



Saint Ignatius College Geelong

Position of Leadership

Director of Development and Community Engagement

Tenure:	3 year term
Reports to:	Principal
Classification:	POL 4
Reduction in scheduled class time (up to a max. number of periods of):	15 periods per week
Direct Reports:	Design and Digital Communications Officer Registrar

Context

At Saint Ignatius College Geelong, we believe that the Servant leadership model of leadership is fundamental to an Ignatian school. Middle Leaders support the College Executive by ensuring the College community experiences coherent, coordinated, collegial and competent leadership.

Middle Leaders are integral to ensuring that the culture and climate of the College maximise the learning, wellbeing, faith formation and progress of every student, every year.

A Middle Leader needs to be a learner who is adaptable, resilient, supportive of colleagues and has the skills necessary to translate the College's strategic plans into achievable processes, manage the day-to-day functioning of their area and provide leadership and management support for staff in their area. Their effectiveness comes from middle leaders placing learning at the heart of what they do. In this sense, we can think of the middle leadership role as 'the engine room of sustainable improvement' of our College.

Middle leadership must be built on knowing the area you are responsible for in-depth, where it aims to be in the future, and the path you and the wider team will have to navigate to ensure progress.

All leaders at our College must build their leadership capacity by developing and demonstrating the four key pillars that make effective performance and underpin the key team and individual behaviours that drive wellbeing and learning:

- **Empathy** – by building trust, respect, and understanding
- **Clarity** – by building dialogue, discussion, focus and accountability
- **Engagement** – by building teamwork, empowerment, and shared ownership
- **Learning** – by building in feedback, professional development and challenges

Our leadership motto is "St Ignatius. Inspiring me to be a leader."

All staff members at Saint Ignatius College Geelong provide the best possible child safe learning environment and pastoral care for each student according to the College Mission Statement and the Characteristics of Jesuit Education.



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At Saint Ignatius College, staff will possess an understanding of their students as a learner within the Student Effective Learning Formation framework (SELF). SELF frames our aspirations for the formation of the whole person. It will guide us as educators in planning, implementing and evaluating an authentic and contemporary Ignatian education.

The Director of Development and Community Engagement works with the Principal. A key aspect of the role is to develop and implement the College's marketing, communication and public relations plan in line with the College's School Improvement Plan.

The Director of Development and Community Engagement is a member of the Development Team and Parents and Friends Association. They work with the Principal to ensure an unrelenting focus on learning, faith development and wellbeing across the College and to support staff in the provision of contemporary and effective learning and faith formation opportunities supporting the School Improvement Plan. They work with other key stakeholders to ensure the development of the whole person, encapsulating the Jesuit Latin term 'Cura Personalis'; having concern and care for the entire individual.

The Director of Development and Community Engagement commits to the vision and values of the College as articulated in the College Mission and Vision Statement and College School Improvement Plan. The Director of Development and Community Engagement works with and supports others in creating a culture of learning, faith and wellbeing for all in the Ignatian tradition.

1. College Leadership

- 1.1. Work with the Principal and Deputy Principals to actively and publicly promote the Catholic and Ignatian ethos of the College
- 1.2. Provide leadership by actively and publicly supporting the College's Mission and Vision Statement and in implementing the School Improvement and Annual Action Plans
- 1.3. Embed high expectations of staff and students in the pursuit of striving for the Magis
- 1.4. Support teams and individuals to deal constructively with change and monitor and evaluate the effectiveness of change
- 1.5. Develop authentic and respectful relationships with students, staff and parents/carers, promoting collegiality and open conversations
- 1.6. Be a positive role model for colleagues and students and demonstrate a commitment to life-long learning





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- 1.7. Uphold the professional standards of this role
- 1.8. Be readily available and accessible during school, attend College events and meetings as required
- 1.9. Undertake any duties as delegated by the Principal.

