

**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>Principal TVET</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>3502</b>
<b>3</b>	<b>Level</b> Suggested by Ministry and determined by PSC	<b>Suggested by or for Director General ...F Ps 5.6</b>
<b>4</b>	<b>Ministry</b>	<b>Ministry of Education and Training</b>
<b>5</b>	<b>Department</b>	<b>Tertiary Education</b>
<b>6</b>	<b>Location</b> Where the position is located	<b>Port 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.	Implement and review Ministerial policies through the coordination, development, and evaluation of programs and services in the areas of technical and vocational education and training
<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>8</b> <b>Key Performance Indicators (KPIs)</b> refers to the quantifiable measurements that reflect the critical success of the KRAs.
<b>8.1</b>	Programs and services for TVET nationwide are effective, quality based, equitable and relevant.	<b>8.1</b> <ul style="list-style-type: none"> <li>• Implementation of the National TVET Policy and National HRD Strategy.</li> <li>• Improvement of access and quality of TVET.</li> <li>• Effective operations of the Vanuatu Qualifications Authority (VQA).</li> <li>• Effective operations of provincial TVET Centre network.</li> <li>• Strengthened working partnership arrangements with existing formal and non-formal TVET providers</li> </ul>
<b>8.2</b>	Appropriate allocation of funding to ensure effective TVET service delivery.	<b>8.2</b> <ul style="list-style-type: none"> <li>• Budgetary requirements are complied with, to ensure funding is available for annual operations of TVET programs and the TVET Centre network.</li> </ul>
<b>8.3</b>	National TVET Policy Implementation Plan is implemented in collaboration with key stakeholders such as VRDTCA, VIT, VQA, other supporting partners	<b>8.3</b> <ul style="list-style-type: none"> <li>• Roles and responsibilities of each stakeholder are clearly defined and implemented</li> <li>• Improvement in quality of delivery of TVET programs</li> <li>• Improvement in access to TVET programs by ensuring equitable access to TVET in rural remote areas, and by women and people with disabilities.</li> </ul>

8.4	The coordination and management of TVET sector is strengthened at both the central and provincial level.	8.4	<ul style="list-style-type: none"> <li>• Strong effective policy coordination, support and implementation for TVET.</li> <li>• A national TVET system is established and developed with proper regulations and policies in place.</li> <li>• Provincial TVET Centres operating as focal points for coordinating training in response to provincial economic development priorities.</li> </ul>
8.5	Appropriate, effective programs & services for training are continually enhanced by strengthening the work of statutory bodies, i.e. VQA, VIT and other stakeholders.	8.5	<ul style="list-style-type: none"> <li>• The National TVET Policy Implementation Plan is reviewed.</li> <li>• Implementation of VQA Act.</li> <li>• Strategic review of VIT and implementation of VIT Act.</li> </ul>
9	<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.		
9.1	<b>Sector Specific Policy and Planning Development</b> <ul style="list-style-type: none"> <li>• Develop, implement, monitor and evaluate the Department's TVET policies.</li> <li>• Provide information and advice for Preparation of Corporate and Business Plans for the Department and provide input for the Annual Report on services and programs.</li> <li>• Ensure clear understanding and adoption of all Departmental policy by staff and monitor policy compliance.</li> </ul>		
9.2	<b>Research</b> Facilitate and support collaborative efforts to create appropriate guidelines for research in the areas of TVET by keeping abreast of national and international trends and developments.		
9.3	<b>Coordination of programs and services</b> Liaise with external and internal partners to ensure proper coordination of programs and services among training providers, agencies and stakeholders.		
9.4	<b>Management and Consultation</b> <ul style="list-style-type: none"> <li>• Provide leadership for the Ministry through the management, development and motivation of staff within the Department.</li> <li>• Consult in a pro-active manner and foster cooperation with all internal and external stakeholders.</li> <li>• Create staff development opportunities and provide access to training for all Departmental staff.</li> </ul>		
9.5	<b>Quality Assurance and Regulation</b> <ul style="list-style-type: none"> <li>• Ensure adequate reporting and monitoring of performance to achieve policy objectives and critical analysis of Government policy and programs.</li> <li>• Regulate training partner agencies working to strengthen the governance, accountability and transparency of their operation in keeping with PAA/PLAS standards.</li> </ul>		
9.6	<b>Advice and support</b> <ul style="list-style-type: none"> <li>• Provide timely and professional advice, information and support to the Director, Tertiary Education, Director – General, the Department and the Ministry on matters relating to TVET issues.</li> <li>• Provide representation, advice and support to the VQA and all other statutory bodies and</li> </ul>		

