JOB AND PERSON SPECIFICATION

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| 1. ROLE DETAILS | | | | | |
| **Role Title** | Senior SACE Officer, Curriculum and Assessment | | Classification | ASO 8 | |
| **Position Number** | TBA | | **Date Created** | July 2011 | |
| Group | Curriculum and Assessment | | **Date Approved** | August 2016 | |
| Reports To | Executive Manager, Curriculum and Assessment | | **Review Date** | August 2016 | |
| 1. ROLE CONTEXT | | | | | |
| Organisational Overview | The SACE Board of South Australia operates within legislative requirements as detailed in the *SACE Board of South Australia Act* *1983* and adheres to Work Health and Safety requirements, equal opportunity principles, and public sector principles.  The SACE Board of South Australia is responsible for the development and management of curriculum and its assessment, as well as the certification and reporting of student achievement and student participation data, in the South Australian Certificate of Education.  The Office of the SACE Board is organised around several functional groups including: Curriculum and Assessment, Information Services, Communications, HR and Corporate Services, and the Office of the Chief Executive.  In collaboration with other groups across the SACE Board, the Curriculum and Assessment group provides a range of strategic and operational functions relating to curriculum services, assessment quality assurance, school liaison and professional learning. | | | | |
| Role Summary | The Senior SACE Officer, Curriculum and Assessment is accountable to the Executive Manager, Curriculum and Assessment for leading project teams to deliver key functions of Curriculum and Assessment. This involves working collaboratively with key internal and external stakeholders, and managing curriculum development and assessment and quality assurance processes. | | | | |
| Role Purpose | The Senior SACE Officer, Curriculum and Assessment is accountable to the Executive Manager, Curriculum and Assessmentin a range of the following outcomes:   * Leading project teams to deliver key functions of Curriculum and Assessment such as Stage 1 moderation, Stage 2 external and school assessment and quality assurance, Stage 1 and Stage 2 planning and clarifying, subject renewal, support materials development, professional learning programs * Developing, coordinating and managing the assessment and quality assurance processes for external and school assessment across South Australia, the Northern Territory, and the SACE International * Analysing and interpreting student and school assessment data and subject assessment data to identify, develop and manage effective improvement strategies * Coordinating school liaison and subject advice * Identifying, coordinating and managing the development of a range of professional learning initiatives with stakeholders * Coordinating and managing in one or more focus areas such as; the Institute of Educational Assessors, capabilities, subject renewal, curriculum eligibility, special provisions, VET, achievement of Aboriginal students, literacy for students at risk, numeracy for students at risk and achievement of new arrival students * Overseeing the analysis of the operational implications of SACE assessment, learning and assessment design and quality assurance processes in a changing environment in collaboration with personnel outside of the SACE Board (e.g. standards leadership teams, assessment panels, subject reference groups, recognised learning providers) * Supporting teachers and school leaders to work in the e-environment * Contributing to the shared work of the SACE Board in collaboration with all SACE Board working groups and teams. | | | | |
| Line Management Responsibility | Nil | | | | |
| Authority to Act / Delegations | * + Refer to the SACE Board of SA delegations | | | | |
| Special Conditions | * + Voluntary flexible working arrangements.   + Intrastate travel to regional and remote locations / interstate travel may be required.   + Annual performance agreement for the achievement of specific service or program outcomes.   + A current driver’s licence is required   + Some out-of-hours work.   + The incumbent works under the SACE Board of South Australia Act 1983.   + Intense times of activity within the SACE Board of South Australia occur according to roles, this may limit planned leave in some instances at specific times of the year. For all staff, this includes between October and the end of December. For some roles, the incumbent would not normally be able to take planned leave during this period.   + Appointment is subject to a satisfactory background screening and national criminal history check obtained through the Screening and Licensing Unit, Department for Communities and Social Inclusion to be renewed every 3 years thereafter from date of issue. Existing employees who have undertaken a Police Check and are cleared and subsequently charged with an offence are required to inform their Line Manager immediately. | | | | |
| 1. ESSENTIAL MINIMUM REQUIREMENTS | | | | | |
| **Qualifications** | An appropriate tertiary qualification in education and/or training | | | | |
| **Leadership and Management Skills** | * Demonstrated experience in coordinating and leading complex processes and/or projects to successful completion with a focus on improvement and initiative * Demonstrated ability to lead, manage, and be responsive and adaptable in an evolving organisational environment | | | | |
| **Communication and Interpersonal Skills** | * Demonstrated ability to work effectively and collaboratively within and across teams in order to achieve agreed outcomes. * Demonstrated high level communication skills (written and verbal) | | | | |
| **Technical Skills** | * Experience in leading and coordinating curriculum (and/or VET qualifications and recognised learning), assessment and quality assurance processes * Demonstrated ability to work effectively in online and electronic environments * Leadership in the design and delivery of training and professional learning for teachers and school leaders * Ability to keep accurate and complete records of business activities in accordance with the State Records Act 1997. | | | | |
| **Strategic Thinking and Policy Skills** | * Demonstrated high level analytical and strategic thinking and problem solving skills * Sound knowledge and understanding of policies and principles relating to equal employment opportunity programs and work health and safety. | | | | |
| **Organisational Skills** | * Demonstrated ability to work with limited supervision, to cope with high volumes of work, deal with competing demands, meet strict deadlines and organise activities to provide efficient services | | | | |
| 1. DESIRABLE CHARACTERISTICS | | | | | |
| Attributes/Experience | * Experience in curriculum and assessment in senior secondary education * Accreditation from the Institute of Educational Assessors (IEA) as a Certified Educational Assessor (CEA) or equivalent * Understanding of the role of the SACE Board of South Australia as a statutory authority and its relationship with schools and school sectors * Understanding and/or experience of national and/or international directions in curriculum, assessment and quality assurance | | | | |
| 1. ACKNOWLEDGEMENT | | | | | |
| **Chief Executive / Delegate** |  | **Signature** | | | **Date** |
| **Employee Name** |  | **Signature** | | | **Date** |