

## CEA Application

Applications are invited for the role of Chartered Educational Assessor from any interested members of the IEA who think that they could fulfil that role.

Closing date for applications will be July 31<sup>st</sup>.

Please find below the person specification, which outlines the required skills and levels of experience.

Successful applicants will be informed by Friday September 7<sup>th</sup>. and will be required to attend a two day training and assessment programme in late September or early October. This will act as both a training and selection process prior to working with a number of schools and Local Authorities that have agreed to take part in the initial pilots beginning in October.

In the pilot, you will be expected to quality assure the assessment processes that take place in a school, college or training environment. You will act both as a facilitator of change within the institution, as well as validating the changed processes. This is intended to form the core activities of validating the processes of internal assessment for those consortia involved in the introduction of the Diploma in September 2008. In the longer term, this may have a profound effect upon how assessment is conducted nationally. You can expect remuneration for your work, although the exact amount remains undecided.

The eight-month pilots will consider the effectiveness of the role of the CEA in schools.

Successful applicants will have experience in, or the potential to undertake:

Preparing for assessment  
Conducting assessments  
Feeding back after assessment  
Managing others  
Managing yourself

Further guidelines on these requirements are given below.

### **Preparing for Assessment**

A prospective Chartered Educational Assessor (CEA) must show evidence of the ability to design assessment specifications, interpret the assessment requirements of specifications and design assessment instruments and criteria which are valid, fit for purpose, reliable and robust, fair and equitable and consistent over time.

Appropriate evidence might include:

- Determining the knowledge, skills and understanding to be assessed in General Qualifications (GQs), Vocational Qualifications (VQs), and National Curriculum Tests (NCTs);
- Designing the method by which assessment in schools is monitored and the criteria by which it is validated;
- Setting generic assessment instruments and assessment criteria relating to the nature and purpose of the assessment;

- Designing external examinations and mark schemes;
- Designing tasks and their associated criteria, which will produce appropriate outcomes for internal assessments to national standards or to fulfil internal policy guidelines.

## **Conducting Assessment**

A prospective CEA will also understand assessment criteria as described in subject specifications and will be able to incorporate them into assessment tools. You will be able to devise and deliver suitable assessments within a centre which are understood, agreed to and that apply fairly, consistently and reliably across the specification.

You will be able to assess the outcomes of the learners by implementing suitable mark schemes and level descriptors for written examinations and coursework respectively.

Evidence to support this might include:

- Suitable samples of mark schemes and / or level descriptors;
- Showing an understanding of what would constitute a high grade, an average grade and a low grade in terms of the marks scored or the coursework submitted.

It is essential that the successful candidate is able to ensure that all members of the assessment team fully understand the application of the criteria within each centre in your charge, and that this is communicated clearly and simply to all members.

## **Managing others**

A prospective CEA should also provide evidence that he/she can effectively train and support individual assessors and assessment centres in general.

Evidence of these abilities might include:

- Leading INSET sessions for teachers;
- Leading examination standardisation meetings;
- Contributing to the design of teacher-assessor support materials and formal records of Continuous Professional Development (CPD) delivery.

## **Managing Yourself**

Applicants must be able to show evidence of the knowledge, skills and understanding relevant to self-management in the assessment field. You must show evidence of your ability to:

- Identify requirements;

- Plan and organise yourself;
- Apply criteria consistently over time;
- Take appropriate initiatives; reflect on performance and use feedback;
- Undertake personal development to enhance performance.

### **Feeding Back to Others**

A successful applicant will be able to analyse data output accurately and use current technology relevant to assessment practices.

The person appointed must show evidence of the knowledge, skills and understanding relevant to working with and managing a team in the assessment field. You must show evidence of an ability to:

- Develop teams;
- Communicate effectively;
- Work with, support, train, encourage and inspire others;
- Ensure deadlines are met;
- Help them to apply criteria consistently over time and to facilitate change;
- Generally enhance the performance of all.

### Letter of Application

In no more than 750 words, explain how you meet the above criteria and what qualities you would bring to the role of Chartered Educational Assessor.

Send the completed forms in hard copy to:  
Freepost RRGT-RSZZ-XBTS  
Institute of Educational Assessors  
Mitcham  
CR4 4NA

Alternatively you can send the completed application form to:

[Pilot@ioea.org.uk](mailto:Pilot@ioea.org.uk)

\*Name:

\*Postal Address:

\*E-mail address:

Tel:

Mob:

Fields marked \* are mandatory