JOB DESCRIPTION

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Job Title:	**Director – Educational Quality and Assessment Programme**
Division/Programme:	Educational Quality and Assessment Programme (Division)
Location:	Suva, Fiji
Reporting to:	Deputy Director General – Suva
Direct Reports:	7 direct reports. *Overall responsibility for 55 staff.*
Purpose of Role:	The Director will manage the work of the Educational Quality and Assessment Programme ensuring the delivery of high-quality services to member countries, the region and SPC. The role will be guided by the EQAP Business Plan as endorsed by the CRGA subcommittee known as the PBEQ and the SPC strategic plan.
Date:	January 2023

Organisational Context and Organisation Chart

SPC is the principal scientific and technical organisation in the Pacific region, proudly supporting development since 1947. We are an international development organisation owned and governed by our 27 country and territory members. We work for the well-being of Pacific people through the effective and innovative application of science and knowledge, guided by a deep understanding of Pacific Island contexts and cultures. (https://www.spc.int/).

The Educational Quality and Assessment Programme (EQAP) leads The Pacific Community's (SPC) efforts to improve the quality of education in Pacific Island countries and territories contributing to the achievement of SPC's vision, mission and development goals, and PICT's education goals.

EQAP fulfils a unique and important role as a regional public good, supporting the quality of regional and national education in the Pacific. EQAP provides a dual role – supporting PICTs' efforts to strengthen their education systems while also providing services for regional and national education systems when individual countries do not, and in some cases may never, have the necessary systems, processes and capabilities.

EQAP focuses on supporting the Pacific region and PICTs to achieve three key and inter-related education quality outcomes related to education policy, planning and management; the assessments of students, teachers and schools; and secondary and post-secondary qualifications. To meet SPC's mission and needs of PICTs, EQAP also continuously strengthens its own knowledge and expertise, an essential ingredient to enable EQAP to fulfil its mandate and realise the three education quality outcomes.
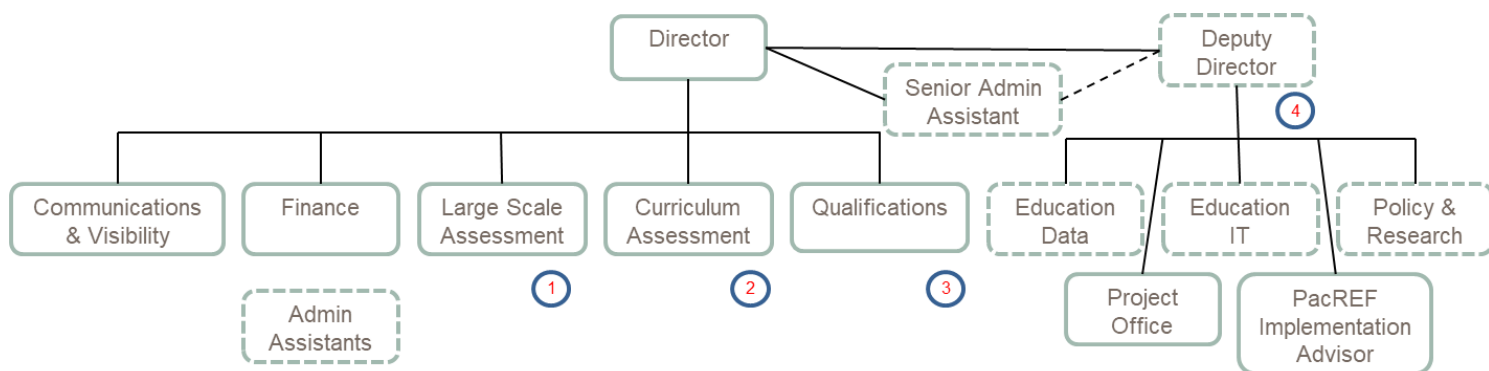
Key Result Areas (KRAs):

The Key Result Areas (KRAs) for the Director are:

1. Strategic Planning, Policy and Programming Advice
2. Leadership and People Management
3. Program Management
4. Stakeholder Engagement and Relationship Management
5. Support to Senior Leadership of SPC

The performance requirements of the Key Result Areas are broadly described below:

Jobholder is accountable for:	Jobholder is successful when:

KRA#1: Strategic planning, policy and programming advice
 	
• Directs and oversees strategic planning to ensure that the work of the division meets the needs of SPC programs, member governments, partners and other clients and stakeholders
 	
• Provides strategic and high-level technical advice along with leadership to EQAP and SPC (including the senior leadership team), the senior program team, SPC divisions, governments and regional and international partners with respect to planning, policy and programming in education quality and assessment
 	
• Leads the development of EQAP's business plans, annual work plans, monitoring and evaluation plans, strategies and policies.
 	