	agencies working within the Ministry's mandate.	
<b>9.7</b>	<b>Resource Allocation and Budget Monitoring</b>	
	<ul style="list-style-type: none"> <li>Coordinate and monitor the resources of the Department appropriately following Ministry guidelines and ensuring transparent and accountable practice.</li> <li>Manage the operations of the National Training Fund (when established) and ensure equitable allocation of funds to Provincial TVET Centres to support the delivery of accredited training and business development support services that directly target skill demands which support provincial economic development.</li> <li>Assist the Director General with departmental budget preparation, allocation and monitoring of expenditure.</li> </ul>	
<b>9.8</b>	<b>Equity</b>	
	Ensure access to programs and services for equity groups such as women, people with disability, those living in isolated communities and youth at risk by developing, monitoring and evaluating Department programs and services on an ongoing basis.	
<b>9.9</b>	Other duties as directed by the Director, Tertiary Education or by the Director General of MoET	
<b>10</b>	<b>Reports directly to</b> Title of Post and Level only	<b>11</b> <b>Directly supervises</b> Title of Posts and level if any
	Director – Tertiary Education	Senior Provincial Service Delivery Officer Senior Training Provider Support Officer Senior Trainer Training Officer
<b>12</b>	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	<b>13</b> <b>Occasional Internal Personal Contacts with...</b>
	All of the above and other staff with the Department and Ministry including the Minister and the Minister's political advisors and the Director Policy, Planning and Administration	Subordinates of the Department including junior officers and support staff
<b>14</b>	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)	<b>15</b> <b>Occasional External Personal Contacts with...</b>
	DESPPAC and other Ministries mainly Co-operatives and Business Development, Health, Internal Affairs, Tourism, Agriculture, Quarantine, Forestry and Fisheries Donor agencies and consulting advisers Public and private TVET providers and NFE providers VQA VNTC, VRDTCA, VANGO	Other NGO partners i.e. VNYC, Young People's Project, FSP, SCA Vanuatu Office, YCI and relevant others
<b>16</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.	<ul style="list-style-type: none"> <li>Will impact on the entire operation of the Ministry of Education and Training at national and provincial level.</li> </ul>
<b>17</b>	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	<b>Nil</b> Must work odd hours and be prepared to travel to the Provinces frequently
<b>18</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	The Principal TVET will be responsible for the implementation of the COM approved

	responsibilities)	National TVET Policy for the Ministry. The position is a new position within the restructured Ministry of Education and Training.
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<b>19</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>19.1</b>	<b>Qualification</b> the required qualification for the job e.g certificate, diploma, degree...	Relevant tertiary qualifications at Degree level or higher
<b>19.2</b>	<b>Special Business Education</b> refers to the field of study that would be preferable	Studies in TVET sector management would be an advantage
<b>19.3</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	Extensive experience (10 years or more) working at senior management level. Must have some Knowledge of TVET issues with strong financial and human resource management.
<b>19.4</b>	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	National policy development and implementation, partnership building, facilitation and liaison, research, planning and report writing.
<b>19.5</b>	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....	An analytical thinker
<b>19.6</b>	<b>Communication/ Interpersonal Skills</b> list the skills required of this position	Highly developed presentation and negotiation skills
<b>19.7</b>	<b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.	High integrity, hardworking, reliable, punctual and team player.
<b>19.8</b>	<b>Language</b> "English , French and Bislama" is usual.	English, French, Bislama

**20 ENDORSEMENT WITH NAME, SIGNATURE AND DATE**

<b>20.1</b>	<b>Prepared in the Ministry by ...</b>	Name John J. Gafoloko Date 02/ 06 /2014
<b>20.2</b>	<b>Certified by or for the DG</b> that the Post fits with any Corporate Plan, and is required.	Name Jesse D. Joe Date 02/ 06 /2014
<b>20.3</b>	<b>Checked by OPSC</b> for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Sign [Signature] Date 27/ 6/2014

**20.4 DECISION OF PUBLIC SERVICE COMMISSION**

Decision: Approved or ~~Deferred~~ or ~~Amended~~ Date of Decision: .....

(Circle the appropriate Decision)

**LAURENT REP**  
Name  
**SECRETARY**  
OPSC

Sign [Signature] Date 27/06/2014

