Job Description

Position Title	**Learning Improvement & Evaluation Leader (0.2 Teaching Component)**
Name	**NAME**
Reports to	Principal - work programme, priorities and deliverables are set and directed by the principal
Key Relationships	Internal: All Staff and Students External: Caregivers/whanau and agencies associated with the school, Community.

Purpose of the role

This role provides leadership for the development of a highly effective learning culture across Cheviot Area School through strengthening evaluative capability, improving learning leadership, and embedding coherent systems that support continuous improvement. The position combines a strategic school improvement function with an NCEA teaching responsibility equivalent to **0.2 FTTE**, ensuring leadership remains connected to classroom practice and learner outcomes. The role works alongside leaders and teachers to create sustainable systems that support evidence-informed decision making, strengthen teaching practice, accelerate learner progress, and enhance organisational effectiveness.

Reporting, direction and relationships

Reports to: Principal

Works closely with:

- Senior Leadership Team
- Curriculum and learning leaders
- Teaching staff
- Learning support staff
- School administration team
- School Board (through the Principal)

Leadership focus:

The annual work programme and priorities are determined by the principal and aligned with the school's strategic goals, annual implementation plan, and improvement priorities.

Key responsibilities

1. Developing Evaluative Capability

The purpose of this role is to lead and strengthen evaluative capability across the school, ensuring that effective evaluation becomes a consistent and embedded practice at every level of the organisation. Working collaboratively with leaders and staff, the role will support the development of purposeful evaluative thinking by encouraging meaningful inquiry, the use of evidence, and a strong focus on determining impact. Practical evaluation frameworks, tools, and processes will be developed and implemented to ensure a common understanding of effective evaluation practices across the school. Through this work, the role will foster a culture of reflection, inquiry, and continuous improvement, supporting staff to evaluate the effectiveness of programmes, interventions, and initiatives and use findings to inform future decision-making.

2. Strengthening Learning Leadership

The role will work alongside curriculum leaders and middle leaders to strengthen instructional leadership capability and support the development of effective learning-focused leadership practices. This includes building leaders' confidence and capability in using achievement, engagement, attendance, and wellbeing information to make informed decisions that improve outcomes for learners. Through coaching, mentoring, and collaborative working relationships, the role will assist leaders to monitor progress toward strategic and annual goals, establish clear priorities, define success indicators, and evaluate the effectiveness of actions taken. A key focus will be on developing sustainable leadership capability that remains embedded within the school and continues to support improvement beyond the duration of the appointment.

3. Teaching and Learning Improvement

The position includes a teaching responsibility equivalent to 0.2 FTTE, ensuring the role remains closely connected to classroom practice and the day-to-day experiences of learners and teachers. Through this teaching component, the role will model effective pedagogical approaches and evidence-informed teaching practices that support high levels of learner engagement, progress, and achievement. Classroom experience will be used to inform school improvement initiatives and leadership decision-making, ensuring that strategic priorities remain grounded in the realities of teaching and learning. The role will also support collaborative inquiry and professional learning opportunities that build teacher capability and contribute to the ongoing development of high-quality teaching and learning practices across Years 0–13.

4. School Improvement Systems and Processes

The role will lead the review and refinement of school systems and processes that support effective monitoring, planning, reporting, and continuous improvement. Working collaboratively with leaders and staff, the position will focus on developing streamlined and practical processes that improve efficiency, reduce unnecessary complexity, and provide greater clarity across the organisation. A key

responsibility will be ensuring that systems are designed to support meaningful evaluation and improvement rather than compliance-driven reporting. The role will strengthen alignment between strategic planning, annual planning, and evaluation processes, creating a coherent approach to school improvement. Sustainable tools, templates, and frameworks will be developed to support consistent practice and enable school leaders to maintain and further develop these systems over time.

5. Organisational Learning and Professional Growth

The role will contribute to the development of a strong culture of organisational learning by facilitating professional conversations focused on effective practice, learner progress, and improved outcomes. Through the development of practical resources, exemplars, and guidance materials, the position will build staff confidence and capability in evaluation, inquiry, and evidence-informed decision-making. The role will support professional learning that aligns with strategic and annual priorities, ensuring that development opportunities contribute directly to school improvement goals. By fostering collective responsibility for continuous improvement, the position will encourage collaboration, shared ownership, and professional accountability across the school. A strong emphasis will be placed on the use of evidence to inform teaching practice, leadership decisions, and organisational improvement efforts, ensuring that actions are responsive, deliberate, and focused on achieving positive outcomes for learners.

Person specifications

Essential

- Current New Zealand teacher registration and practicing certificate.
- Demonstrated success as an effective classroom teacher.
- Experience leading educational improvement initiatives.
- Strong understanding of effective teaching, learning and curriculum practice.
- Ability to analyse and interpret achievement, progress, attendance and wellbeing information.
- Proven capability in evaluation, inquiry and improvement processes.
- Highly developed interpersonal and coaching skills.
- Strong written and verbal communication skills.
- Ability to build credibility and influence across a diverse staff team.

Desirable

- Experience in coaching, mentoring or leadership development.
- Experience leading curriculum, assessment or school improvement projects.
- Knowledge of effective internal evaluation methodologies.
- Understanding of area school contexts and pathways.
- Experience supporting strategic planning and implementation.

Measures of success

Success in the role will be demonstrated through:

- Increased evaluative capability across leaders and staff.

- Stronger learning leadership at all levels of the organisation.
- Improved use of evidence in planning, decision making and priority setting.
- Embedded inquiry and evaluation practices across teaching teams.
- Clear and sustainable systems that support continuous improvement.
- Increased coherence between strategic planning, annual goals and evaluation.
- Positive contribution to learner progress and achievement through the teaching component.
- Leadership capability and organisational practices that remain effective beyond the fixed-term appointment.

General Responsibilities

Key Responsibilities	Appraisal Indicators
Board policies & legislation	• Comply with all board policies in SchoolDocs and relevant legislation.
Health & Safety	• Ensuring the safety and wellbeing of students at all times.

Declaration:

Name:	**Principal Name:**
Signature:	**Principal Signature:**
Date:	**Date:**