

EVALUATION AND REPORTING LEAD	
NAME	
TENURE	<ul style="list-style-type: none"> <li>• 1 FTE</li> <li>• Permanent</li> <li>• Start Date:</li> </ul>
PLACE OF WORK	Flexible and/or Christchurch/Auckland
DEPARTMENT	Pedagogy and Curriculum
REPORTING TO	Deputy Principal – Pedagogy and Curriculum
DIRECT REPORT(S)	<ul style="list-style-type: none"> <li>• T&amp;L Data Analyst</li> <li>• SMS Lead</li> <li>• SMS Support</li> </ul>
FUNCTIONAL RELATIONSHIPS	<ul style="list-style-type: none"> <li>• Senior and Executive Leadership Teams</li> <li>• Teachers and Teaching Leaders</li> <li>• Data and Administration Teams</li> <li>• Students and Whānau</li> <li>• Ministry of Education</li> </ul>
TRAVEL	National as required
PURPOSE OF THE ROLE	<p>The Evaluation and Reporting Lead is responsible for the educational and pedagogical assessment, evaluation, and learning insights. This role ensures that high quality data and evidence inform classroom practice, student programmes, and schoolwide improvement. Working collaboratively with teaching staff and leaders, the role strengthens the school's capacity for critical inquiry, evidence-based decision-making, and continuous improvement in teaching and learning.</p> <p>They ensure that data insights, tools, and evaluation processes strengthen teaching and learning actions across the school. They ensure a partnership model with Digital and IT who have ownership and accountability for enterprises systems, platform engagement, reporting infrastructure, data governance, cybersecurity, integrations and technical enablement.</p>

KEY ACCOUNTABILITIES	
Leadership of Evaluation and Reporting	<ul style="list-style-type: none"> <li>• Work with school leaders to develop, implement and ongoing review of schoolwide evaluation and reporting frameworks.</li> <li>• Work with school leaders evaluating business requirements and feedback on the assessment systems regarding alignment with curriculum expectations, educational practice, and effective deaf pedagogical practices.</li> <li>• Lead and contribute to the coordination, production, and review of assessment policies and guidelines.</li> <li>• Ensure evaluation and reporting practices are culturally responsive, equitable and reflect DHH ākongā learning outcomes.</li> </ul>
Data Analysis and Evidence Informed Practice	<ul style="list-style-type: none"> <li>• Systematically gather, analyse, and interpret national, local, and school-based assessment data on educational practice.</li> <li>• Analyse data at individual student, cohort, and whole school levels to identify trends that inform school priorities and teaching strategies.</li> <li>• Lead the collection, validation, analysis and interpretation of assessment and wider student data to inform planning, targeted interventions, and self-review</li> <li>• Produce timely insights for leaders and staff and develop tools/dashboards that support evidence - informed decisions across Enrolled and Outreach settings.</li> <li>• Provide clear, timely, and actionable insights to staff to support planning, differentiation, and monitoring of learning progress.</li> </ul>
Monitoring Student Progress	<ul style="list-style-type: none"> <li>• Monitor ākongā progress on a termly basis through ongoing teacher assessments against key learning objectives.</li> <li>• Evaluation focus on educational practice and work with school leaders on reporting data and insights that support learning conversations, planning, and targeted interventions.</li> <li>• Identify ākongā requiring additional or specialised programmes, and support the design of responsive, evidence based interventions.</li> </ul>

