

## 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 Provincial Service Delivery 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>3507</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.	Ensure effective TVET provincial service delivery through a network of provincial TVET Centres to strengthen coordinated delivery of targeted training and BDS services to meet provincial development needs, resulting in improved income and employment levels Support efficient resource allocation & development of MoET provincial delivery systems consistent with agreed policy objectives and allocated budgets.	
<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>	Decentralisation of quality based TVET service delivery	<b>8.1</b>	<ul style="list-style-type: none"> <li>• Effectively managed TVET Centres operating in each province</li> <li>• Operations of TVET Centres reflected in national policy and regulatory framework and budget allocations for decentralised TVET service delivery.</li> </ul>
<b>8.2</b>	High levels of coordination between TVET service delivery with provincial Government and productive sector economic development priorities and plans	<b>8.2</b>	<ul style="list-style-type: none"> <li>• Accredited training and business development support services being delivered in each TVET Centre directly related to provincial skill demand</li> <li>• Improved economic outcomes directly attributable to access to TVET Centre accredited training and business development support services</li> </ul>
<b>8.3</b>	Provincial monitoring and evaluation systems support the National TVET M&E System	<b>8.3</b>	<ul style="list-style-type: none"> <li>• Regular reports include qualitative and quantitative data related to TVET Centre outputs and outcomes.</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 support a network of provincial TVET Centre managers to better deliver a range of TVET Centre services including accredited training, business development services, and IT support services.</li> </ul>		
<b>9.2</b>	<ul style="list-style-type: none"> <li>• In cooperation with the Principal TVET and the Principal Accountant oversee the equitable distribution of National Training Fund allocations to support accredited training and business development support services in each established TVET Centre.</li> </ul>		
<b>9.3</b>	<ul style="list-style-type: none"> <li>• Work cooperatively with the Department of Internal Affairs, Provincial Governments and Heads of Productive Sector Departments to ensure TVET Centre services align to national and provincial development priorities and are coordinated with their planning.</li> </ul>		
<b>9.4</b>	<ul style="list-style-type: none"> <li>• Promote close cooperation between Provincial Training Boards and TVET Centres in the identification of skill demands and the deployment of relevant strategies to meet identified demand such as accredited training or business development support services.</li> </ul>		
<b>9.5</b>	<ul style="list-style-type: none"> <li>• Maintain strong professional relationships with public and private training providers and any associated umbrella organisations to promote their full participation in a flexible and decentralised training delivery system</li> </ul>		

9.6	<ul style="list-style-type: none"> <li>Coordinate the design and delivery of capacity building workshops in areas directly relevant to the delivery of quality based TVET services in the provinces such as national quality training policies and regulations, national qualification systems, competency based training, strategic skills planning, demand driven training, and approaches to flexible training delivery.</li> </ul>	
9.7	<ul style="list-style-type: none"> <li>Establish strong communication networks between each of the Provincial TVET Centres to facilitate shared resourcing and coordinated responses to skill demands that are common across provinces.</li> </ul>	
9.8	<ul style="list-style-type: none"> <li>Ensure Provincial TVET Centres are actively maintaining monitoring and evaluation systems and that data is readily available for incorporation into the National TVET M&amp;E System and provide regular M&amp;E reporting to the Principal TVET.</li> </ul>	
10	<b>Reports directly to</b> Title of Post and Level only	11 <b>Directly supervises</b> Title of Posts and level if any
	Principal TVET	Six Provincial TVET Centre Managers Industry Liaison/BDS Coordinator
12	<b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)	13 <b>Occasional Internal Personal Contacts with...</b>
	Senior Training Provider Support Officer Senior Trainer Training Officer and other Principal Officers	Other MoET staff
14	<b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)	15 <b>Occasional External Personal Contacts with...</b>
	VQA and Provincial Training Boards Provincial Governments, Provincial Planners, Public and private training providers including VIT, VMC, VAC, RTCs Umbrella organisations including VRDTCA, VANGO Other Government depts., especially those supporting productive sector development Donor agencies and consulting advisers.	Community Leaders, NGOs, Statutory bodies – VNYC, VNSC, VASANOC
16	<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.	Improved quality based TVET service delivery in the provinces in support of Government decentralisation policy Improved coordination between TVET service providers and productive sector agencies Improved provincial economic development
17	<b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.	Nil
18	<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)	Revision of Existing Job Description with new structure
19	<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.)	
19.1	<b>Qualification</b> the required qualification for the job e.g certificate, diploma, degree...	Relevant tertiary qualifications at degree level or higher
19.2	<b>Special Business Education</b> refers to the field of study that would be preferable	Studies in TVET including a trainer qualification would be an advantage
19.3	<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	At least 7 years' experience in post-secondary education and training and staff management
19.4	<b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc	Good computer knowledge
19.5	<b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....	An analytical thinker

19.6	<b>Communication/ Interpersonal Skills</b> List the skills required of this position	Strong interpersonal and communication skills.
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>John J. Garoleo</i> 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 Dick Sign <i>Jesse Dick</i> 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>[Name]</i> Date 02/06/2014
20.4	<b>DECISION OF PUBLIC SERVICE COMMISSION</b> <b>Decision:</b> <u>Approved</u> or Deferred or Amended (Circle the appropriate Decision)	
	<b>LAURENT REF</b> Name <i>[Signature]</i> <b>SECRETARY</b> <b>OPSC</b>	<b>RE</b> Date 27/06/2014

