

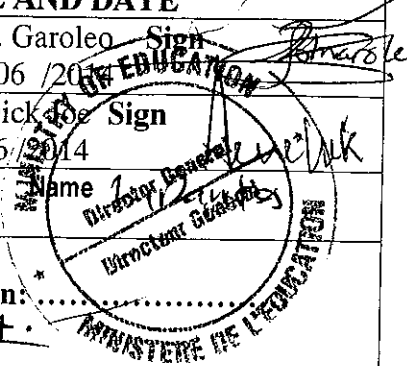
## Public Service Commission Job Description Form

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>Senior Trainer Training 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>3503</b>   |
| <b>3</b>   | <b>Level</b> Suggested by Ministry and determined by PSC   | <b>Suggested by or for Director General . . . . H Os 4.3</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.  | Build the capability and quality of the TVET teacher and manager workforce through the effective management of the Institutes involved in delivering both TVET teaching and vocational competencies and through the establishment of a continuing professional development (CPD) system.  |
| <b>8</b>   | <b>Key Result Areas</b> (KRAs) refers to general areas of outcomes or outputs for which the post/role is responsible.  | <b>8</b> <b>Key Performance Indicators</b> (KPIs) refers to the quantifiable measurements that reflect the critical success of the KRAs.  |
| <b>8.1</b> | Improved quality of TVET teacher/manager workforce through training programs and the certification of TVET trainers and managers   | <b>8.1</b> <ul style="list-style-type: none"> <li>• Effective management of Institutes managing the delivery of teacher/trainer programs.</li> <li>• Management of accurate data collection and preparation of regular monitoring and evaluation reports relating to TVET teacher qualifications and professional development.</li> </ul> |
| <b>8.2</b> | Establishment of a TVET teacher/manager continuing professional development (CPD) system to ensure the ongoing skill development of the TVET training workforce  | <b>8.2</b> <ul style="list-style-type: none"> <li>• Accredited training and CPD activities established and supported in the Lead Institute and a range of TVET training providers.</li> <li>• Increased numbers of teachers and managers undertaking accredited professional development activity.</li> </ul>                             |
| <b>8.3</b> | Monitoring and evaluation systems established to collect relevant data relating to TVET teacher quality and certification  | <b>8.3</b> <ul style="list-style-type: none"> <li>• Regular reports include qualitative and quantitative data related to TVET Teacher/Manager training, CPD and certification.</li> </ul>   |
| <b>8.4</b> | Management of allocated funds and resources to meet prioritised needs relating to TVET teacher quality   | <ul style="list-style-type: none"> <li>• Allocation of funds is prioritised and distributed fairly to achieve the most effective outcomes in improving the quality of the TVET teacher/manager workforce across all provinces.</li> </ul>   |
| <b>9</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>9.1</b> | <ul style="list-style-type: none"> <li>• Oversee and monitor the operations of the Lead Institute, delivering TVET teacher training programs, and the partner institutes, delivering vocational competencies, to ensure close cooperation and effective and efficient operations and implementation of National TVET Policy</li> </ul>   |   |
| <b>9.2</b> | <ul style="list-style-type: none"> <li>• Establish a continuing professional development (CPD) system using accredited units of competency where possible to ensure the ongoing skill development and currency of TVET trainers and managers</li> </ul>  |   |
| <b>9.3</b> | <ul style="list-style-type: none"> <li>• Liaise with established networks involving the MoET, Provincial Governments, and Heads of Productive Sector Departments to ensure stakeholder views relating to the quality of TVET teachers is incorporated in program updates and professional development priorities.</li> </ul>   |   |
| <b>9.4</b> | <ul style="list-style-type: none"> <li>• Maintain strong professional relationships with public and private training providers, tertiary institutions and</li> </ul>   |   |

|             |  |   |
|-------------|--|---|
|             | any associated umbrella organisations to promote their full participation in improving the quality of TVET trainers and provision.   |   |
| 9.5         | <ul style="list-style-type: none"> <li>Establish, support and promote a TVET teacher network to provide a forum for professional discussion, teacher/trainer networking and information about ongoing professional development activities.</li> </ul>  |   |
| 9.6         | <ul style="list-style-type: none"> <li>In cooperation with the Principal TVET and the Principal Accountant oversee the equitable allocation of funds to improve the quality of TVET teacher/manager workforce. This may include the allocation of scholarship funds for training participants, government grants to training providers, development of national resources to support programs etc</li> </ul> |   |
| 9.7         | <ul style="list-style-type: none"> <li>Promote and undertake research in TVET systems and teacher education to ensure currency and relevance of information within the Department.</li> </ul>  |   |
| 9.8         | <ul style="list-style-type: none"> <li>Ensure M&amp;E systems are established and that data is collected and evaluated to provide quantitative and qualitative reports to determine the effectiveness of current TVET trainer/manager and CPD programs</li> </ul>  |   |
| <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  |
|             | Principal TVET   | Nil   |
| <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>  |
|             | Senior Training Provider Support Officer<br>Senior Provincial Services Delivery Officer<br>TVET Centre Managers  | Other MoET 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>  |
|             | VQA, Provincial Training Boards<br>Public and private training providers including VIT, VITE, VMC, VAC, Police College, College of Nursing, RTCs<br>Umbrella organisations including VRDTCA, VANGO<br>Other Government depts., especially those with relationships to key vocational institutes<br>Other organisations including USP, SPC<br>Donor agencies and consulting advisers.                         | Community Leaders, NGOs, international professional teaching and education associations or networks   |
| <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.   | Increased certification and quality of TVET teacher/manager workforce<br>Effective relationships and constructive partnerships established between relevant institutes and key stakeholders |
| <b>17</b>   | <b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.   | Nil   |
| <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 responsibilities)  | New Job Description within the restructured Ministry  |
| <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 including a trainer qualification is required   |
| <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  | At least 5 year's experience in post-secondary education and training and staff management  |
| <b>19.4</b> | <b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc   | Excellent research and ICT skills   |

|      |   |   |
|------|---|---|
| 19.5 | <b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....   | An analytical and creative thinker  |
| 19.6 | <b>Communication/ Interpersonal Skills</b> list the skills required of this position  | Strong interpersonal and communication skills including the ability to effectively negotiate outcomes and resolve disputes. |
| 19.7 | <b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.   | High integrity, professional, diligent, punctual  |
| 19.8 | <b>Language</b> "English , French and Bislama" is usual.  | English, French, and Bislama  |
| 20   | <b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>  |   |
| 20.1 | <b>Prepared in the Ministry by ...</b>  | Name John J. Garoleo Sign <i>[Signature]</i><br>Date 02/06/2014   |
| 20.2 | <b>Certified by or for the DG</b> (that the Post fits with any Corporate Plan, and is required).  | Name Jesse Dickson Sign <i>[Signature]</i><br>Date 02/06/2014   |
| 20.3 | <b>Checked by OPSC</b> for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).                             | Sign <i>[Signature]</i> Name <i>[Signature]</i><br>Date 27/6/2014   |
| 20.4 | <b>DECISION OF PUBLIC SERVICE COMMISSION</b><br>Decision: <u>Approved</u> or Deferred or Amended Date of Decision: .....<br>(Circle the appropriate Decision) |   |



Name **LAURENT REP** Sign *[Signature]*  
**SECRETARY**  
**OPSC**



Date **27/06/2014**