

# Role Description

## Principal Evaluator

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Centre for Education Statistics Evaluation (CESE)
Role number	238651
Classification/Grade/Band	Clerk Grade 11/12
Senior executive work level standards	Not Applicable
ANZSCO Code	511112
PCAT Code	3119192
Date of Approval	June 2022
Agency Website	<a href="http://www.education.nsw.gov.au">www.education.nsw.gov.au</a>

### Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages. We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors. We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

### Primary purpose of the role

The role will lead a team within the Aboriginal Outcomes and Partnerships Directorate to deliver concurrent evaluations of priority initiatives that seek to improve outcomes for Aboriginal students, by working collaboratively with stakeholders to ensure evaluations provide valuable evidence at critical time points, and that evaluation findings are used. This role will also advise on the procurement of suitable external suppliers to undertake evaluation and be aware of contemporary approaches to working with Aboriginal people and communities in relation to culturally appropriate research and evaluation methodologies. The role will also promote the importance of culturally responsive evaluation and support evaluation capacity building across the Directorate including the provision of advice regarding new projects, programs of work and evaluations readiness.

### Key accountabilities

- Establish and lead collaborative and productive relationships with team members, other parts of the Department and other evaluation stakeholders to achieve agreed evaluation objectives that support Aboriginal student outcomes.

- Lead a team to develop process and outcomes evaluation plans, undertake qualitative and quantitative methods, use sophisticated analysis tools and draw on internal data collections for high priority initiatives.
- Lead the production of high quality evaluation reports to ensure they meet the standard required for publication on the Department's website.
- Lead, motivate and mentor the team, by monitoring performance, fostering ongoing professional development and ensuring staff have the knowledge and skills to achieve their work objectives in alignment with Department values.
- Undertake strategic projects that support the leadership of the Aboriginal Outcomes and Partnerships Directorate, that promote the importance of evaluation and support evaluation capacity building across the cluster.
- Prepare high quality briefings, correspondence, reports, research proposals and other documents in a timely manner to support the operation of the Directorate.
- Represent the Directorate at stakeholder meetings on matters relating to evaluation projects to ensure the Directorate's position is effectively communicated.

## Key challenges

- Ensuring the delivery of high quality evaluations consistent with the Department's strategic direction in a culturally responsive way during a period of significant education reform.
- Managing complex and diverse project requirements in an environment characterised by competing priorities, tight deadlines and legislative frameworks.
- Consulting with diverse groups of internal and external stakeholders to foster productive business relationships to deliver on agreed outcomes.

## Key relationships

Who	Why
<b>Internal</b>	
Other directorates within the Department	<ul style="list-style-type: none"> <li>• Develop and maintain effective working relationships to foster collaboration, consultation and engagement in relation to the development of evaluations and implementation of findings and the appropriate use and permissions relating to Department data</li> </ul>
The Executive Director and Directors Aboriginal Outcomes and Partnerships Directorate	<ul style="list-style-type: none"> <li>• Develop and maintain strong relationships to inform an ongoing program of work aligned with the Directorates workplan and strategic objectives</li> </ul>
Schools	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships to gain an understanding of the environmental context in which major changes are being implemented to inform the design and interpretation of evaluation methodologies.</li> </ul>
<b>External</b>	
NSW Central Agencies, Commonwealth, other state and territory agencies and nongovernment education stakeholders	<ul style="list-style-type: none"> <li>• Develop and maintain effective working relationships to foster collaboration, consultation and engagement in relation to the development of evaluations and implementation of findings.</li> </ul>

Who	Why
The NSW Coalition of Aboriginal Peak Organisations, the NSW Aboriginal Education Consultative Group Inc and other Aboriginal organisations	<ul style="list-style-type: none"> <li>Develop and maintain effective working relationships inclusive of co-design and consultation where appropriate. Stakeholder engagement and dissemination of draft reports and findings.</li> </ul>
Aboriginal community members, students and families	<ul style="list-style-type: none"> <li>Ensuring that research and evaluation methodologies are culturally appropriate and Fieldwork occurs in a culturally safe and supported environment</li> </ul>

## Role dimensions

### Decision making

- Acts independently and uses initiative in performing the role's core work functions
- Consults with the Director and Executive Director, Aboriginal Outcomes and Partnerships Directorate in relation to decisions that have resource implications, far reaching implications, are contentious and /or are likely to have an impact on stakeholders.

### Reporting line

Director of the Premier's Priority, Aboriginal Outcomes and Partnerships Directorate

### Direct reports

The role has 0-4 direct reports.

### Budget/Expenditure

The role has financial delegations in accordance with the department's policy.

## Key knowledge and experience

Knowledge of, and commitment to implementing the Department's Aboriginal Education Policy and upholding the Department's Partnership Agreement with the NSW AECG and to ensure quality outcomes for Aboriginal people.

