

Role Description

Senior Evaluator



Education

Role Description Fields	Details
Cluster	Education
Department/Agency	NSW Department of Education
Division/Branch/Unit	Education and Skills Reform / Centre for Education Statistics and Evaluation (CESE) Policy and Evidence / Evaluation and Effectiveness
Role number	Various
Classification/Grade/Band	Clerk Grade 9/10
ANZSCO Code	224114
PCAT Code	2319192
Date of Approval	October 2025
Agency Website	education.nsw.gov.au

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

Primary purpose of the role

The Senior Evaluator plays a pivotal role in all aspects of the program evaluation process to support high quality evaluation of departmental programs and initiatives that help to shape effective program delivery and policies in education.

Key accountabilities

- Lead and manage evaluation projects to achieve project deliverables on time.
- Scope and plan quantitative and/or qualitative evaluations, advising on the most appropriate methods, with consideration given to achievable data collection.
- Design data analysis plans and collect and analyse data for the evaluation of major and high-profile departmental initiatives.
- Manage privacy and confidentiality and practice culturally responsive methods.
- Provide high quality written evaluation reports that meet the standard required for peer-reviewed publication.
- Provide responsive, accurate and timely advice on quantitative and/or qualitative aspects of evaluation projects and research proposals to facilitate their completion to the standard required.



- Effectively communicate quantitative and/or qualitative results and analysis and provide advice to a wide range of stakeholders and senior audiences using written, verbal and/or visual methods.

Key challenges

- Interpreting and synthesising research and evidence into insightful, actionable findings for a non-expert audience.
- Providing accurate and timely information collection and analysis across multiple projects with competing and changing timeframes to ensure that decisions and advice are based on the best possible data and information.

Key relationships

Internal

Who	Why
Manager	<ul style="list-style-type: none"> Seek and receive direction, advice, guidance and support. Provide sound, balanced and well considered advice to facilitate informed decision making. Discuss priorities and provide regular updates on key issues and progress, escalating issues as appropriate. Receive performance feedback.
Staff in CESE	<ul style="list-style-type: none"> Develop and maintain effective working relationships to foster collaboration, consultation and engagement to support the development of high-quality policies, projects and initiatives.
Senior managers across the Department of Education	<ul style="list-style-type: none"> Assist with developing and maintaining effective relationships to gain an understanding of the context in which changes are being implemented to inform the design and interpretation of evaluation methodologies.
Schools	<ul style="list-style-type: none"> Co-ordinate with school leaders to collect data for evaluations as required Develop and maintain effective relationships to gain an understanding of the context in which changes may be implemented to inform the design and interpretation of evaluation methodologies.
Stakeholders	<ul style="list-style-type: none"> Develop and maintain effective working relationships to progress and support the delivery of high-quality program evaluation.

External

Who	Why
Other government and non-government agencies	<ul style="list-style-type: none"> Contribute to developing and maintaining effective working relationships to foster collaboration, consultation and engagement to support the development of high-quality education policies, projects and initiatives. Identify stakeholder views to inform evaluation activities.

Role dimensions

Decision making

Acts independently in performing their core work functions and makes decisions about workflows to ensure project outcomes are met.

Consults with the manager on sensitive, complex and/or business critical matters to agree on a suitable course of action.

Reporting line

Principal Evaluator

Direct reports

Nil.

Budget/Expenditure

Nil.

Key knowledge and experience

- Experience with leading end-to-end implementation of process and outcome evaluations.
- Experience in designing and facilitating data collection activities such as in-depths interviews, focus groups, and observations, with diverse and complex stakeholder groups and a high proficiency in qualitative coding and analysis and familiarity with analysis software for managing and analysing complex datasets
AND/OR
- Experience with quasi-experimental techniques, e.g., difference-in-difference, propensity score matching, familiarity in software coding and reviewing (R, Stata or similar) and advanced understanding of an experience with statistical hypothesis testing, effect sizes and causal inference in the context of evaluation and research
- Knowledge of and experience in applied research, particularly as it relates to quantitative and/or qualitative analysis.

Essential requirements

- A degree in an applied social science or quantitative science discipline, e.g., economics, statistics, psychology, sociology, education and/or relevant professional experience, with an emphasis on research or evaluation, or equivalent experience.
- Hold a valid clearance to work with children (Working with Children Check for paid employment).
- Demonstrated understanding of and commitment to the value of public education.

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
 <p>Personal Attributes</p>	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"> • Keep up to date with relevant contemporary knowledge and practices • Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate and maintain a high level of personal motivation 	Adept
 <p>Personal Attributes</p>	Value Diversity and Inclusion Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	<ul style="list-style-type: none"> • Promote the value of diversity and inclusive practices for the organisation, customers and stakeholders • Demonstrate cultural sensitivity, and engage with and integrate the views of others • Look for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences • Recognise and adapt to individual abilities, differences and working styles • Support initiatives that create a safe and equitable workplace and culture in which differences are valued • Recognise and manage bias in interactions and decision making 	Adept
 <p>Relationships</p>	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> • Present with credibility, engage diverse audiences and test levels of understanding • Translate technical and complex information clearly and concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Contribute to and promote information sharing across the organisation • Manage complex communications that involve understanding and responding to multiple and divergent viewpoints • Explore creative ways to engage diverse audiences and communicate information • Adjust style and approach to optimise outcomes • Write fluently and persuasively in plain English and in a range of styles and formats 	Advanced



Work Collaboratively

Collaborate with others and value their contribution

- Encourage a culture that recognises the value of collaboration
- Build cooperation and overcome barriers to information sharing and communication across teams and units
- Share lessons learned across teams and units
- Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
- Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

Adept



Deliver Results

Achieve results through the efficient use of resources and a commitment to quality outcomes

- Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes
- Make sure staff understand expected goals and acknowledge staff success in achieving these
- Identify resource needs and ensure goals are achieved within set budgets and deadlines
- Use business data to evaluate outcomes and inform continuous improvement
- Identify priorities that need to change and ensure the allocation of resources meets new business needs
- Ensure that the financial implications of changed priorities are explicit and budgeted for

Adept



Think and Solve Problems

Think, analyse and consider the broader context to develop practical solutions

- Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues
- Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others
- Take account of the wider business context when considering options to resolve issues
- Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements
- Implement systems and processes that are underpinned by high-quality research and analysis
- Look for opportunities to design innovative solutions to meet user needs and service demands
- Evaluate the performance and effectiveness of services, policies and programs against clear criteria

Advanced



Project Management

Understand and apply effective planning, coordination and control methods

- Understand all components of the project management process, including the need to consider change management to realise business benefits
- Prepare clear project proposals and accurate estimates of required costs and resources
- Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements
- Identify and evaluate risks associated with the project and develop mitigation strategies
- Identify and consult stakeholders to inform the project strategy
- Communicate the project's objectives and its expected benefits
- Monitor the completion of project milestones against goals and take necessary action
- Evaluate progress and identify improvements to inform future projects

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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 but may be relevant for future career development.

Complementary capabilities

Capability group/sets	Capability name	Description	Level
	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	Intermediate
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate

	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Adept
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Adept
	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	Intermediate