

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.

1	Job title	Principal Teacher Education & Development Officer	
2	Post number Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.	3542	
3	Level Suggested by Ministry and determined by PSC	Suggested by the Director General ... F Ps 5.6	
4	Ministry	Education	
5	Department	Tertiary Education Directorate	
6	Location Where the position is located	Vila	
7	Purpose "why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts.	Plans, develops and implements teacher education and development framework highlighting range of training and development initiatives and programs for teaching staff of the Teaching Service Commission.	
8	Key Result Areas (KRAs) refers to general areas of outcomes or outputs for which the post/role is responsible.	9	Key Performance Indicators (KPIs) refers to the quantifiable measurements that reflect the critical success of the KRAs.
8.1	Development of Teacher Education and Development Framework	9.1	<ul style="list-style-type: none"> • Staffing and capacity skill gaps identified and conducted and updated by 2015 • Teacher training Plan produced by middle of 2015 • Teacher Standard are developed by end of 2014 • Teacher Education and Development Annual Plan and Work performance developed by December each year
8.2	Development of Teacher planning and budget control	9.2	<ul style="list-style-type: none"> • Teacher education and development budget is developed by May each year
8.3	Management of Teacher Scholarships and training	9.3	<ul style="list-style-type: none"> • Scholarships are allocated to teachers based on the need of Teaching Service Commission and the Ministry of Education.
8.4	Development of teacher education and development systems database	9.4	<ul style="list-style-type: none"> • 70 % of teachers employees personal information is recorded and filed to support Teacher planning and development by end of 2015
8.5	Effective development of Teacher Training and Development database for short-term and long-term	9.5	<ul style="list-style-type: none"> • Links are developed between training providers and teachers • 70% of teacher training needs identification completed by end of 2015 • 70% of teachers are trained by 2020 • A data-base is created for training providers and trainees
8.6	Effective School Capacity Assessment	9.6	<ul style="list-style-type: none"> • Individual teacher related cost completed by April of 2014

8.7	Effective monitoring and management of performance Teachers	9.7	<ul style="list-style-type: none"> • Teacher Performance Assessment Policy completed by end of 2015 • 80% of teachers appraised and assessed bi-annually by SBM and ZCA • Teacher Job Description are reviewed and up-dated • Teachers performance are monitored and evaluated regularly to update training schedule database
8.8	Management and assessment of Unit staff	9.8	Staff of the Teacher Education and Development Unit are appraised and managed effectively
10	Duties and responsibilities 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.		
10.1	Plans and conducts a range of training needs analyses addressing the competency requirements and present strengths of teachers in order to provide a sound basis for the development of training plans and programs, both in the provinces and at the school level		
10.2	Ensures training activities mainstream gender and equity policies		
10.3	Develops training strategies, plans and programs appropriate to the needs of the Ministries' and coordinates and guides their implementation.		
10.4	Monitors and evaluates the outcomes of training for the Teacher Education Development and maintains appropriate records.		
10.5	Manages the selection and contracting of specialist external trainers and monitors and evaluates their performance in delivering agreed training outcomes and value for money.		
10.6	Provides, or organise counterpart trainers where appropriate		
10.7	Arrange the design and development of special training course to meet the present skill needs of teachers and to develop them for future roles and to meet the objectives of the Ministries'.		
10.8	Provide a range of career path planning and advisory service for teachers.		
10.9	Provide a sound basis for teacher development planning by effective use of the HRMIS management information system and identifying and communicating strategic HRD goals which reflects the emerging needs of the education system.		
10.10	Ensures effective funding and budget management of training and development programs by guiding teacher development and planning and funds allocation and by securing adequate donor agency contributions.		
10.11	Develops a range of donor agency relationships appropriate to the training and development needs of the teaching and administrative staff including principals and senior teachers.		
10.12	Analyse and reports annually to the Director Tertiary Education and TSC and provides advice on future training needs		
10.13	Performs such other duties as directed by the Director General.		
11	Reports directly to Title of Post and Level only	12	Directly supervises Title of Posts and level if any
	PEO Teacher Education & Development Officer		Career and Guidance Officer
13	Frequent Internal Personal Contacts with... ("Internal" means within the Ministry)	14	Occasional Internal Personal Contacts with...
	Directors, Provincial Education Officers, HRD Unit, SBM, Schools		Director General
15	Frequent External Personal Contacts with... ("External" means other Ministries and the community)	16	Occasional External Personal Contacts with...

	Training Consultancies and technical advisors and trainers, TSC, Donors	Training provides in country and Overseas
17	Impact of Decisions (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.	Progressive availability of appropriately skilled staff for all levels within the teaching service to enhance efficient use of training resources. Evaluation and re-design of programs
18	Special Conditions e.g. if unusual work hours, equipment or travel is required.	Variable working hours and some travel
19	Reason for Seeking Approval (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 Post. This position provides a range of corporate services to head office and provincial staff as well as provides advice to the TSC.
20	CRITERIAS TO BE SELECTED FOR THIS POST (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	Qualification the required qualification for the job e.g certificate, diploma, degree...	Diploma or Degree. Post qualification would be useful.
20.2	Special Business Education refers to the field of study that would be preferable	Human Resource Management or related discipline.
20.3	Experience 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	Minimum of three (3) years experience in professional training and development environment ideally related to a large scale education system Demonstrated knowledge and understanding in current competency needs within the education sector, particularly teaching.
20.4	Special Skills e.g. vehicle license, driving record, computer word/ excel etc	Supervision skills, Public relation skills, Planning skills Research skills Computer literate
20.5	Thinking style e.g an analytical thinker, a practical thinker, creative thinker.....	Analytical and practical thinker
20.6	Communication/ Interpersonal Skills list the skills required of this position	Listening, writing, reading, oral communication skills
20.7	Behavioural Competencies refers to the personal attributes or characteristics needed for the position.	Professional, committed, punctual, diligent and integrity
20.8	Language "English , French and Bislama" is usual.	English, French and Bislama
21		
21.1	Prepared in the Ministry by ...	Name John J. Garoleo Sign <i>John Garoleo</i> Date 02/06/2014
21.2	Certified by or for the DG that the Post fits with any Corporate Plan, and is required.	Name Jesse Dick Joe Sign <i>Jesse Dick Joe</i> Date 02/06/2014
21.3	Checked by OPSC for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	Name L. Raines Sign <i>L. Raines</i> Date 02/06/2014 Director General Director Général

21.4

DECISION OF PUBLIC SERVICE COMMISSION

Decision: Approved or Deferred or Amended Date of Decision:

(Circle the appropriate Decision)

Name **LAURENT REP**

Signature

Date 29/06/2014

**SECRETARY
OPSC**