2. Leadership of Staff

- 2.1. Lead the College's Development and Community Engagement Team
- 2.2. Development and implementation of the College's marketing, communication and public relations plan in line with the School's Strategic Plan, vision and values
- 2.3. Development and management/coordination of major community, celebratory and promotional events
- 2.4. Building engagement: Alumni: events, communications and college contributions; Parents & Friends Association (PFA): attend monthly meetings, support PFA operation and act as a liaison person between the PFA and the College management. Potential family events and promotions; and community engagement within the college and wider community, including St Patrick's Old Collegians Association - sponsorships, service club youth programs
- 2.5. Promotion of College activities, programs, events, students and staff, and wider college community & developing the College profile through various internal and external channels- College website and social media sites, media relations, media, external publications, advertising, social media, video, marketing
- 2.6. Continuing to develop best practice in all areas such as instigating and implementing new strategic opportunities for streamlining processes, developing more social media channels, alumni reunion, community awareness, perceptions and trends, and community engagement
- 2.7. Show tact, respect and discretion in dealing with individuals and groups and ensure the confidentiality of information as appropriate.

3. Specific Responsibilities

- 3.1. Development and Management - Major community, celebratory and promotional events
 - 3.1.1. Development of Strategic Plans, and implementation and management to ensure professional delivery of Mosaic, Open Day, Alumni year-level reunions (10 years and 5 years) and other reunions. Collaboration with personnel in the preparation of the schedule, program, digital data collection, preparation of information flyers, documents (design, content, visuals) and communication with stakeholders (students, staff, families, wider community), staff, parent community and student roles, sourcing and liaising with personnel in outsourcing for equipment, spaces and production (e.g. GPAC personnel and technicians); seeking external community sponsorship (includes prizes, awards, billboards) by local businesses, suppliers, educational institutions, local & state government constituencies, post-school organisations such as universities, G-Tech, government organisations e.g. Armed Forces; invitations; Guidance and rehearsal of speeches and radio recordings. Catering, survey stakeholders to build understanding of perceptions, demographics and wishes and goals



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3.1.2. Development of streamlined systems for event management: surveys, data collection, communication, bookings, analysis using often combined digital resources – intranet- Learning Management system, Google Drive (forms and spreadsheets) Xuno, Operoo, Trybooking

3.1.3. Liaising with groups within the School community and supporting them in publicising their events and activities as appropriate

3.1.4. Attend PFA meetings and functions to support the PFA and act as a liaison between the PFA and the College Management

3.1.5. Promotion of events includes:

Promotion internally

- Hard copy and digital email, Xuno, posters, intranet news.

Promotion externally

- Requests for newsletter and social media inclusions in primary schools and parish communication channels-newsletter, social media. Request for distribution of hard copy promotional material
- Advertising-ensuring timely and effective print advertising internally and externally in the media
- Development and management of non-print digital forms of advertising such as billboards (sourcing sites, sponsors, design & preparation of boards) and radio advertising; script, speakers

3.1.6. Liaising with groups within the School community and supporting them in publicising their events and activities as appropriate

3.1.7. Promotion of events includes:

3.2. Engagement: Alumni: events, communications and college contributions; Parents & Friends Association (PFA): attend monthly meetings, support PFA operation and act as a liaison person between the PFA and the College management. potential family events and promotions; and community engagement within the College and wider community eg. sponsorships, service club youth programs, St Patrick's Old Collegians Association.

3.2.1. Alumni: Saint Ignatius " Old Ignatians". Saint Ignatius College aims to be an indispensable part of developing lifelong connections and mutually beneficial relationships between the College and its alumni

3.2.2. The Development Manager develops a Development of Strategic Marketing Plan and liaises with past and present students to engage interest and involvement as alumni in school activities, reunions, and other networking opportunities, many created and managed by the Development Manager

3.2.3. The layers of engagement are to:

- Inform & Interest: Social Network, e-newsletters, inclusion in Magis, surveys, website, Facebook alumni page newsletter and Magis items "where they are now"



