ROLE DESCRIPTION & KEY PERFORMANCE INDICATORS

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<th>POSITION DETAILS</th>
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<td><strong>Position Title</strong></td>
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| **Key Role Relationships (stakeholders)** | RSEGB Board  
Educational Administrators (Senior Leadership Team)  
Business Administrator (Senior Leadership Team)  
College of Teachers  
All Staff, whole school community (staff, parents, students, interested and active parties), and the broader community (Samford, Council, Government bodies, professional associations) |

**ROLE CONTEXT**

The Samford Valley Steiner School (SVSS) was established in 1987, with a High School operating since 2006 that has necessitated a change of focus from pre- and primary education to ‘whole school’. To meet the needs of the School’s growth, it has increased its capital infrastructure including a purpose-built science building and hall. In recent years there have been strong improvements in administrative and financial systems, outcomes and reporting. Further capital works are planned for 2015-16.

The focus for the next period of time is on developing and consolidating the School as an effective model of Steiner education in Australia delivering an uncompromised Steiner curriculum, with the intent to increase enrolments and plan for the school’s growth in accordance. To do this successfully requires clear focus and vision for the future in line with the Vision and Strategic Plan endorsed by the Board, as well as energy for growth and change, which is implemented in a way that fosters and develops both the internal and external School communities.

**ROLE PURPOSE**

In consultation with the School Board and the College, the Director will provide strong strategic leadership and effective management of a capable multi-disciplinary team, in order to develop a resourceful, cohesive, financially robust and creative Steiner School that is well-regarded by the broader community.

Critical components of this include working out of a sound understanding of Anthroposophical pedagogical principles and facilitating the implementation of these into the operational and teaching practices at the School, as well as actively fostering professional discretion of staff, inspiring and collaborating with the whole school community. A concept of “Servant Leadership” – authority, accountability, action and strategic vision in order to serve the needs of the students, staff and community – underpins this role.

The Director is the ‘face’ of SVSS and interacts with the community, Council and Government Departments, professional organisations, parents and staff. The Director has ultimate accountability and authority for operational matters at SVSS and ensuring that transparency and accountability is inherent at all levels.

**The Director exercises initiative, responsibility and imagination and works to establish a living relationship to the spiritual impulses within the school**
**Servant Leadership**

Develop and lead a team of skilled and capable staff throughout the school who support and drive the School Vision for a resourceful, cohesive, financially robust and creative school that is well-regarded by both the internal and external school communities.

Lead and effectively collaborate with the Senior Leadership Team (two Educational Administrators, Business Administrator, and Chair of the College of Teachers), College of Teachers and Faculty representatives on educational and school management matters as appropriate, so that a comprehensive and effective service (including all aspects of governance, statutory and legal compliance and duty of care) is provided to support the implementation of a robust and creative Steiner educational curriculum.

**Indicators:**
- Staff are qualified to deliver the job for which they are employed
- Staff are well supported through regular performance appraisal processes and ongoing mentoring and professional development
- The school is well run administratively including statutory and legal compliance and fulfills its duty of care
- The school is financially robust, consistently meeting Benchmark standards
- The school delivers a creative Steiner educational curriculum in line with the school vision and Anthroposophy
- The RSEGB Board receive accurate and informative reports as required, which enable effective governance
- Is an active participant of the College of Teachers

**Build and Maintain Relationships**

Facilitate positive and constructive relationships with and between staff, through frequent dialogue and information exchange which engenders staff ownership and commitment, to assist in the development of cohesion and momentum toward a common school vision.

Build effective ‘learning partnerships’ with families and interested parties, utilising a dialogue of mutual information exchange, in order to build community and support for a common Vision.

Proactively identify and enhance opportunities to build a positive reputation of SVSS within the broader Samford community, with local council, government and other external parties. Develop and implement effective communication, promotion and engagement strategies to strengthen understanding and support to achieve the school’s vision.

**Indicators:**
- Relationships with and within the school are positive and constructive
- Communication and information exchange with all stakeholders is positive and constructive
- The reputation of the school is positive with key stakeholders

**Strategy**

Proactively drive implementation of the Board’s Strategic Plan for the school at an operational level, collaborating with the Senior Leadership Team (Chair of the College of Teachers, Educational Administrators, Business Administrator) and with input from staff and the school community, in order to further develop and implement the Vision at an operational level in a way that engages and motivates all stakeholders. This requires communication and engagement with stakeholders on the School’s vision, values, structure and strategy.

**Indicators:**
- The operational aspects of the Board’s strategic plan are implemented and meets agreed milestones and targets towards achieving the school’s vision
- Staff and the school community understand and positively engage with the school’s vision
- The school’s policies and procedures reflect and strengthen both the school strategic plan and the school’s organisational structure, which are accessible and well-understood by all relevant stakeholders

**Structure**

Ensure effective consolidation of the organisational structure, as endorsed by the RSEGB Board, overseeing and managing all aspects of the process in a way that develops energy and momentum for the School’s Vision.

**Indicators:**
- The school’s organisational structure is well understood by all relevant stakeholders
- The structure works effectively as a model of delivering Steiner education, balancing administrative effectiveness with the facilitation of Anthroposophy into its operational practices
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