Position Description

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| Role | Executive Panel Member (For General Achievement Test (GAT) and English only. |
| Classification | MO06 |
| Salary Range | As prescribed under the Ministerial Order 1451 |
| Work Location | Examinations Unit, Curriculum Division |

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| Role Purpose |  |
| Executive Panel Members are required to provide support to Chief Assessors (CAs) and Assistant Chief Assessors (ACAs) with the monitoring of marking and the provision of support to assessors. Executive Panel Members are required for the General Achievement Test (GAT) and English only due to the number of assessors required to complete marking. Executive panel members lead a small team of assessors under the guidance and direction of the CA. They assist the CA and ACA to train assessors in the application of marking principles and to monitor marking and assessment progress. They are required to support groups of assessors during the assessment process by providing advice and assistance where required. | |

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| Role Responsibilities | |  |
| Applicants for Executive Panel Member positions require:   * a thorough knowledge of the current Study Design * a thorough knowledge and understanding of the requirements of external assessment * knowledge of assessment procedures * experience assessing student work in the relevant study * experience working with teams of professionals * an ability to work under pressure and within tight timelines.   Executive Panel Member Responsibilities:   * participate in the selection of training materials for Assessor Training Meetings (Script Selection) * assist the Chief Assessor to provide guidance and support during the marking, including monitoring marking progress and assessor performance * assist with the resolution of any marking errors or inconsistencies * assist with the resolution of any student responses identified for review * participate in discrepancy marking and Anomalous Grade Marking (where required)   **NOTE**  Travel may be a requirement for Executive Panel Members. Executive Panel Members required to travel may be eligible to claim travel expenses. Further details will be provided during the onboarding process.  **Application Timeline:**    All applications for leading roles must be submitted by Sunday 16 March 2025. | | |
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| **Capabilities** |  | |
| Study Expertise | Current or recent experience teaching the relevant study at Unit 3 and 4 level, with preference given to applicants teaching the study in the current year and who have five or more years of teaching experience in that study. Other relevant experience or activities.   * Understanding of VCE assessment policy and procedures * Experience in other relevant VCE positions | |
| Working Collaboratively | Guides others to create a culture of collaboration; Identifies, and works to overcome, barriers to knowledge or information sharing; Identifies opportunities to work with other teams to deliver outcomes | |
| Project Delivery | Translates strategies into programs or projects that enables achievement of outcomes required. Defines tasks to be delivered to meet agreed outcomes; Coordinates and guides others in the execution of work activities; Monitors progress of tasks against plans and takes corrective action when required | |
| Communicate with Impact | Use various communication media to convey information, ideas, and insights in ways that maximises understanding of key messages; Posses good written and verbal communication skills | |

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| Key Selection Criteria (KSC) |  |
| **Generic Criteria**  **Criteria 1:** Demonstrates the 'Victorian Public Sector Values' of Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights.  **Position Specific Criteria**  **Criteria 2:** ‘Study Expertise’ – please see the Capabilities section above for more detail.  **Criteria 3:** ‘Working Collaboratively’ – please see the Capabilities section above for more detail.  **Criteria 4:** ‘Project Delivery’ – please see the Capabilities section above for more detail.  **Criteria 5:** ‘Interpersonal Skills’ – please see the Capabilities section above for more detail. | |

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| Other Information |  |
| Selection | The merit selection process will be assessed on your application, including relevant experience and expertise and ability to demonstrate the Key Selection Criteria, and from Referee Checks.  In addition, if previously employed as an Assessor:   * Satisfactory performance on assessor statistics over the last 3-5 years, particularly from the most recent year as an assessor * Compliance with the conditions of appointment * Behaviour consistent with the Department of Education values     The application process requires a response outlining experience and skills in the areas listed above, as well as detail of VCAA positions previously held by the applicant.  The VCAA has a policy of rotation, refreshment, and rejuvenation of assessing teams.  **Other Guidelines**  Across the cohort of applicants and appointees for lead roles for each external assessment, the following guidelines apply where possible:   * There will be proportional representation of assessors from Government schools; Independent schools, Catholic schools and other (non-teaching applicants/adult education/tertiary). Representation will reflect the general pattern of enrolments by sector in the relevant study. * There will be equal gender representation. * Applicants with relevant expertise such as retired teachers, examination panel members not currently teaching, academics and specialists may be eligible for appointment to lead assessing positions where the VCAA determines their experience is relevant to the assessment program.   Examples include where non-teacher applicants have participated in study reviews, are experts in specialist areas such as particular musical instruments, small language studies and new areas of the curriculum. The overall composition of the assessor cohort will be taken into account when recommending these appointments.  Applicants for Executive Panel Members positions require current or recent experience teaching the relevant study at Unit 3 and 4 level, with preference given to applicants teaching the study in the current year and who have five or more years of teaching experience in that study. |
| Conditions of Appointment | The following conditions of appointment apply for all executive panel member roles. You will be asked to confirm these requirements in your application and complete a declaration following an offer of appointment:   * You must maintain strict confidentiality in relation to discussions of the content and assessment of the examination paper, assessment guide, training materials and accompanying documentation. * You must declare any Conflict of Interest, close connections and associations. * You must not have accepted a voluntary resignation or career transition package, e.g. Voluntary Departure Package (VDP), Voluntary Separation Package (VSP), Resignation Incentive Scheme (RIS) from a Victorian Government agency or department within the last three years. * You must declare any association with any textbooks, study guides or other student resource materials that are in general use in schools or TAFE in the relevant VCE study area. * You may not present at meetings, courses or conferences for teachers, or speak at any meetings on the requirements of the study design or examination specifications for the relevant VCE study area without the approval of the VCAA Director, Curriculum. * You must be available to attend scheduled meetings leading up to and during the assessment period. |
| Work Location | Working from home unless directed in person at:   * VCAA: Level 7, 200 Victoria Parade, East Melbourne VIC 3002 * VCAA Assessment Centre: 189 Urquhart Street, Coburg VIC 3058.   Where appointed assessors employed in Victorian schools are required to attend mandatory activities related to assessing, their school may be eligible for a payment from the VCAA to offset the cost of employing a CRT to cover the VCAA employee's classes. |
| Allocation of Duties | The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this level. |
| Organisational Values, Governance, Safety & Risk Management | The incumbent shall carry out duties in accordance with legislation and governance requirements, policies and procedures, safety principles, code of conduct for Victorian public sector employees, and Victorian Public Sector Values. |
| Child Safe Standards | The VCAA actively promote the safety and wellbeing of students, and all VCAA staff are committed to protecting students from abuse or harm in the school and corporate environment, in accordance with their legal obligations including child safe standards. |
| DE National Criminal History Record Check (NCHRC) | All employees of the VCAA are required to have a current and satisfactory DE NCHRC or current VIT registration before they commence working with the VCAA. |