



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Education Assessment Specialist - Data Analyst</b>
<b>Programme:</b>	Educational, Quality and Assessment Programme (EQAP)
<b>Location:</b>	Suva
<b>Reporting to:</b>	Team Leader - Large Scale Assessment (LSA)
<b>Number of Direct Reports:</b>	0
<b>Purpose of Role:</b>	To coordinate the development, implementation and evaluation of the LSA related assessment activities in the Pacific Island countries and territories. This role will also be responsible for building capacity in these areas within the countries and territories, and within EQAP through training.
<b>Date:</b>	July 2024

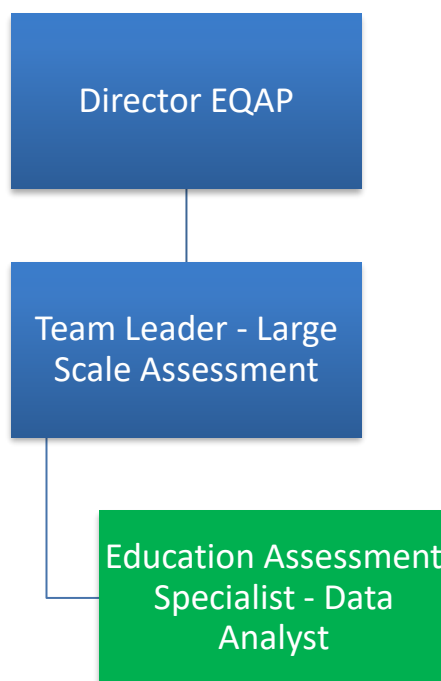
### Organizational Context and Organization Chart

The Pacific Community (SPC) is an international organization working 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. SPC has 27 member countries and territories including 22 Pacific Island members

#### Background information concerning the position

The Pacific Islands Literacy and Numeracy Assessment (PILNA) is a regional assessment program that runs on a 3-year cycle and provides cognitive and contextual data on reading, writing and numeracy. The assessment is responsive to regional priorities and provides quality data for policy decisions, intervention, and resourcing of education efforts.

**Organizational Chart:**



**Key Result Areas (KRAs):**

The position of Educational Assessment Specialist encompasses the following Key Result Areas.

1. Data analysis of Regional and National Assessments (40%)
2. Support development of regional and national assessment instruments (30%)
3. Build capacity with counterparts in PICTs on National Literacy & Numeracy Assessments and administration of requests as per country (20%)
4. Integration with other sections in EQAP/SPC as per sections’ timeline (10%)

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

Jobholder is accountable for	Jobholder is successful when
<p><b>Data analysis of Regional and National Assessments.</b></p> <ol style="list-style-type: none"> <li>1. Develop and design the assessment analysis of PILNA, PALS and the National assessments.</li> <li>2. Psychometric analysis of regional LSA data using <i>ConQuest</i>.</li> <li>3. Provide analysis and interpretation of data</li> <li>4. Support the creation and implementation of regional LSA apps</li> <li>5. Organize the cleaning of the assessment data using SPSS and MS Excel</li> <li>6. Provide data for regional, sub-regional and country reporting.</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment analysis design developed with domain specialist</li> <li>• Analysis data provided on time</li> <li>• The interpretation of the analyzed data is shared with the domain specialist. Ready for reporting</li> <li>• Support in the development of the LSA apps is provided to IT.</li> <li>• Data is cleaned and verified by the team</li> <li>• Data is provided to domain specialist</li> </ul>

<p><b>Support development of regional LSA instruments</b></p> <ol style="list-style-type: none"> <li>1. Revise Literacy and Numeracy framework, develop Literacy and Numeracy blueprints and revise PILNA Style Guide.</li> <li>2. Compile Numeracy items in blocks and assemble rotated booklets.</li> <li>3. Provide quality assurance services on cognitive and contextual items.</li> <li>4. Format Literacy and Numeracy rotated booklets according to the PILNA Style Guide.</li> <li>5. Develop coding materials for in-country training.</li> <li>6. Support finalising test booklets</li> <li>7. Support the administration, coding, reporting and dissemination of results to member countries</li> </ol>	<ul style="list-style-type: none"> <li>• Literacy and Numeracy framework reviewed, blueprint resources developed, and style guide revised.</li> <li>• Cognitive items compiled in blocks and assembled in rotation.</li> <li>• Contextual items for students, teachers, and school leaders developed.</li> <li>• Cognitive booklets formatted in accordance with the set style guide.</li> <li>• Coding materials developed to support in-country training..</li> <li>• Cognitive booklets finalised for the test</li> <li>• LSA assessments administered, coded, analysed and reported to countries.</li> </ul>
<p><b>Build capacity with counterparts in PICTs on National Literacy &amp; Numeracy Assessments and administration of requests as per country</b></p> <ol style="list-style-type: none"> <li>1. Training on designing, planning, developing blueprint, item writing and documenting of Literacy and Numeracy assessments carried in countries as in country requests.</li> <li>2. Review of instruments and documents in accordance with country requests and providing country data.</li> <li>3. Training on analyzing country data using IRT and using its results/outputs for reporting and learning/ intervention.</li> </ol>	<ul style="list-style-type: none"> <li>• Training programs developed and implemented in countries according to their requests.</li> <li>• Instruments and documents reviewed according to countries request.</li> <li>• Training programs developed and implemented in countries according to their needs and timeline.</li> </ul>
<p><b>Integration with other sections in EQAP/SPC as per sections' timeline</b></p> <ol style="list-style-type: none"> <li>1. Support the Curriculum and Assessment section in their higher secondary examinations services including training teachers on IA, approval of IA tasks, verification of IA tasks, training of examiners/markers, moderation of draft exam papers, review of final exam papers, review of prescriptions, analysis of examination data using IRT and produce item analysis report for each subject.</li> <li>2. Collaborate with the Policy and Research section in analyzing regional LSA data and country LSA data and training of PICT MoE officers on IRT analysis.</li> <li>3. Support Policy and Research section in analysing and reporting educational research data.</li> </ol>	<ul style="list-style-type: none"> <li>• Support provided towards the higher secondary examination services.</li> <li>• Analysis of regional LSA data, country LSA data and training of PICT MoE officers on IRT completed within the set timeline.</li> <li>• Support in the research activities is provided and documented.</li> <li>• Required support towards the ICT section is provided on the LSA services.</li> <li>• Support provided to other sections is documented.</li> </ul>

