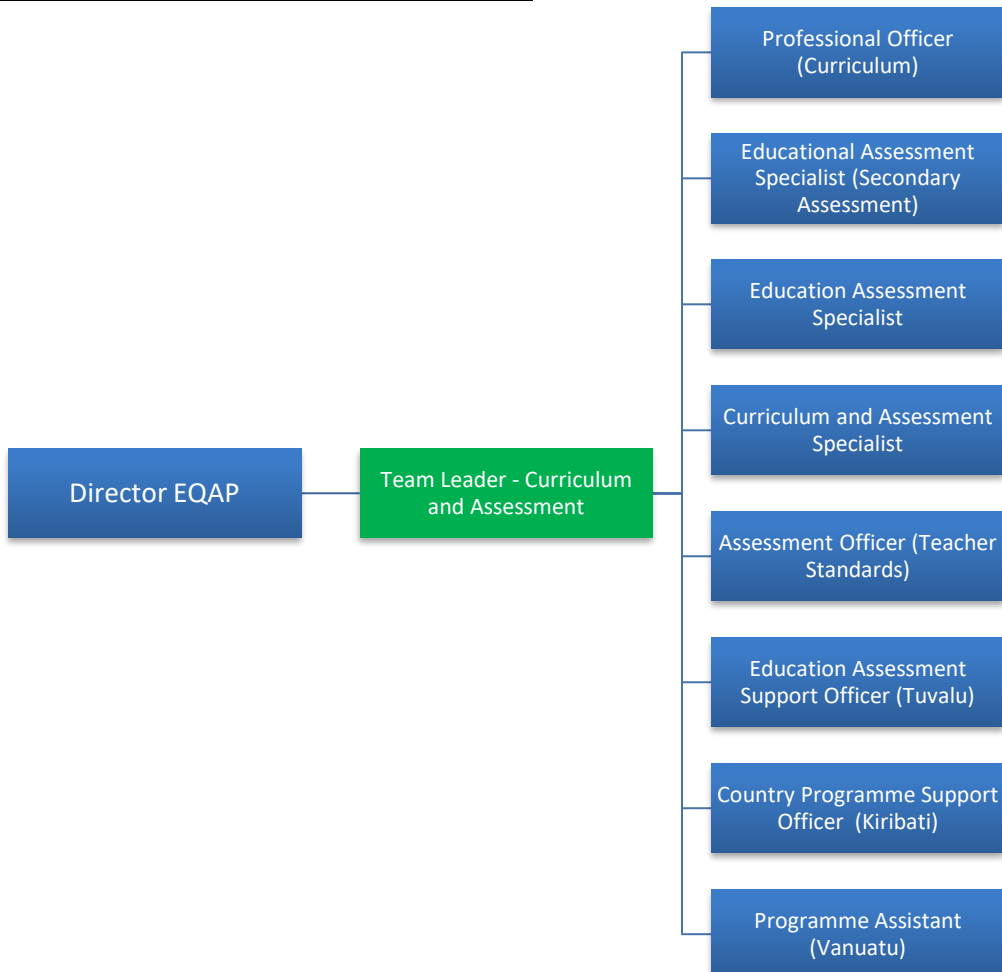




JOB DESCRIPTION

Job Title:	Team Leader – Curriculum and Assessment
Division:	Educational Quality and Assessment Programme
Location:	Suva, Fiji
Reporting to:	Director EQAP
Number of Direct Reports:	8
Purpose of Role:	Management and Leadership of the Curriculum and Assessment team as a section within EQAP, ensuring the delivery of high-quality services to member countries as guided by the current, and future strategic plans.
Date:	July 2024

Organizational Context and Organization Chart



Key Result Areas (KRAs):

The position of the Team Leader – Curriculum and Assessment encompasses the following major functions or Key Result Areas:

- Strategic leadership of the Curriculum and Assessment section and contribution to the strategic leadership of EQAP towards achieving key deliverables as articulated in the business plan.
- Leadership of the Curriculum and Assessment section ensuring a highly effective team works cohesively and adheres to best practice as evidenced by high quality service provided to member countries.
- Management of Curriculum and Assessment section and project work including financial controls and practices ensure accountability and transparency, that link directly to professional input and benefits for member countries as per the work of the Curriculum and Assessment section.
- Professional services provided by the Curriculum and Assessment section to member countries and to broader SPC are consistently of high quality and link with measurable impact upon the quality of education in the Pacific.

