

## 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.

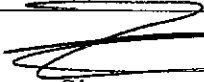
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|------------|--|--|--|
| <b>1</b>   | <b>Job title</b>   | <b>Provincial Training Coordinator (x6)</b>  |  |
| <b>2</b>   | <b>Post number</b> Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.   | <b>3515-3420 3520</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>One in each 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.  | Through Provincial TVET Centres, facilitate the delivery of Accredited Training (AT) in response to provincial priority skill demands. |  |
| <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> | Coordinated AT service delivery at the provincial level.   | <b>8.1</b>   | <ul style="list-style-type: none"> <li>• Provincial Training Coordinators (PTC) working closely with Provincial Training Boards and other agencies such as communities, businesses and industry groups to identify skill demands.</li> <li>• PTCs engaging training providers to respond to training demand in accordance with TVET Centre Operations Manual.</li> </ul> |
| <b>8.2</b> | Economic outcomes from AT activities relevant to provincial Government and productive sector priorities in each province.  | <b>8.2</b>   | <ul style="list-style-type: none"> <li>• TVET Centre facilitating delivery of AT support that is directly related to provincial skill demand.</li> <li>• Improved economic outcomes directly attributable to access to TVET Centre AT support.</li> </ul>  |
| <b>8.3</b> | Provincial AT monitoring and evaluation systems support the National TVET Management Information System.   | <b>8.3</b>   | <ul style="list-style-type: none"> <li>• PTCs actively collecting data and monitoring provincial delivery of accredited training.</li> <li>• TVET Centre reports include qualitative and quantitative evaluation of provincial AT data</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>• Assist TVET Centre Manager to coordinate the delivery of AT support in each province</li> </ul>   |  |  |
| <b>9.2</b> | <ul style="list-style-type: none"> <li>• Work with public and private sector agencies to identify skill demand and facilitate the delivery of AT support in response to demand.</li> </ul>   |  |  |
| <b>9.3</b> | <ul style="list-style-type: none"> <li>• On the basis of experience contribute to the regular update of the TVET Centre Operations Manual .</li> </ul>   |  |  |
| <b>9.4</b> | <ul style="list-style-type: none"> <li>• Liaise with suitable training providers who meet the range of AT needs in the provinces and coordinate the provision of their services, as appropriate.</li> </ul>  |  |  |
| <b>9.5</b> | <ul style="list-style-type: none"> <li>• Work cooperatively with the Provincial Government to ensure AT support aligns to and is coordinated with provincial development priorities and planning</li> </ul>  |  |  |
| <b>9.6</b> | <ul style="list-style-type: none"> <li>• Provide input as required to the VNTC in the development of units of competence and accredited courses in skill demand areas where accredited training is not available.</li> </ul>   |  |  |
| <b>9.7</b> | <ul style="list-style-type: none"> <li>• Review and report on accredited training support provided by each TVET Centre and contribute data to the National TVET Management Information System.</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   |
|            | TVET Centre Manager  |  | nil  |

|             |   |  |  |
|-------------|---|--|--|
| <b>12</b>   | <b>Frequent Internal Personal Contacts with...</b> ("Internal" means within the Ministry)<br>Other Provincial Training Coordinators<br>Business Development Support Officer<br>Accredited Training Support Manager<br>Other TVET Centre Staff   | <b>13</b>  | <b>Occasional Internal Personal Contacts with...</b><br>Other Ministry of Education and Training staff |
| <b>14</b>   | <b>Frequent External Personal Contacts with...</b> ("External" means other Ministries and the community)<br>Government depts., especially those supporting productive sector development,<br>Private Sector businesses and industry groups,<br>VNTC and Provincial Training Boards,<br>Provincial Governments, Provincial Planners,<br>Public and private training providers including VIT, VMC, VAC, RTCs. | <b>15</b>  | <b>Occasional External Personal Contacts with...</b><br>Community Leaders, NGOs                        |
| <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.  | Coordination of accredited training in each province<br>Improved access to accredited training by disadvantaged groups<br>Improved economic development in the provinces |  |
| <b>17</b>   | <b>Special Conditions</b> e.g. if unusual work hours, equipment or travel is required.  | Significant provincial travel  |  |
| <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)   | Revision of existing Job Description with new structure  |  |
| <b>19</b>   | <b>CRITERIAS TO BE SELECTED FOR THIS POST</b><br>(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   |  |
| <b>19.2</b> | <b>Special Business Education</b> refers to the field of study that would be preferable   | Studies in TVET principles and practice 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   | At least 3 years experience in post-secondary education and training   |  |
| <b>19.4</b> | <b>Special Skills</b> e.g. vehicle license, driving record, computer word/ excel etc  | Good computer knowledge  |  |
| <b>19.5</b> | <b>Thinking style</b> e.g an analytical thinker, a practical thinker, creative thinker.....   | A practical thinker  |  |
| <b>19.6</b> | <b>Communication/ Interpersonal Skills</b> list the skills required of this position  | Strong interpersonal and communication skills.   |  |
| <b>19.7</b> | <b>Behavioural Competencies</b> refers to the personal attributes or characteristics needed for the position.   | High integrity, professional, diligent, punctual   |  |
| <b>19.8</b> | <b>Language</b> "English , French and Bislama" is usual.  | English, French, and Bislama   |  |
| <b>20</b>   | <b>ENDORSEMENT WITH NAME, SIGNATURE AND DATE</b>  |  |  |
| <b>20.1</b> | <b>Prepared in the Ministry by ...</b>  | Name   | John J. Garleo   |
|             |   | 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 Dickson  |
|             |   | 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   | <i>[Signature]</i>   |
|             |   | Date   | 27/ 6/2014   |
| <b>20.4</b> | <b>DECISION OF PUBLIC SERVICE COMMISSION</b>  |  |  |
|             | <b>Decision:</b> Approved or Deferred or Amended  | <b>Date of Decision:</b> .....   |  |

(Circle the appropriate Decision)

Name **LAURENT REP  
SECRETARY  
OPSC**

Sign



Date **27/06/2014**