<p>Reporting to Students, Whānau and the Learning Community</p>	<ul style="list-style-type: none"> <li>• Lead the design and refinement of reporting formats and processes to ensure clarity, accuracy, and meaningful communication.</li> <li>• Oversee the effective implementation of reporting cycles, ensuring information is communicated in a timely and accessible manner.</li> <li>• Supports school leaders to communicate progress and achievement effectively to students, whānau and other relevant stakeholders.</li> </ul>
<p>Professional Learning and Staff Capability Building</p>	<ul style="list-style-type: none"> <li>• Build staff confidence and capability in using assessment information to inform teaching decisions and improve learning outcomes.</li> <li>• Support teachers to engage in systematic, critical inquiry as part of their professional practice.</li> <li>• Work with school leaders to provide professional learning in areas such as: <ul style="list-style-type: none"> <li>○ assessment for learning</li> <li>○ progressions and tracking</li> <li>○ data literacy including AI use utilising the Digital &amp; IT team who are accountable for Digital training</li> <li>○ formative assessment</li> <li>○ use of digital assessment tools</li> </ul> </li> <li>• Supports school leadership to have alignment between assessment practices, curriculum expectations, and school-wide learning goals through evaluation of ākongā data.</li> </ul>
<p>Digital Systems and Workflow Management</p>	<ul style="list-style-type: none"> <li>• The Evaluation and Reporting Lead provides strategic leadership for assessment, evaluation, and reporting practices, while working in partnership with the Head of Digital &amp; IT to ensure alignment with organisation data governance, digital strategy, reporting architecture, and enterprise technology standards.</li> <li>• Work with administration and IT team to streamline data workflows, ensuring they are efficient, ākongā and teacher friendly.</li> <li>• Engages with Head of Digital &amp; IT, on a school-wide data strategy and roadmap ensuring the digital platforms and tools used are fit for purpose, configured to educational organisational needs, and continuously improved considering the latest available technologies which are owned by Digital &amp; IT..</li> <li>• Lead student data systems standards, integrity, security, training and support; explore and implement</li> </ul>

functionality that lifts usability and value for staff and whānau.

- Support leaders and teachers in the use of digital tools to record, analyse and report student learning information utilising the Digital Trainer.

PERSON SPECIFICATION	
Qualification(s) and Technical Skills	<ul style="list-style-type: none"> <li>Registered teacher with relevant qualifications (or equivalent experience in data/evaluation leadership).</li> <li>Proven experience in assessment, data analysis, evaluation, and reporting leadership.</li> <li>Experience supporting staff for professional learning and leading school-wide initiatives is an advantage.</li> </ul>
Experience and Knowledge Profile	<ul style="list-style-type: none"> <li>Strong understanding of assessment theory, reporting processes, and curriculum design.</li> <li>Deep knowledge of data analysis, evaluation methodology, and evidence-informed practice.</li> <li>Competency with data tools, digital assessment systems, and reporting platforms.</li> <li>Ability to interpret complex data and communicate insights clearly to diverse audiences.</li> <li>Demonstrated ability to lead change and build staff capability.</li> <li>Strong relational and communication skills, with the ability to influence and build trust.</li> <li>Analytical and problem-solving skills.</li> <li>Skilled in critical inquiry, strategic thinking, and identifying effective, evidence-based solutions.</li> </ul>
Key Competencies	<p><b>Decision Quality / Sound Judgement</b> Makes good decisions based on a mixture of data, analysis, experience, and good judgement. Is sought by team members for advice, approval where applicable, and solutions.</p> <p><b>Planning</b> Accurately scopes out timeframe, difficulties in tasks, resources required, sets objectives and goals, breaks down work into process steps and tasks; develops schedules and task/people assignment with thresholds for decision-making; reviews and measures performance and costs against goals and evaluates outcomes.</p> <p><b>Problem Solving / Analytical Skills</b> Anticipates and adjusts plans for problems with pragmatism and a solution focus using rigorous logic; probes all probable sources and looks beyond the obvious for answers.</p> <p><b>Peer Relationships and Collaboration</b> Professional relationships that provide collaboration, consultation, and professional growth. Excellent communication skills both written and verbal; builds excellent rapport, checks assumptions and open to the ideas of others.</p>

	<p><b>Interpersonal Savvy</b> Excellent time management with ability to prioritise and multi-task. Reliable and efficient, adaptable, dynamic, and articulate.</p> <p><b>Professional Integrity and Trust</b> Accountable, reliable, and transparent. Builds and maintains trust with direct and kind communication. Consistently takes personal and full responsibility. Authentic reflective practice.</p>
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**SIGNED:**

**DATE:**

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(enter name)

**Evaluation and Reporting Lead**

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(enter name)

**Deputy Principal – Pedagogy and Curriculum**