



Job Outcomes Description: Evaluation Manager (0.6 FTE)

The Evaluation Manager operates under general direction and will have the following job outcomes:

1. Responsibility for the Internal Evaluation Process end-to-end at I CAN®
2. Responsibility for project managing and developing Major Funding Reports.
3. Responsibility for developing school program evaluation reports and other impact reporting.
4. Responsibility for supporting Independent Evaluations, in particular the Cube Group's independent evaluation on the I CAN Expansion in Victoria.
5. Supporting internal stakeholders with select grant/tender applications.
6. Supporting public policy submissions.

The Evaluation Manager will need to feel a strong connection and genuine passion for the strengths of Autistic people, embrace an 'I CAN' attitude, and the purpose of I CAN - *to prove what Autistics CAN do*. The Evaluation Manager will be required to work in a highly flexible environment, maintaining strong communication with stakeholders, mentoring staff and the wider I CAN Network management team.

The successful applicant will require an Employee Working With Children Check prior to commencement of the role in compliance with the [I CAN Child Safety Policy](#). The role will also have a probationary period of six months. Travel undertaken in the course of duties of this role will be reimbursed in alignment with the *Social, Community, Home Care and Disability Services Award* (2010) ('SCHADS Award') classification level 5.

Key position information		Date updated: 17/12/2025
Title: Evaluation Manager, I CAN Network Ltd	Position reports to: Chief Enabling Officer	Team: Office of CEO
Primary purpose of position	Interests	Capabilities
Evaluation Manager will operate under general direction, supported by a performance agreement, to achieve job outcomes themed on the following: 1. Responsibility for the Internal Evaluation Process end-to-end at I CAN®	<ul style="list-style-type: none">• Being a team player• Passion for evaluation• Passion for youth• Passion for people on the Autism Spectrum and their talents	<ul style="list-style-type: none">• Strong management/analytical skills of quantitative and qualitative data• Experience in developing surveys and analysing and reporting on quantitative data.

<ol style="list-style-type: none"> 2. Responsibility for project managing and developing Major Funding Reports. 3. Responsibility for developing school program evaluation reports and other impact reporting. 4. Responsibility for supporting Independent Evaluations, in particular the Cube Group's independent evaluation on the I CAN Expansion in Victoria. 5. Supporting internal stakeholders with select grant/tender applications. 6. Supporting public policy submissions. 	<ul style="list-style-type: none"> • Belief in I CAN Network's Values • Providing high quality service to all customers of I CAN Network 	<ul style="list-style-type: none"> • Experience in designing, undertaking and reporting on qualitative research • Excellent written and report-writing skills • Exposure to the dynamics of government and non-government funding • Exposure to the different interests of government and philanthropic funders • Project management and time management • Experience with the Google Suite, including Google Sheets • Strong skills with Microsoft Suite, especially Excel
Job Outcomes	Key Performance Indicators	Targets
<p>1. Responsibility for the Internal Evaluation Process end-to-end at I CAN®</p> <p>Timing allocation will be provided in the accompanying work plan.</p>	<p><i>Design and Development Phase</i></p> <p>1.1. Maintain and enhance I CAN program logic maps based on I CAN Strategy, customer voice, program data and stakeholder input.</p> <p>1.2. Maintain and enhance I CAN evaluation tools based on I CAN® and Cube program logic maps, with due consideration to customer voice, program data and stakeholder input.</p> <p><i>Distribution and Collection Phase</i></p> <p>1.3. Maintain and enhance workflows for the I CAN School® and I CAN Online customer service teams to ensure the administrative steps of survey distribution are clear for stakeholders.</p>	<ul style="list-style-type: none"> • Logic-aligned evaluation tools are submitted to the CEO for final approval by agreed deadlines, negotiated in the annual work plan and/or regular meetings. • Evaluation tools and their collection of responses are friendly to a diverse range of Autistic/neurodivergent students, enabling high completion rates. Actual completion targets will be negotiated between Office of