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

Jobholder is accountable for	<i>Jobholder is successful when</i>
<p>KRA 1: Curriculum and Assessment Section Management (20%)</p> <ul style="list-style-type: none"> • Contributing to the implementation of and updates to the EQAP Business Plan which aligns to the SPC Strategic Plan. • Maintaining informative working relationships with the relevant stakeholders and partners in education in undertaking the work of the Curriculum and Assessment section. • Monitoring the implementation and progress of all Curriculum and Assessment section work, ensuring that inputs are fully provided, and that outcomes are evaluated. • Ensuring that reporting for Curriculum and Assessment section work is complete and submitted as per SPC and/or donor requirements. 	<ul style="list-style-type: none"> • Curriculum and Assessment section work is articulated within the business plan and work plan, aligned to the SPC strategic plan. • Regular discussion is held with stakeholders and relevant information and updates are readily available. • The implementation and progress of all Curriculum and Assessment section work is monitored. • Outcomes are evaluated. • Reports are provided at the milestones indicated in project agreements or as required through SPC processes.
<p>KRA 2: Team performance and leadership (20%)</p> <ul style="list-style-type: none"> • Creating a team environment that fosters and develops effective working relationships and high performance. • Building a strong and effective team capable of providing services of the highest quality. • Ensuring team members, including service providers, are managed effectively (in particular recruitment, tendering and selection, performance management, and training and development). • Monitoring the performance and workloads of staff members and service providers to ensure that objectives are met. • Developing and monitoring contracts of short-term technical experts. 	<ul style="list-style-type: none"> • The team works collaboratively and cohesively to achieve Curriculum and Assessment section outcomes. • Members of the team collectively use their skills, knowledge and capacity to provide services to stakeholders. • All team positions and consultancies are appropriately staffed and managed. • Appraisals of all staff, with follow-up discussion, are carried out at six monthly intervals. • Contracts are made according to SPC procurement policy and monitored as per terms of reference.

<ul style="list-style-type: none"> • Creating linkages and integrating with the wider SPC workforce. 	<ul style="list-style-type: none"> • Networking, cooperation and integrated approaches are used to reach shared goals.
<p>KRA 3: Project Management/Project Financials (20%)</p> <ul style="list-style-type: none"> • Developing the Curriculum and Assessment section annual work plan and budget. • Preparing and providing accurate financial information to the EQAP Finance Officer. • Carrying out the day-to-day management, implementation and coordination of all project activities and ensuring project objectives are met. • Supervising the implementation of the work plan and monitoring to ensure it is implemented in a timely manner and within budget. • Proactively identifying and responding to new opportunities that will enhance project objectives. • Contributing to and managing the preparation of proposals, including budgets, designed to secure funding that supports initiatives designed either directly or indirectly to improve educational quality. 	<ul style="list-style-type: none"> • Curriculum and Assessment section annual work plan and budget are in place, monitored and revised as necessary. • Financial information regarding Curriculum and Assessment section work is prepared and processed according to SPC policy. • Projects are managed with attention to budget, risk registers, timelines and M&E components. • The work plan is implemented with attention to budget, risk registers, timelines and M&E components. • Opportunities are identified and pursued. • Curriculum and Assessment section components of project proposals are completed as per SPC standards, vetted internally in EQAP and with SPC.
<p>KRA 4: Assessment (20%)</p> <ul style="list-style-type: none"> • Oversee the professional activities and services delivered under regional assessment programmes. • Overall responsibility for the operations and coordination of the SPFSC Qualification. • Provide ongoing support to countries for the development and moderation of their national examination papers as well as the review and development of their national assessment policies. • Coordinate and supervise the professional activities and services delivered under Classroom-Based assessment initiative. 	<ul style="list-style-type: none"> • Regular reporting to Director on implementation, operations and coordination of regional assessment programmes. • Regular reporting to Director provided on operations and coordination of SPFSC and on the progress of achievement against the key outcomes. • Regular reporting to Director provided on progress of development, operations and coordination of Classroom-based assessment initiative
<p>KRA 5: Curriculum (20%)</p> <ul style="list-style-type: none"> • Support the Director in negotiating with countries on the implementation of intervention training for teachers. • Oversee the design and development of intervention strategies, programs and materials for improving teaching and learning. • Provide support for the review and development of national curriculum policy frameworks and bilingual education policies • Support Ministries of Education in the formulation or revision of national teacher competency standards frameworks and development of appraisal procedures, instruments and tools. 	<ul style="list-style-type: none"> • Collaboration from Heads of systems and relevant officers on the implementation of intervention training is achieved • Clear direction and targets for the design and development of intervention strategies and resources is determined and monitored • Clear direction and targets for the design and development of national teacher standards frameworks and accompanying tools is determined, implemented and monitored • Clear direction, targets, and implementation program for the training of teachers, education officers, school leaders, teacher trainers, examiners and scorers on outcomes-

