Senior Analyst
Sector Enablement and Support

The Senior Analyst is responsible for improving the quality, integrity, consistency and presentation of the information and analysis used in planning and evaluation of schooling network options. They will provide professional and technical assessments for network-related activities at a regional level, operating as a part of the Auckland region schooling network team.

The role monitors, analyses and assesses population changes, school roll fluctuations and other trends and changes that may impact on education provision at all levels of the education network. This may require working with local authorities, schools, boards of trustees, and other groups including government agencies, and regional and national Ministry of Education staff, in order to identify changing needs within the schooling network so that the Ministry is able to respond effectively.

Reports to Planning Manager, Schooling Networks
Pay band: A7

Purpose of the Ministry of Education

What	Our Purpose
	Lift aspiration, raise educational achievement for every New Zealander

Why	Our Vision
	Every New Zealander:

- Is strong in their national and cultural identity
- Aspires for themselves and their children to achieve more
- Has the choice and opportunity to be the best they can be
- Is an active participant and citizen in creating a strong civil society
- Is productive, valued and competitive in the world

New Zealand and New Zealanders lead globally

How	Our Behaviours

- We get the job done

- We are respectful, we listen, we learn
- We back ourselves and others to win
- We work together for maximum impact

Great results are our bottom line

Key Priorities

Maintain quality of information and analysis on network issues

- Develop robust data and strategic analytical capacity which supports the provision of critical advice to inform Ministry policy and planning
- Provide analytical support and expertise to the Planning Manager Schooling Networks, Lead Adviser Planning and Network Analysts
- Ensure that all analytical work is grounded in an understanding of the relationship between network activities and student achievement
- Ensure the quality of information used in network planning, and problem analysis is of a constantly high quality
- Facilitate the effective transfer of data and analysis into strategy, policy, operational policy and implementation planning processes

Undertake complex analyses, and lead development and implementation of analytical systems and processes

- Take responsibility for the development and review of analysis models, methodologies and specifications for specific and complex projects with a network component
- Lead and undertake complex statistical analysis of future trends
- Lead the design and planning for implementation of new analytical processes and databases
- Ensure appropriate quality control processes are developed and utilised for all analytical work
- Develop solutions for improving the usability and accessibility of data and analysis
- Lead the development of improved documentation and quality assurance processes for analysts
- Manage the integration of changed business processes into analysts' practice
- Ensure effective communication of complex analytical issues, examining results from a variety of perspectives
- Take responsibility for the production of high quality information, reports and analysis on which to base decisions for prioritisation, implementation and resource allocation.

Regional medium to long term planning

- Collate regional information to identify regional trends, risks and information to feed into regional and national long-term planning and prioritisation of work
- Support the development of the regional plan for what needs to be in place for the network over the next 3-5 years in line with the national plan
- Provide input into the Auckland Education Growth Plan which has a 10-25 year horizon
- Develop network assessments/area reports where these inform regional school capacity assessments and investment decisions
- Assist the Lead Analyst to manage the identification, assessment and mitigation program for risks and issues at a regional level, including feeding through information to a national level

Build analytical capability

- Build capability to ensure that analytical work is of a high quality and meets strategic information needs, and support professional development and retention of network analysts
- Provide professional guidance to the national network analyst team
- Provide expertise and advice which develops and strengthens our analytical capability
- Contribute to thinking within the Ministry on developing analytical capability and keep in touch with successful practices elsewhere

Project management

- Provide leadership for the planning and delivery of projects to the agreed scope, schedule, budget, and quality standards, monitoring progress, emerging issues and risks, and problem-solving
- Provide day-to-day and/or short-term project or professional leadership where this is required by work programme demands

Relationship management

- Build strong relationships with priority local territorial authorities, central government agencies, iwi and education sector providers to define needs and develop local solutions which ensure ongoing viable schooling options

Systems and Administration

- Maintain accurate files and systems to ensure Ministry standards, policy and procedures are maintained
- Ensure relevant databases are maintained
- Compile routine and ad hoc statistics, information and reports as required
- Maintain Ministry reporting and quality assurance (audit) standards
- Comply with appropriate risk management strategies

Ka Hikitia –Managing for Success

- Have an awareness of and an understanding of the Organisational Potential Framework, and apply this knowledge and understanding of Māori enjoying success as Māori, to day to day work
- Take responsibility for developing skills and knowledge to: develop transform participate and to influence in their day to day work, Māori enjoying education success as Māori

Health and Safety

- Takes all practicable steps to ensure safety at work and that no action or inaction causes harm to anyone else.
- Reports all hazards, accidents, near misses, or unsafe conditions to your manager and Health and Safety Representative as soon as possible
- Observes Ministry stated health and safety policies and guidelines.
- Knows and complies with all Ministry Health and Safety policies and guidelines.

