



# EDUCATION REVIEW OFFICE

## Te Tari Arotake Mātauranga

<b>Position:</b>	Deputy Chief Executive Regulation and Early Childhood Education
<b>Group:</b>	Early Childhood Education
<b>Reporting to:</b>	Chief Executive/Chief Review Officer
<b>Location:</b>	National Office
<b>Delegation level:</b>	2
<b>Staff Responsibility:</b>	Yes

### Working in the Public Service

*Ka mahitahi mātou o te ratonga tūmatanui kia hei painga mō ngā tāngata o Aotearoa i āiane, ā, hei ngā rā ki tua hoki. He kawenga tino whaitake tā mātou hei tautoko i te Karauna i runga i āna hononga ki a ngāi Māori i raro i te Tiriti o Waitangi. Ka tautoko mātou i te kāwanatanga manapori. Ka whakakotahingia mātou e te wairua whakarato ki ō mātou hāpori, ā, e arahina ana mātou e ngā mātāpono me ngā tikanga matua o te ratonga tūmatanui i roto i ā mātou mahi.*

*In the public service we work collectively to make a meaningful difference for New Zealanders now and in the future. We have an important role in supporting the Crown in its relationships with Māori under the Treaty of Waitangi. We support democratic government. We are unified by a spirit of service to our communities and guided by the core principles and values of the public service in our work.*

## Purpose of the group

The purpose of the Early Childhood Education and Regulation Group is to deliver effective, transparent and risk-based regulation and assurance of Early Childhood Education services and regulation of Private Schools and Hostels, in order to protect children and young people, support quality provision, and maintain public confidence in the education system.

The Group is responsible for the stewardship, delivery and continuous improvement of statutory regulatory functions transferred to the Education Review Office for ECE, hostels and private schools including licensing, compliance monitoring, enforcement, complaints management and system oversight.

In addition, the Group is responsible for leading a programme of evaluations, reviews, inquiries and investigations into the quality of early learning services across New Zealand, contributing to system learning, improvement and accountability.

## Purpose of the position

The Deputy Chief Executive Regulation and Early Childhood Education also holds the statutory role as Director of Regulation and is accountable to the Chief Executive for providing executive leadership and statutory oversight of ERO's regulatory and assurance functions for Early Childhood Education and regulatory functions for Private Schools and Hostels.

The role combines independent statutory responsibilities as Director of Regulation with organisational leadership accountability for the effective stewardship, performance and continuous improvement of ERO's education regulatory system. This includes licensing, compliance, enforcement, monitoring and complaints functions, as well as leadership of a programme of evaluations, reviews, inquiries and investigations into the quality of early learning services.

As a member of the Executive Leadership Team, the Deputy Chief Executive contributes to ERO-wide leadership, governance, strategy and culture, while ensuring that regulatory and evaluative functions are integrated, mutually reinforcing, and delivered in accordance with legislative requirements, public service values, and Te Tiriti o Waitangi obligations.

## Key responsibilities

### Statutory and regulatory leadership

- Exercise the statutory powers and functions of the Director of Regulation for Early Childhood Education, Private Schools and Hostels in accordance with relevant legislation, including acting independently where required.
- Provide oversight of licensing, monitoring, compliance, enforcement and complaints functions to ensure they are effective, proportionate, transparent and risk-based.
- Ensure regulatory decisions are sound, evidence-based, legally robust and defensible.

## **Programme of evaluations, reviews, inquiries and investigations**

- Lead the design and delivery of an annual and multi-year programme of evaluations, reviews, inquiries and investigations into the quality of early learning services across New Zealand, as agreed with the Chief Executive.
- Ensure that evaluation and review activity provides robust assurance to the public, Ministers and the sector about the quality and performance of early learning services.
- Ensure findings, insights and recommendations from evaluations, reviews and investigations are timely, high quality and effectively communicated to support improvement at provider, system and policy levels.
- Ensure that evaluation and review methodologies are applied consistently and align with ERO's standards, tools and professional practice expectations.
- Use insights from evaluation, review and investigation activity to inform regulatory priorities, risk identification and system stewardship.

## **System stewardship and regulatory practice**

- Lead the ongoing development and maturity of ERO's regulatory and assurance system for ECE and regulatory functions for Private Schools and Hostels, ensuring alignment with good regulatory practice and continuous improvement.
- Integrate regulatory intelligence, complaints data and evaluation findings to identify emerging risks, trends and system issues.
- Ensure ERO's approach supports quality improvement while avoiding unnecessary burden on providers, families and communities.

## **Executive leadership and organisational performance**

- Lead the education regulation and ECE assurance function as part of ERO's overall operating model, ensuring effective planning, governance and delivery.
- Ensure regulatory, evaluation and review functions are aligned with ERO's school assurance function.
- Contribute as a member of the Executive Leadership Team to ERO's strategic direction, organisational performance, culture and leadership.

## **General accountabilities**

The Education and Review Office (ERO) is committed to providing a healthy and safe work environment and safe management practices for all employees. Employees are expected to share this commitment as outlined in the Health and Safety at Work Act by taking all practicable steps to ensure their safety at work and that no action or inaction, causes harm to others while at work.