<p>4. Support the ICT section with implementing LSA services notably data capture methods, data storage requirements and data status.</p> <p>5. Support other sections of EQAP on assessment matters.</p>	
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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 (Complexity):**

- Ensuring that all activities are coordinated within EQAP units as well as Ministries of Education to establish a supportive working environment with the PICs.
- Synchronizing schedules to meet competing country requests.
- Travel demands especially when there are unanticipated disruptions.
- Working within tight specifications and requirements dictated by donors and partners.
- Other urgent duties delegated by supervisors taking priority over core responsibilities.

**Functional Relationships & Relationship Skills:**

Key internal and/or external contacts	Nature of the contact most typical
<p><b>External</b></p> <p>Key external contacts are:</p> <ul style="list-style-type: none"> <li>• Educational bodies outside the region</li> <li>• Consultants</li> <li>• Ministries of Educations of member countries</li> </ul>	<ul style="list-style-type: none"> <li>• Communications regarding training workshops.</li> <li>• Discussions about work requirements.</li> <li>• Collaboration about integration.</li> <li>• Clarifications about work matters to improve quality of education.</li> <li>• Meetings for reports and updates on progress of work program.</li> <li>• Training of counterparts.</li> </ul>

<p><b>Internal</b></p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> <li>• Director EQAP</li> <li>• Team Leaders within EQAP</li> <li>• EQAP Finance Officer</li> <li>• SPC colleagues from other divisions</li> </ul>	<ul style="list-style-type: none"> <li>• Communications regarding training workshops.</li> <li>• Discussions about work requirements.</li> <li>• Collaboration about integration.</li> <li>• Clarifications about work matters to improve quality of education</li> <li>• Meetings for reports and updates on progress of work program.</li> <li>• Training of counterparts.</li> </ul>
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**Level of Delegation:**

Routine Expenditure Budget: N/A

Budget Sign off Authority without requiring approval from direct supervisor: N/A

**Personal Specification:**

*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

<b>Essential:</b>	<b>Desirable:</b>
<ul style="list-style-type: none"><li>• A degree with a teaching qualification in the teaching of mathematics or related content area</li><li>• A master's degree in education</li></ul>	<ul style="list-style-type: none"><li>• Post graduate studies in Assessment and Evaluation</li><li>• PhD in Education or Doctor of Education</li><li>• B1/B2 Certification in French</li></ul>

## Knowledge/Experience

Essential:	Desirable:
<ul style="list-style-type: none"> <li>• Experience in the use of ConQuest or RUMM2030 and data analysis</li> <li>• At least 10 years of experience working in the area of secondary education with at least 5 years in working in the area of assessment and using assessment to improve student outcomes.</li> <li>• Experience in building teamwork, initiative, and ability to adhere to strict multiple timelines.</li> <li>• Experience in negotiating with, and training adults from different ethnic, cultural, and educational backgrounds.</li> <li>• Experience in data gathering, analysis, interpretation, and reporting.</li> <li>• Knowledge of current Pacific and international teacher education issues.</li> <li>• Demonstrated ability to develop collaborative and productive work environment with teammates.</li> <li>• Good working knowledge of English.</li> <li>• Excellent communication and interpersonal skills with high standard of written and spoken English.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency in French.</li> <li>• Experience in the use of <i>RUMM2030, ConQuest</i> and IRT data analysis.</li> <li>• Experience in the use of <i>SPSS, Survey Solutions, PacSIMS</i> and <i>MS Office</i>.</li> <li>• Good knowledge of and experience in Pacific Island Countries.</li> </ul>

## Key Skills/Attributes/Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

Expert level	<ul style="list-style-type: none"> <li>• Positive professional attitude for the provision of high-quality service.</li> </ul>
Advanced level	<ul style="list-style-type: none"> <li>• A flexible approach and a willingness to assist with a variety of other tasks within EQAP.</li> </ul>
Working Knowledge	<ul style="list-style-type: none"> <li>• A high level of interpersonal skills and cultural sensitivity.</li> <li>• Ability to set priorities successfully working with minimal supervision.</li> <li>• Ability to work within timelines and to respond to stakeholders needs immediately.</li> <li>• Commitment to continuous improvements.</li> </ul>
Awareness	<ul style="list-style-type: none"> <li>• Ability to work well with the Corporate Services team and with EQAP staff.</li> <li>• Excellent oral and written communication skills.</li> <li>• Ability to deal with confidential information in a professional manner.</li> <li>• Ability to maintain confidentiality of information private to individual stakeholder and to maintain neutrality as a professional officer.</li> </ul>

## Key Behaviours

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

- Demonstrating Personal Accountability
- Applying Expertise
- Working Together
- Creating Value for Customers

- Communicating Effectively
- Building Excellence

**Personal Attributes**

- Physically fit
- Clear and effective communicator
- Ability to effectively and efficiently handle queries from internal and external partners in any situation

**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.

**Approved:**

\_\_\_\_\_  
Manager/Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date