• Contributes to national and regional strategies / plans, policies, declarations and frameworks in ways that foster equitable and high-quality education for Pacific Island students
	• EQAP's business plans, annual work plans, and strategies and policies:
	
	  - reflect the priorities of the member countries and of SPC and are continuously reviewed against outcomes to reflect current and emergent situations
	  - are aligned with SPC strategic plans as well as with relevant strategies, declarations and frameworks.
	  - are endorsed by partners and stakeholders.
	  - are adequately resourced to allow for review, monitoring and reporting
	  - and are finalised in a timely manner.
	
	• SPC members continue to request technical assistance from EQAP and provide positive feedback to the technical assistance provided.
	
	• EQAP consistently receives invitations to contribute to international and regional strategies / plans, policies, declarations and frameworks.
	
	• Program and project work plans are aligned to national education sector plans, the PacREF and

	SDG4 and strive for high quality, accessible education for all children.
• Provides vision and leadership to the program and strategic policy advice on broader education-related initiatives	• PacREF activities are embedded in the EQAP business plan and work plans
• Contributes to the development and implementation of the Pacific Regional Education Framework 2018-2030	• Data collection, analysis, reporting and learning events associated with ongoing design and implementation of the PacREF are carried out according to the PacREF design.
• Directs and oversees the monitoring, evaluation and learning of the Pacific Regional Education Framework	
KRA#2: Leadership and people management	
• Ensures a positive working environment that is conducive to intra-divisional collaboration and quality work outputs and outcomes. Support and promote health, safety and staff well-being.	• Staff demonstrate the capacity to assume increasing responsibilities over time.
	• The necessary human resources are available to implement EQAP's work program.
• Participates and contributes in the SPC Senior Leadership Team.	• Employees are engaged, well-led and understand their roles and work priorities.
• Champions SPC corporate policies and decisions at the Divisional level.	• Performance or delivery issues are identified and addressed through coaching or intervention in a timely manner
• Leads the Division on organisational issues.	
• Manages the growth of the division through regular staff engagement, mentoring, coaching, and providing role clarity and direction	• Resourcing invested in staff wellbeing and professional and personal development.
	• Staff well-being and cohesion is supported
• Manages human resources, capacity and competency of the EQAP team including the recruitment process and implementation of the SPC staff performance planning and management system. Ensures appropriate training and professional development opportunities are available for staff.	• EQAP is managed within budget and all resources are well managed to achieve full execution of budget and work plans.
	• Program activities are implemented according to annual work plan and within budget; and where relevant, additional resources are mobilised.
• Manages the overall financial resources including the divisional budget, donor reporting processes in line with project and program management requirements.	• Positive feedback from donors on program/project progress and reporting.
• Supports the wider SPC-corporate policy actions to address organisational risk and compliance.	• Staff performance planning and appraisals completed in a timely manner.
KRA#3: Program management	
• Provides overall leadership in the delivery	