Key Relationships

Internal

- Directors of Education for Auckland and Tai Tokerau
- Planning Manager, Schooling Networks
- Lead Analyst
- Senior Advisers, Network
- Education Managers, Learning Support Managers and teams
- National and Regional Education Infrastructure Services (EIS) Managers and teams
- Education Data and Knowledge (EDK) team
- National office network staff
- Pacific education specialists
- Māori education specialists

External

- Schools and Kura, particularly Principals and Boards of Trustees
- Education sector groups
- Representatives from other government agencies and Non-Government Organisations (NGOs)
- Territorial local authorities, regional authorities and other planning agencies; in particular Auckland Council, Auckland Transport, Statistics NZ, MBIE, MSD, MHUD, HNZ, NZTA
- Provider organisations (such as professional development, alternative education governance, education, and financial consultancy, iwi, community-based providers)
- Partnerships and networks with local iwi and Māori
- Pasifika communities
- Community sector and stakeholder groups (regional and local)
- Legal, planning and education consultants

Qualifications and Technical skills

- Relevant tertiary qualification in a planning or technical discipline; plus practical analytical experience
- Project management skills and an understanding of project management methodology
- Well developed knowledge of statistical and/or demographic analysis, familiarity with a range of methodologies and techniques, including interpreting and communicating demographic information
- MS Excel to power user level
- Applied knowledge and understanding of a range of computer packages including MS Word, Access, MapInfo or other GIS packages

Experience and knowledge
Essential

- Highly developed problem solving, numerical and analytical skills
- Good understanding of statistical and demographic analysis, with a high level of intellectual and analytical ability to interpret data
- Considerable experience in the development of solutions for complex analytical issues and in analysing/manipulating large, complex data sets
- Experience in medium/long term planning
- Ability to understand the wider regional environment and trends, and to identify potential opportunities, risks and issues
- Capacity to work with an inter-disciplinary perspective
- Ability to understand policy intent and identify implications for implementation

- Significant relationship building and relationship management experience including liaising, consulting with and influencing agencies and stakeholders
- Understanding of the principles of the Treaty of Waitangi and the implications for network provision within the education sector
- Knowledge of and the ability to apply quality assurance, self-review, and control assurance practice
- Demonstrated ability to produce consistently high quality work and to plan workloads to meet deadlines

Desirable

- Knowledge and experience of the operation of the school sector and an understanding of factors impacting on student achievement
- Previous exposure to a government policy environment
- Understanding of, and ability to interpret, relevant legislation and local authority requirements
- Experience in project design and implementation
- Applied understanding of process and systems improvement methodologies
- Ability to understand policy intent and identify implications for implementation
- Ability to build a good understanding of the wider regional environment and trends, and identify potential opportunities, risks and issues before they arise

Competencies

Overall Ministry Competency	Ministry Competencies	Focus Area	Competency Level
Results Orientation	Planning and organising Control/follow up	Achieving results at this level is likely to require resolving more complex issues, be over a longer time frame, involve integrating a range of disciplines, and/or contributions from range of jobholders both within and outside of the Ministry.	3
Problem Solving & Strategic Thinking	Analysis Judgement Organisational awareness Extra-organisational awareness	Job holders at this level analyse complex problems. At this level they use a range of advanced analytical skills or investigative techniques or models or quantitative analysis. They balance conflicting factors, information and views, and draw strategic connections, to identify the most appropriate solution. Decisions are made in the context of some uncertainty and risk.	4
Relationship Management	Relationship Management	Jobholders at this level build and maintain relationships, delivering high level and proactive service to clients, particularly where they are	3

	Engagement and Consultation with Māori Customer Service Focus	required to deal effectively with inherently difficult client relationships.	
Developing Performance	Self Development	Jobholders at this level are required to EITHER take formal responsibility for the coaching and development of colleagues OR take formal responsibility for assigning and monitoring the work of colleagues	2
Teamwork & Team Leadership	Teamwork Leadership	Jobholders at this level are required to build co-operative relationships and participate willingly in team activities. They take occasional responsibility for leading a team, which includes effective interaction and consultation with other team members to achieve team outcomes.	3
Communications	Communication – General Written Communication Oral Communication Listening Persuasiveness Correct Māori Pronunciation	Jobholders at this level require persuasion and influencing skills for communicating the Ministry's viewpoint to an intended audience.	3
Knowledge Base		Job holders at this level require a high degree of applied knowledge and an understanding of the theoretical base of that knowledge, in order to solve complex problems in technical, administrative or specialist fields. The professional knowledge essential at this level will normally be based a foundation of academic knowledge with an additional practical experience, although equivalent practical knowledge is acceptable.	5