<ul style="list-style-type: none"> Oversee and support the implementation of training of curriculum developers for the review and development of curriculum using learning outcomes. 	<p>based curriculum is determined, implemented and monitored</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):

<ul style="list-style-type: none"> Managing competing demands of member countries and team workloads against timelines, all of which may be at odds with one another. Negotiating the political, social and cultural sensitivities of the various stakeholder groups in provision of services to member countries from a regional perspective. Working effectively and efficiently within budget to deliver high quality services and finding ways to reduce costs and/or increase resources. Making decisions on section direction and resource management that have long term implications for the section and for EQAP.
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Functional Relationships & Relationship Skills:

Key internal and/or external contacts	Nature of the contact most typical
<p>External</p> <p>Key external contacts are:</p> <ul style="list-style-type: none"> Pacific Island Ministries of Education Tertiary institutions SPC divisions Development partners Technical partners CROP partners 	<ul style="list-style-type: none"> Providing strategic curriculum and assessment advice to member countries and territories Developing strong and supportive networks Supporting the education ministries within member Countries Provision of curriculum, assessment, and teacher competency policy advice Principal focal point for technical interaction, situational analysis and allocation in the delivery of services
<p>Internal</p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> EQAP Director and Deputy Director Finance Administrative Officer ICT staff EQAP Team Leaders Curriculum and Assessment team staff EQAP Programme and Finance Assistants EQAP Administrative Assistants 	<ul style="list-style-type: none"> Providing Strategic and technical advice as pertains to Curriculum & Assessment Programming. Advising and reporting on activities and work programmes. Providing technical oversight and collaborating to facilitate new work practices Consulting and collaborating on integrated programming across the scientific function areas. Coordination and Communication Collaborating and facilitating integration of curriculum-related components to programmes and projects to best meet the requirements of Donors and member countries

Level of Delegation:

Routine Expenditure Budget: responsible for section annual work plan and budget *400,000 Euro*

Budget Sign off Authority without requiring approval from direct supervisor: *50 Euro*

Personal Specification:

Qualifications

Essential:	Desirable:
<ul style="list-style-type: none">A degree in education	A master's degree or better in education assessment or curriculum development

Knowledge/Experience

Essential:	Desirable:
<ul style="list-style-type: none">At least 10 years of teaching experience, with 5 years of experience in curriculum or assessment.Knowledge of education particularly in educational assessment as well as in curriculum.Management experience at a national level within an education assessment system.Experience in building teamwork, initiative and ability to adhere to strict deadlines.Excellent communication and interpersonal skills, with a high standard of written and spoken English.	<ul style="list-style-type: none">5 years of work experience in a regional organisation.Experience in Pacific Island Countries and Territories.Experience in managing curriculum reform and/or national assessment programs.

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

Key Behaviours

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

- Change and Innovation
- Interpersonal Skills (Communicating Effectively)
- Teamwork
- Promotion of Equity and Equality
- Judgement
- Building Individual Capacity
- Demonstrating Personal Accountability
- Applying Expertise
- Creating Value for Customers
- Building Excellence

Personal Attributes

- High level of professional integrity and ethics
- Friendly demeanor
- Demonstrated high level commitment to customer service
- Physically fit
- Clear and effective communicator
- Ability to effectively and efficiently handle queries from internal and external customers 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.