of EQAP services to member countries, with an emphasis on support for the improvement of educational quality. • Sets and monitors standards of accountability for outputs from sections within EQAP to maintain and build the reputation and credibility of EQAP as the regional entity for education quality. • Ensures growth and development of EQAP in line with SPC, regional and member priorities. • Establishes an integrated team approach to service delivery as an holistic approach to achieving business plan targets. • Encouraging and supporting the development of initiatives that aim to raise the quality of Pacific education. • Seeking harmonisation of services to member countries across regional and bilateral education support programs.	• EQAP delivers on its work program as detailed its business plans and annual work plans, in a timely manner and consistent with its budgets. • EQAP's monitoring and evaluation system confirms the delivery of quality outputs and outcomes and the achievement of objectives, KRAs and indicators as detailed in the business plans and annual work plans, including through positive feedback from stakeholders. • EQAP reports to stakeholders and partners in a timely manner and in accordance with reporting and financial requirements. • EQAP continues to receive requests for technical assistance from stakeholders, especially SPC members, and funding support from donors. • Programs and project reporting to stakeholders and partners are timely and aligned to the reporting requirements of partners and members.
KRA#4: Stakeholder engagement and Relationship Management • Evolve and expand the partnership between MFAT, DFAT and EQAP in alignment with the funding design aligned to EQAP's business plan and programs priorities. • Overseeing the preparation of project and program proposals designed to secure funding that supports initiatives intended either directly or indirectly to improve educational quality (i.e., PacREF) • Represents SPC and EQAP effectively at national, regional and international forums / other meetings as required • Enhances EQAP's and SPC's visibility through representation and delivery of papers and presentations • Strengthen SPC and donor partnerships through strategic communications and visibility of divisional and programs outcomes.	• Partnership is nurtured and matures to lead to ongoing funding from both New Zealand and Australia • New donors/partners secured through approved project/programs funding • EQAP is internationally recognized as a leader and source of knowledge and expertise in education in the Pacific as evidenced by requests for assistance by PICT governments, donor support and international / regional requests • Increased regional project and programs funding for education quality through new or existing partnerships. • EQAP continues to present high quality and well researched papers and presentations at regional, national and international forums • Positive feedback on representational tasks and responsibilities.

KRA #5 Support to Senior Leadership of SPC	
• Contribute to SPC Senior Leadership Team in development of corporate policy and plans. • Participation in and effective contribution to DDG Suva Technical Leaders meeting and SLT meetings as required; • Provide leadership in support of achieving SPC strategic and operational goals and priorities • Provide leadership in championing key SPC initiatives across division/program work.	• Effective contribution to SPC Corporate Plans and policy papers is made in a supportive and constructive manner • Tangible and recognized contributions are made to leadership meetings including SLT meetings as well as others • Tangible support and constructive input are provided to DDG Suva, SLT and others in the pursuit of SPC strategic and operational goals and priorities • Successes and lessons learned are shared among directors and a network of supportive leadership for initiatives is in place.

The above performance requirements are provided as a guide only. The precise performance measures for this job will need further discussion between the jobholder and supervisor as part of the performance development process.

Most Challenging Duties Typically Undertaken (Work Complexity):

- Balancing high level representation of EQAP to members with grassroots knowledge and understanding of technical work
- Realigning ongoing work as one or more sets of priorities change or as new information becomes available.
- Successfully negotiating support to members by balancing requests and priorities across 15 member countries in addition to regional mandates
- Working closely with other divisions to integrate work across programs and divisions towards achievement of strategic plan goals.
- Maintaining a balance between inward-facing (SPC) and outward-facing (member countries and regional programs) initiatives while opportunities on both sides are pursued and obligations met.
- Working for best fit in service delivery across multiple areas are required by a member country through deployment of appropriate staff or teams alongside blended modes of physical, virtual and remote support
- Recruitment and retention of highly qualified technical professionals to ensure consistent high-quality service delivery to stakeholders
- Managing organization, members and partners expectations during and post global and regional economic and environmental crises
- Leading team cohesion as the modality of work changes in the face of epidemics, pandemics, natural disasters and political change
- Providing strategic and motivational leadership while managing ongoing change

Functional Relationships & Relationship Skills:

Key internal and/or external contacts	Nature of the contact most typical
Key External Contacts: • SPC member countries and territories, national ministries of education and education service providers	• Responding to requests for technical assistance and support. • Implementation and resourcing for EQAP's Business Plan.