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- **Involve:** Develop Strategic plan for provision of Year level Reunions (5 and 10-year) – promotion, implementation & coordination with Year level teams. Alumni Surveys to develop more relevant alumni programs and activities, such as Activity-based events eg sporting. Investigate with development of alumni website portal segmentation of database by dimensions such as age, gender and family life cycle. Year level reps. and committees. Offers to accept paid roles as coach, tutor
- **Inspire:** Creating and developing additional opportunities to return to the college: mentoring, tutoring, career night assistance, volunteering, fund-raising groups
- Mid-year presentations to Year 12 students of opportunities as an alumni and encouragement to provide personal contact details to alumni database. Updating with Year 12 students annually and maintenance of the alumni database from SASS each year
- Manage the website Alumni portal to enable networking, communication, opportunities to contribute to school activities. Build a network of contact with past students who could be called upon to share their reflections on learning at SICG with current and prospective students and families. Articles/ Contributions to the newsletters such as "Where Are They Now" and 'Staff and Student Profiles' to enhance perception of and proclaim the achievements, qualities and qualifications of those within the community. Build up an archival collection of electronic images and documents and objects of each year level
- Manager of website alumni page - design, text and visuals and e- newsletter. A Development instigation to develop with SICG Website provider, JWAM, the pilot Alumni members' portal: Build Database, design Content, awareness program to build numbers
- Potential family events, programs and promotions – Manage Open day/ afternoons, develop surveys, awareness programs
- In cooperation with relevant staff, development of media/news items to facilitate the development of a positive attitude towards the College by new students/families. Preparation of short videos aimed at conveying a positive message about entry to the College. Eg. " Assistant producer " Be our Guest"
- Community engagement within the college and wider community - including support for Parents & Friends, St Patrick's Old Collegians Association (SPOCA) sponsorships, service club youth programs, promotion eg Facebook, Magis inclusion
- PFA – attend after school meetings and functions, support PFA operation and act as a liaison between the PFA and the College Management.

3.2.4. The layers of engagement include:

- Promotion of College activities, programs, events, students and staff, and wider college community & developing the profile through various internal and external channels- College website and social media sites, media relations, media, external publications, advertising, social media, video and marketing.
- Website: ensure content (text and images) is up to date, relevant, concise, clear, correct and engaging
- Social Media: provide up to date postings of engaging information for the College community (eg. Facebook, Instagram, etc.)



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- Articles: Create, develop articles with a cache of images and seek other sources of copy and images or part thereof for internal social media and publications (newsletter, Magis), external media-hard copy and digital
- External publications: hard copy and digital. Creation and publication of external promotional material regarding mission & vision of the College, College events and developing the profile: print and online external publications, external editorials, design, visuals, editorial for promotion and advertising eg Catholic Education Melbourne (CEM), ACARA (Govt website), Private schools online, Good schools Guide, Themes Catholic magazine, Province Express, Catholics Today and others as required
- Advertising: Internally, and ensure timely and effective advertising of events in the media
- Point of contact: for journalists seeking expert comment, constantly monitoring activities within the school and student involvement, and alert journalists to potential stories
- Digital Communications- Facebook College & Facebook Alumni. Design, copy & visuals. Consistent with College brand. Develop 2-way communication online. Trial, monitor and report upon social media engagement – ie Facebook presence, Twitter feed and other social networking tools as may become appropriate
- Video: Develop and collaborate with other personnel on the production of video to inform community and future families of various aspects of the College. Videos for website & Facebook & for events eg. Music performance videos, staff, student, past student, parent interviews, Meet the Principal, Meet the staff, Meet the College Student
- Marketing: Alumni and visitor surveys and as directed, conduct consumer research, collect and analyse data, analyse feedback that impacts on the Schools' enrolments and marketing to inform procedures and strategies. Eg re-introduce Year 12 exit survey and analyse results; other surveys as appropriate, eg. parent satisfaction survey.

3.3. Provide articles for newsletter, Magis and Annual Report

3.4. Other duties as directed by an Executive member.

4. General Accountabilities of all Staff

- 4.1.** Attend all relevant staff meetings, assemblies, College masses, community days and staff professional learning days
- 4.2.** Demonstrate professional and collegial relationships with colleagues
- 4.3.** Commit to and actively support the College's agenda for continuous improvement through participation in school improvement planning
- 4.4.** Adhere to the College's professional dress code for staff
- 4.5.** Demonstrate alignment and support for the Catholic and Ignatian ethos of the College
- 4.6.** Support the mission, vision and values of the College as articulated in the School Improvement Plan



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- 4.7. Be familiar with and comply with College policies and procedures
- 4.8. There is responsibility, incumbent on all staff, to ensure that the regulations associated with Occupational Health and Safety are adhered to.

5. Commitment to Child Safety

- 5.1. Demonstrate Duty of Care to students in relation to their physical and mental wellbeing
- 5.2. Provide students with a child-safe environment
- 5.3. Be familiar with and comply with the College's ChildSafe Policy, Code of Conduct, and any other policies for procedures relating to child safety
- 5.4. A demonstrated understanding of appropriate behaviour and legal obligations relating to child safety.

A performance review will be conducted midway through the period of tenure.