacher	
10.11	Work in close collaboration with NGO's in matters related to early child hood and special education.	
10.12	Provide timely report	
10.13	To assume all other duties as directed by the 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
	Provincial Education Officer and National ECCE Coordinator	Special Education Base Centre who are identified by the NGO and Pre-school Advisory team and teachers
13	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	14 <b>Occasional Internal Personal Contacts with...</b>
	PPSO, SEO PSSE, Provincial Office Staff	Pre-school teachers, MoE Officers
15	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)	16 <b>Occasional External Personal Contacts with...</b>
		Provincial Education Board, other NGO's
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.	Direct impact on improved quality and standard of Pre-school and special Education in accordance with government policy
18	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	Travelling and frequent overtime
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)	Existing post
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...	Early Child-hood Development Diploma
20.2	<b>Special Business Education</b> refers to the field of study that would be preferable	Knowledge in Child psychology will be an advantage
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	5 years teaching experience preferably in special or pre-school education
20.4	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	Management and planning skills. High level communication skills
20.5	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....	Strong interpersonal skills
20.6	<b>Communication/ Interpersonal Skills</b> list the skills required of this position	An analytical thinker and practical thinker
20.7	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	Dedicated and trustworthy
20.8	<b>Language</b> "English , French and Bislama" is usual.	Bislama, French or English
20.9		

<b>21</b>		
<b>21.1</b>	<b>Prepared in the Ministry by ...</b>	Name John J. Garoleo 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 Dickson 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).	Name Li Ranta Date 1/2014
<b>21.4</b>	<b>DECISION OF PUBLIC SERVICE COMMISSION</b>	
	Decision: <u>Approved</u> or Deferred or Amended (Circle the appropriate Decision)	
	Date of Decision: ..... +/-	
	LAURENT REP Name SECRETARY OPSC Sign	Date 27/06/2014

