

# He Whakamārama mō te Tūranga

## Position Description



**Te Kawa Mataaho**  
Public Service Commission



**EDUCATION REVIEW OFFICE**  
Te Tari Arotake Mātauranga

<b>Position</b>	<b>Chief Review Officer and Chief Executive   Te Tumu Whakarae mō te Arotake Mātauranga</b>
<b>Agency</b>	<b>Education Review Office   Te Tari Arotake Mātauranga</b>
<b>This position is a member of the Public Service Leadership Team</b>	

### Position purpose

The Government is committed to students receiving a world-leading education, placing achievement and outcomes at the heart of the education system. The Government has a significant programme of reforms underway to lift the performance of the education system, including establishing a clearer curriculum; a better approach to literacy and numeracy; smarter assessment and reporting; improved teacher training; stronger learning support; and greater use of data. It is also adjusting institutional, functional and policy settings to enable the system to perform better.

The Education Review Office (ERO) is the New Zealand government's external education evaluation agency. The Chief Executive of ERO is also the Chief Review Officer (CRO), responsible for undertaking reviews of education providers across the country. The CRO's functions and powers are set out in the Education and Training Act 2020 (The Act), which gives it power to initiate reviews, investigate, report and publish findings on the provision of education to young New Zealanders.

The CRO role influences the education system's quality and performance at many points. Through a combination of its review and research practices, the CRO provides evidence-based evaluations and reports that enable New Zealanders to:

- critically analyse how schools, kōhanga reo, kura and early learning services are performing;
- understand the levers for increasing performance at an individual organisation and system level;
- identify best-practice teaching and leadership so that it can become common practice, as well as practice that needs correcting;
- create learning environments that meet the needs of children and young people; and
- understand how they can make a difference to children's learning outcomes.

ERO currently employs approximately 250 staff, who are located across the country. ERO is responsible for a budget of nearly \$39 million for evaluations of national and local education programmes and providers, and evaluation services provided to third parties under contracts.

In mid-2025, Cabinet agreed policy proposals for amendments to the Education and Training Act (2020) that will – subject to the passage of legislation – transfer to ERO several regulatory functions and roles, including:

- responsibility for licensing and certifying early childhood services; and
- establishment of a new statutory role of Director of Regulation (DOR) who cannot be the CRO.

The new DOR will have responsibility for the regulatory functions transferring to ERO. The acquisition of these regulatory functions is expected to result in at least 100 additional ERO staff.

Accountabilities	
Critical success priorities	<p>Independent and objective monitoring and evaluation by ERO is critical to the integrity and performance of the New Zealand education system. Through ERO's institutional reviews, and system-wide research programme, ERO gives New Zealanders objective information about early childhood services, kōhanga reo, kura and schools, to lift performance.</p> <p>The Chief Review Officer will:</p> <ul style="list-style-type: none"> <li>• Undertake a high-impact programme of review and regulatory actions (subject to the passage of the Early Childhood Education Reform Bill) across the education system, with a focus on lifting performance and outcomes</li> <li>• Support the achievement of the Government's student attendance Target by identifying actions at individual school and system levels to lift attendance</li> <li>• Ensure a strong intervention logic bridges the agency's findings (from review or regulatory actions) and the recommendations it makes to schools or stakeholders</li> <li>• Use research, data and evidence to proactively develop insights and advice that identifies what works and what needs to change to lift the performance of the education sector</li> <li>• Work with leaders in early learning services, schools, and Māori-medium education providers to improve ERO's impact</li> <li>• Work alongside the Ministry of Education to enable to Government's programme of education reform</li> <li>• Support the successful transfer and integration of regulatory roles and functions into ERO (subject to the passage of legislation), including recruitment of the DOR role and integration of regulatory functions for early childhood education</li> <li>• Set and imbue a culture throughout the organisation that is ambitious for change, innovative, high-performing and improvement-focussed.</li> </ul>
Agency	<p>The CRO is accountable to the Minister of Education (or the delegated Associate Minister) for managing and delivering ERO's functions:</p> <ul style="list-style-type: none"> <li>• Education reviews: <ul style="list-style-type: none"> <li>• Schools</li> <li>• Kura</li> <li>• Kōhanga reo</li> <li>• Early childhood services</li> </ul> </li> <li>• Education egulation (subject to the passage of legislation): <ul style="list-style-type: none"> <li>• Early childhood services</li> </ul> </li> <li>• Provide assurance to new school boards and their communities that the school has undertaken suitable administration processes and curriculum preparation</li> <li>• Private school reviews</li> <li>• Home-schooling reviews</li> <li>• Research on system-level issues</li> </ul>