• Bilateral education support facilities and donor posts • Academic and Research Institutions • National qualification authorities • Key development partners include: PIFS, DFAT, MFAT, UNESCO, UIS, USP, UNICEF, APTC, the Asian Development Bank, the World Bank and the Global Partnership for Education (GPE). • Consultants /Technical Experts	• Contributions to CROP and partner reports, policies and plans. • Joint initiatives, e.g. policy papers, joint programs initiatives, monitoring, preparation for events; provision of advice and information; development partner networking. • Project or program design or preparation and reporting. Review of TORs, tenders and oversee contract management.
Key internal contacts: • Senior Leadership Team (SLT) • Divisional Staff • SPC Programs and Project Managers • Strategic Planning and Learning (SPL) Program • SPC Corporate Services and other support services	• Reports on EQAP's programs/project outputs/outcomes, financial and human resource updates. • Facilitating meetings and information sharing across programs, projects, divisions and agencies. • Contribution to division's strategic plan, annual work plans and programs initiatives; personal performance plans. • Technical advice for integrated programming and integration of education quality and training quality assurance into new projects/ programs • Planning and execution of joint divisional or program activities (country missions, trainings; workshops, meetings, publications) • Recruitment and staffing advice etc. •

Level of Delegation:

Routine Expenditure Budget/*Overall operational budget managed by the role*: €4.9 million

Budget Sign off Authority without requiring approval from direct supervisor: €45,000

Person Specifications:

This section is designed to capture the expertise required for the role at the 100% fully effective level. (This does not necessarily reflect what the current position holder has.) This may be a combination of knowledge / experience, qualifications or equivalent level of learning through experience or key skills, attributes or job specific competencies.
Qualifications

Essential:	Desirable:
• Postgraduate (Masters level) in an educational field covered by the EQAP mandate	• PhD in an educational field covered by the EQAP mandate

Knowledge/Experience

Essential:	Desirable:

• Wide knowledge of education particularly in educational assessment as well as in the other fields covered by the EQAP mandate.
• Extensive management experience at a state or national level within an education assessment system.
• At least 10 years of teaching experience.
• At least 5 years of experience in:
   - State/national or international assessment **and at least one of**
   - State /national curriculum development or
   - teacher training or
   - educational policy development
• At least 10 years of demonstrated senior management experience, including in people, project and financial management.
• Highly developed leadership and planning skills.
• Demonstrated ability to network, communicate and represent effectively at national, regional and international levels.
• Knowledge of key global and regional frameworks and plans for education.
• Cross-cultural skills and the ability to work with team members from different cultural backgrounds.
	• Experience in representation in regional or international meetings.
	
	• Good reputation regionally or internationally amongst relevant sectoral peers.
	
	• Extensive work experience in developing countries.
	
	• Demonstrated experience in managing change management in a sustainable development context
	
	• Experience in managing and coordination of integrated, multi-sector and multi-disciplinary programs.
	
	• 10 years or more experience in project or program management.
	
	Specific expertise in:
	
	  • Management of a large organisation
	  • National assessment
	  • One or more of the areas:
	  • National curriculum development
	  • Teacher training
	  • Educational policy and leadership development
	  • Benchmarking of system policy

Key Skills/Attributes/Job Specific Competencies
The following levels would typically be expected for the 100% fully effective level:

Expert level	• Demonstrated strong management of multidisciplinary and multi-cultural teams. • Understanding of education issues in the Pacific; and regional and national mechanisms for addressing these issues • Recognised professional/technical skills and past contributions in at least one of the program's key subject matter areas such assessment, curriculum, policy, EMIS, or qualifications.
Advanced level	• Programme management skills including financial management. • People management and team leadership. • Policy development skills.

	• Communication, networking and presentation skills.
	• Understanding of development partner /donor priorities and processes for accessing and managing funds in the Pacific
Working Knowledge	• Good understanding of most subject matter areas covered by the division.
	• Understanding the value of communications and branding in supporting organisational and divisional priorities and outcomes.
Awareness	• SPC corporate policy and administrative procedures.
	• Understanding and awareness of cultural nuances.

Key Behaviors

*All employees are measured against the following **Key Behaviors** as part of Performance Development:*

- Building Individual Capacity
- Change and Innovation
- Interpersonal Skills
- Judgement
- Leadership
- Promotion of Equity and Equality
- Teamwork
- Supervision/Management (for managers only)

Personal Attributes

- High level of professional integrity and ethics
- Friendly demeanor
- Demonstrated high level commitment to customer service

Change to Job Description:

From time to time it may be necessary to consider changes in the job description in response to the changing nature of the work environment – including technological requirements or statutory changes. Such change may be initiated as necessary by SPC. This Job Description may also be reviewed as part of the preparation for performance planning for the annual performance cycle.