Specifically in your executive leadership role, you are expected to:

- Provide visible leadership and demonstrate commitment to health, safety, and wellbeing across ERO.
- Actively contribute to ensuring ERO meets its duties and obligations under the HSWA and all other relevant legislation by:
  1. Setting clear strategic health and safety objectives and integrate them into ERO's business and risk planning

2. Allocating sufficient resources (financial, human, and technological) to effectively manage health and safety risks.
3. Have processes in place to monitor and evaluate health and safety performance through reporting, audits, and worker feedback.
4. Foster a positive health, safety, and wellbeing culture that encourages and supports worker engagement and participation.

All employees are expected to be familiar and comply with ERO's policies and procedures including the Code of Conduct. In addition, employees are expected to uphold the [The Code of Conduct for the Public Sector - Te Kawa Mataaho Public Service Commission](#) of being trustworthy, respectful, impartial, accountable and responsive. Specific expectations are based on the requirements of the functions of the position held.

All employees, especially those leading people, are expected to demonstrate a commitment to issues of equity, and to treating others fairly and with respect. Alongside this there is an expectation that employees have an appreciation of Te Tiriti o Waitangi and its implications for the education sector and the work of ERO.

All employees are expected to perform other such other duties as can reasonably be regarded as incidental to their role, and other such duties that fall reasonably within their experience and capabilities as may be assigned from time to time to meet business requirements.

## Relationships

### Internal

- Chief Executive / Chief Review Officer
- DCEs School Review and Improvement and Māori Review and Improvement
- Executive Leadership Team
- Education regulation, evaluation and review leadership and teams
- Professional practice, methodology and assurance functions
- Corporate Services, Legal, Governance and HR teams

### External

- Ministers and Ministers' offices
- Ministry of Education (policy, operational and regional functions)
- Central agencies and other education regulators
- Early Childhood Education, Private Schools and Hostel sector bodies and providers
- Iwi and Māori partners

## Experience and qualifications

### **Person Specification**

The Deputy Chief Executive Early Childhood Education and Director of Regulation will display in all aspects of the role:

- strong relationship and interpersonal skills
- the ability to lead at the team, organisation and sector levels

- the highest ethical standards
- commitment to quality and ongoing improvement
- curiosity, resilience, courage, honesty and self-awareness
- active commitment to and demonstration of ERO’s policies and procedures and the ethos of the Public Service standards of integrity and conduct in being fair, impartial, responsible and trustworthy.

**Knowledge, Experiences and Skills**

- experience in operational management
- highly effective stakeholder management skills
- proven senior executive leadership experience within the public service or a complex regulatory and assurance environment.
- expertise in regulatory practice and/or evaluation, review or assurance functions
- proven ability in developing and delivering communication internally and externally
- a good understanding of te Tiriti o Waitangi and its implications for the crown agencies

**Personal Attitudes and Attributes**

The Deputy Chief Executive role requires:

- the ability to work under pressure and meet deadlines, but maintain expected standards of quality
- a proactive approach in recommending new and innovative solutions
- the ability to access domestic and international experience in regulation, quality improvement and assurance and apply it to ERO
- the ability to work effectively and collaboratively with a wide range of people

**Educational Qualifications**

A relevant tertiary qualification and/or extensive and comparable relevant experience.

**Education Review Office Core Competencies**

The Leadership Success Profile (LSP) describes what effective leadership looks like across New Zealand’s Public services. The capabilities and outcomes required for this role are included below. For more information, go to [Leadership Success Profile](#).

**Core competencies for the role**

<p><b>Strategic Leadership – Navigating for the future</b> “Where are we going? And how do we get there?”</p> <p>To do this you will need to:</p> <ul style="list-style-type: none"> <li>• <b>Lead strategically</b> <ul style="list-style-type: none"> <li>○ Think strategically (see issues through a range of stakeholder perspectives including Māori; and can move between the detail and a bigger picture perspective)</li> <li>○ Progress currently thinking (provide suggestions within your area of expertise)</li> </ul> </li> </ul>	<p><b>System leadership – Stewardship (of people, functions, organisations and systems)</b> “How do we together build for a better future?”</p> <p>To do this you will need to:</p> <ul style="list-style-type: none"> <li>• <b>Enhance organisational performance</b> <ul style="list-style-type: none"> <li>○ Support organisational performance (suggest and act on opportunities to do things differently and improve processes to achieve gains in effectiveness and efficiency)</li> </ul> </li> <li>• <b>Enhance system performance</b></li> </ul>
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- Implement strategy (align your work with strategic objectives and ERO's vision)

- **Lead with influence**

- Persuade others (asks questions to understand others' concerns and present a clear and convincing rationale for ideas)
- Communicate clearly (tailor your messages so that they are clear, succinct, and resonate with your different audiences)

- Support organisational performance (suggest and act on opportunities to do things differently and improve processes to achieve gains in effectiveness and efficiency)

- **Lead at the political interface**

- Show political awareness (display understanding of the essentials of how the government and education sectors work, and ensure that written documentation and verbal presentations reflect political sensitivities)

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### **Delivery Management - Making it happen (with and through others)**

“How will we turn what we know into what we do?”

To do this you will need to:

- Efficiently manage work priorities
- Manage and deliver on work priorities (highly motivated to plan and organise yourself to deliver on work commitments to meet required timeframes and high quality standards)
- Take collective responsibility for the performance of Review and Improvement Services