System	<p>As a public service Chief Executive, the CRO must perform the functions and duties as set out in relevant statutes and legislation, including demonstrating and upholding the values or the Public Service and general responsibilities to the appropriate Minister as set out in the Public Service Act 2020, and complying with the Public Finance Act 1989 and Education and Training Act 2020. The CRO is part of three leadership ‘teams’ – the Public Service Leadership Team; the leadership of the system in which they operate (the Education system); and that of the department (the Education Review Office).</p> <p>As a member of the Public Service Leadership Team, the CRO is responsible for providing strategic leadership that contributes to an effective and cohesive Public Service, working together to model leadership behaviours and assisting other members to fulfil their responsibilities. These include upholding the principles of political neutrality, free and frank advice, merit-based appointments, open government, and stewardship, and ensure the agency also does so. It also includes ensuring the integrity and conduct of the agency’s employees and supporting the Crown in its relationships with Māori under the Treaty of Waitangi.</p>
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## Leadership Roadmap

The Chief Review Officer must demonstrate applied experience to deliver across the following priority areas set out below based on the Government’s priorities

System Leadership	Organisational Leadership	Sector Experience	Context Management	Personal Leadership
Through reviews, research and regulation, drive change across the education sector to lift its performance	Ensuring organisational capability to deliver the Government’s priorities for education	Credible and influential relationships across a broad range of stakeholders in the education sector	Effective relationships with Ministers, aligning organisational strategy with portfolio objectives, and maintaining their trust and confidence	Transformational leadership across systems and organisations
Delivering high-quality insights to a broad range of stakeholders that affect behaviour	Leading a nationally distributed, professional workforce.  Developing new workforce arrangements that improve organisational performance	Understanding of New Zealand’s education sector, where there are opportunities for improvement, and how to take those opportunities	Understanding the Crown’s relationship with Māori, including within education	Adaptable and looks for opportunities to lead change, including through technology and process design
Influencing other leaders and organisations to drive change	Implementing the Government’s strategy for ERO, including the transition of functions in/out as required			Deft judgment to undertake a statutory officer role

## Key relationships

Government	<ul style="list-style-type: none"> <li>• Minister of Education</li> <li>• Associate Minister of Education</li> </ul>
Public Sector	<ul style="list-style-type: none"> <li>• Public Service Commission and members of the Public Service Leadership Team</li> <li>• The Ministry of Education</li> <li>• Schools, Principal and Boards</li> <li>• Peak Bodies representing school Boards of Trustees, Principals, the teaching profession, support staff, and early childhood education and tertiary providers</li> <li>• Kura kaupapa Māori and Māori medium providers, kōhanga reo and puna reo</li> <li>• Early Childhood Education leaders</li> <li>• Charter School Agency</li> <li>• School Property</li> <li>• The New Zealand Qualifications Authority</li> <li>• The Tertiary Education Commission</li> <li>• Education New Zealand</li> <li>• The Education Council of Aotearoa New Zealand</li> </ul>
Local Government	<ul style="list-style-type: none"> <li>• Local government (e.g. regional councils, district and city councils, unitary authorities)</li> </ul>
Iwi and wider communities	<ul style="list-style-type: none"> <li>• Māori and iwi</li> <li>• Pacific and local communities</li> <li>• Parents and caregivers</li> </ul>
Security Clearance	Appointment will be subject to a New Zealand Government <b>Secret</b> security clearance.

Up to date information on the Education Review Office's outcomes, organisational structure, dimensions and appropriations can be found on the website <https://ero.govt.nz/>.

Other useful information is also available at the following links:

- [Annual Reports](#)
- [Strategic Intentions](#)