	<p>1.4. Demonstrate consideration of how best to disseminate the tools in a way which is enabling for a diverse range of autistic/neurodivergent young people, including young people with an intellectual disability.</p> <p>1.5. Ensure I CAN customer service teams are adequately equipped to train their staff on administering before and after program surveys via paper-based forms, iPads and Zoom polls.</p> <p>1.6. Demonstrate a hands-on approach to setting up the evaluation tools and collecting data, such as through embedding the statements/fields (from the tools) in the back-end of Zoom for Zoom polls in I CAN Online mentoring sessions.</p> <p><i>Analysis and Reporting Phase</i></p> <p>1.7. Develop program evaluation analyses which incorporate observations on program attendance, staff case notes, alternate data sources (e.g. creative reflections) and program reviews, etc, to strengthen insights into achieving program quality and delivering outcomes for young people.</p> <p>1.8. Regularly report internally via all relevant forums on program results and their insights into customers' feedback on I CAN® services, in order to improve program design and delivery.</p> <p>1.9. Support investigations into programs when required, in partnership with customer service teams.</p>	<p>CEO and School Customer Service Teams.</p> <ul style="list-style-type: none"> • Before and after program survey data is collected from 90% of programs annually. • Active observation of school and online mentoring sessions twice per school semester (1 x observation for I CAN School® Program; 1 x observation for I CAN Online) • Past participants' data collected, appropriately, mindful of other evaluations and communications with customers
<p>2. Responsibility for project managing and developing Major Funding Reports.</p> <p>Timing allocation will be provided in the accompanying work plan.</p>	<p><i>Victorian Department of Education</i></p> <p>2.1. Project manage, develop and complete the progress and summary reports for the Common Funding Agreement between the Victorian Department of Education (DE) and I CAN®.</p>	<ul style="list-style-type: none"> • Progress and Summary Reports are submitted to the CEO for final editing/submission to DE by agreed deadline.

	2.2. Facilitate meetings in relation to the DE report/s when required.	<ul style="list-style-type: none"> • Development of case studies for Major Funding Reports by agreed deadline.
3. Responsibility for developing school program evaluation reports and other impact reporting Timing allocation will be provided in the accompanying work plan.	<p><i>School program evaluation reports</i></p> <p>3.1. Develop post-school mentoring program evaluation reports for schools against the agreed workflow with the customer service and business development teams.</p> <p>3.2. Provide internal reports on the following surveys for the customer service team after each school term: I CAN Imagination Club®, I CAN School®, parents/carers, school teacher and support staff, I CAN Online programs and past participants.</p> <p><i>Other impact reporting</i></p> <p>3.3. Project manage, develop and present the Annual Report.</p> <p>3.4. Prepare impact data for all other collective responses/acquittals to government and philanthropic funders (e.g. DE School Mental Health Menu, Federal Department of Health, Disability and Ageing, Federal Department of Social Services, Future Generation Global, etc).</p> <p>3.5. Develop other impact reports, as directed by the CEO.</p>	<ul style="list-style-type: none"> • 100% of schools receive an evaluation report on their program. • Customer service teams receive datasets by cohort for each school term. • Development of requested reports for customer service or business development teams. • Annual Report is submitted to the CEO for final approval by agreed deadline and published by agreed deadline. • Third party funders receive impact reports in a timely fashion.

		<ul style="list-style-type: none"> Development of case studies for impact reports by agreed deadline
4. Responsibility for supporting Independent Evaluations, in particular the Cube Group's independent evaluation on the I CAN Expansion in Victoria. Timing allocation will be provided in the accompanying work plan.	4.1. Provide timely assistance to the Cube Group under the guidance of the CEO. 4.2. Liaise with Cube in relation to requests from I CAN® or requests of Cube from I CAN®. 4.3. Facilitate monthly internal stand-up meetings on I CAN's support of the Cube independent evaluation.	<ul style="list-style-type: none"> DE's Independent Evaluator is resourced in a timely fashion and briefs/documents provided to the Evaluator have been approved for distribution by the CEO. Independent evaluators are equipped with information and program design materials in a timely fashion.
5. Supporting internal stakeholders with select grant/tender applications. Timing allocation will be provided in the accompanying work plan.	5.1. Support internal stakeholders with their completion of grant/tender applications, such as by providing impact data to support the grant/tender's assessment criteria. 5.2. Support internal stakeholders to provide data and program updates to strategic partners. 5.3. Support internal stakeholders to communicate with strategic partners around agreed data collection and reporting requirements. 5.4. Equip internal stakeholders with I CAN data points for various presentations.	DE monthly agendas/minutes are approved for distribution by the CEO by agreed deadlines. Tender/Grant applications are submitted to the CEO for final editing/submission to DE by agreed deadline. Data is provided by agreed deadlines
6. Supporting public policy submissions	6.1. Contribute evaluation data to public policy submissions which align with the objects of I CAN, which include mentoring and support of Autistic young people aged 7 - 22-years-old and young people with learning disabilities aged 7 - 22-years-old.	<ul style="list-style-type: none"> I CAN policy submissions include I CAN's program impact data



Timing allocation will be provided in the accompanying work plan.	6.2. Support meetings with Members of Parliament as part of I CAN delegations, as may be requested from the CEO from time to time.	
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