## Essential requirements

Valid Working with Children Check for paid employment

Qualifications in applied social sciences or similar discipline with a strong quantitative or qualitative component, e.g. economics, statistics or psychology, and/or relevant professional experience Post graduate qualifications in the above field are also highly sought after.

Demonstrated extensive experience using statistical software packages (e.g. Stata, R, SPSS).

Demonstrated experience or knowledge of, contemporary approaches to working with Aboriginal people and communities in relation to research and evaluation conducted in a culturally appropriate way.

Experience procuring and managing external stakeholders engaged for the purposes of evaluation.

## Capabilities for the role

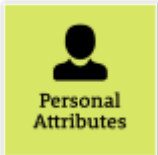
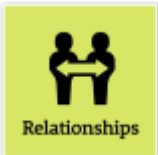
The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

### Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.



The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

FOCUS CAPABILITIES			
Capability group/sets	Capability name	Behavioural indicators	Level
	<b>Manage Self</b> Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"><li>Act as a professional role model for colleagues, set high personal goals and take pride in their achievement</li><li>Actively seek, reflect and act on feedback on own performance</li><li>Translate negative feedback into an opportunity to improve</li><li>Take the initiative and act in a decisive way</li><li>Demonstrate a strong interest in new knowledge and emerging practices relevant to the organisation</li></ul>	Advanced
	<b>Communicate Effectively</b> Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"><li>Present with credibility, engage diverse audiences and test levels of understanding</li><li>Translate technical and complex information clearly and concisely for diverse audiences</li><li>Create opportunities for others to contribute to discussion and debate</li><li>Contribute to and promote information sharing across the organisation</li><li>Manage complex communications that involve understanding and responding to multiple and divergent viewpoints</li><li>Explore creative ways to engage diverse audiences and communicate information</li><li>Adjust style and approach to optimise outcomes</li><li>Write fluently and persuasively in plain English and in a range of styles and formats</li></ul>	Advanced
<b>Work Collaboratively</b>			Adept

## FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
	Collaborate with others and value their contribution	<ul style="list-style-type: none"> <li>Encourage a culture that recognises the value of collaboration</li> <li>Build cooperation and overcome barriers to information sharing and communication across teams and units</li> <li>Share lessons learned across teams and units</li> <li>Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work</li> <li>Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services</li> </ul>	
	<b>Deliver Results</b> Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> <li>Seek and apply the expertise of key individuals to achieve organisational outcomes</li> <li>Drive a culture of achievement and acknowledge input from others</li> <li>Determine how outcomes will be measured and guide others on evaluation methods</li> <li>Investigate and create opportunities to enhance the achievement of organisational objectives</li> <li>Make sure others understand that on-time and on-budget results are required and how overall success is defined</li> <li>Control business unit output to ensure government outcomes are achieved within budgets</li> <li>Progress organisational priorities and ensure that resources are acquired and used effectively</li> </ul>	Advanced
	<b>Think and Solve Problems</b> Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> <li>Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues</li> <li>Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others</li> <li>Take account of the wider business context when considering options to resolve issues</li> <li>Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements</li> <li>Implement systems and processes that are underpinned by high-quality research and analysis</li> <li>Look for opportunities to design innovative solutions to meet user needs and service demands</li> </ul>	Advanced

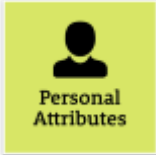
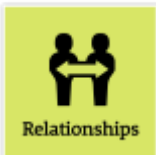


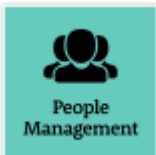
## FOCUS CAPABILITIES

Capability group/sets	Behavioural indicators	Level
 <b>Project Management</b> Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> <li>Evaluate the performance and effectiveness of services, policies and programs against clear criteria</li> <li>Prepare and review project scope and business cases for projects with multiple interdependencies</li> <li>Access key subject-matter experts' knowledge to inform project plans and directions</li> <li>Design and implement effective stakeholder engagement and communications strategies for all project stages</li> <li>Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning</li> <li>Develop effective strategies to remedy variances from project plans and minimise impact</li> <li>Manage transitions between project stages and ensure that changes are consistent with organisational goals</li> <li>Participate in governance processes such as project steering groups</li> </ul>	Advanced
 <b>Manage and Develop People</b> Engage and motivate staff, and develop capability and potential in others	<ul style="list-style-type: none"> <li>Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes</li> <li>Adjust performance development processes to meet the diverse abilities and needs of individuals and teams</li> <li>Develop work plans that consider capability, strengths and opportunities for development</li> <li>Be aware of the influences of bias when managing team members</li> <li>Seek feedback on own management capabilities and develop strategies to address any gaps</li> <li>Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way</li> <li>Monitor and report on team performance in line with established performance development frameworks</li> </ul>	Adept

## Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

COMPLEMENTARY CAPABILITIES			
Capability group/sets	Capability name	Description	Level
 Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Adept
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Adept
 Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Adept
 Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Advanced
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Adept
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Adept
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Adept
 People Management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Intermediate
	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Intermediate
	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Intermediate