



POSITION DETAILS:

Position Title:	Director of the CIE (Centre for Innovators & Entrepreneurs)
Group:	CIE
Supervisor:	Headmaster
Date of Last Review:	October 2022

PRIMARY ROLE/PURPOSE:

The Director of the CIE is responsible for:

- The vision, operation, and performance of the CIE;
- Supporting the design, implementation, and ongoing development of St Paul's School's Strategic Vision of the third pathway, the "Entrepreneurial Pathway" for students; and
- Developing synergies and reinforcement of the Realms of Thinking model, helping students to become innovative thinkers and teachers to excel at using the realms in everyday learning experiences.

These key responsibilities align with the St Paul's purpose: to support the development of resilient global citizens, who are innovative thinkers, with a heart for servant leadership.

THE CENTRE FOR INNOVATORS & ENTREPRENEURS (CIE) OVERVIEW:

The Centre for Innovators and Entrepreneurs (CIE) is more than just a physical co-working space for students and staff to wonder and work. It provides services that inspire creativity, innovation, and entrepreneurship to support the School's and the Realms of Thinking vision. The CIE seeks to serve four major stakeholder groups:

1. Students
2. Staff
3. Industry/Government
4. Community

The Director of the CIE supports the achievement of the CIE's vision and achievement of performance indicators for each of these stakeholder groups.

KEY ACCOUNTABILITIES:

SERVICES MANAGEMENT

The position is accountable for managing and executing services for each of the four stakeholder groups:

St Paul's Students

- Offer students the opportunity to start their own business;
- Manage the Kickstart Loan Program;
- Offer coaching and resources on commercialisation of ideas, products, and services to students and members of the St Paul's community wishing to start and run their own business;
- Offer the opportunity to gain exposure to the business world, through knowledge-sharing, case studies, business visits, and professional business coaches and experts; working on real problems, issues, solutions, and observing the way businesses really work;
- Develop further their Realms of Thinking dispositions; their knowledge, use and ways of working with Design Thinking and Customer Based Design.

Prepare Other Students

- Offer international and domestic students the opportunity to become part of the CIE and remain part of the CIE network on-going;
- Attend programs at the Centre to learn more about Entrepreneurial thinking and processes and nurture the Realms of Thinking dispositions.

Staff Collaboration and Development

- Collaborate with the Director of Realms of Thinking and the Realms Coaches to ensure the CIE is aligned with Realms of Thinking;
- Conduct Staff development relating to Entrepreneurial thinking, Business start-ups, and Business Operations;
- Collaborate with Curriculum Leaders to offer development, coaching, and support for Entrepreneurial Thinking, Business learning, and the Realms dispositions and how these can be supported and delivered within the CIE or classroom;
- Support staff in the Grant application process and submissions;
- Work with the Realms Coaches on the Design Led Venture programs.

Connections with Industry and Government

- Have strong connections with businesses to expose them to the benefits of open innovation and tapping into youthful minds to help identify current and future problems, and possible solutions to those problems;
- Have more formal relationships with Business in Residences, start-up businesses who use the CIE space and expertise to further their business, give back to our students and support their learning.

Bring the Community in

- Involve the Community in events and opportunities to learn, develop, knowledge share and connect;
- Build connections with local business and government to strengthen the experiences of our students.

LEADERSHIP

The Director of the CIE is responsible for demonstrating leadership in the following areas:

- Lead in the development of CIE key performance indicators (in consultation with Senior Leaders), metrics, regular reporting, and achievement or exceeding of KP targets;
- Lead in the development and implementation of CIE specific policies and procedures that adhere to and complement existing policies such as student protection, health and safety, and effective risk management;
- Lead in the development, in conjunction with the Director of Marketing and Communications, the CIE Marketing and Communications strategy and effective execution of subsequent marketing and communications plans and tactics consistent with the strategy and to enhance the School's reputation;
- Be a thought leader in the latest research, concepts, and progress in the areas of entrepreneurship, entrepreneurial thinking and practice, intrapreneurship, innovation, start-up methodologies and general business thinking;
- Collaborate with Leadership and Staff in the development of the third pathway – the Entrepreneurial Pathway for students and implement relevant outcomes;
- Collaborate with Leadership and Staff in the development of entrepreneurial educational resources and programs for specific subject areas, curriculum areas, unit content or lessons;
- Reflect on current services and planning for opportunities for future growth.

STAKEHOLDER MANAGEMENT

- Develop and foster collaborative relationships with a diverse group of stakeholders, to support the effective functioning, knowledge sharing, and support of our students, start-ups, and educational programs, including:
 - Industry/Government
 - Tertiary Education
 - Community
 - Parents
 - School Leadership
 - Teachers
 - Students

OTHER

- Be familiar and comply with all of the School's current policies, which are available on the School's portal (intranet) and website. Particular attention is drawn to the School's Code of Conduct, the Privacy Policy, and the Student Protection policies and procedures;
- Exhibit personal behaviour reflective of the ethos and Christian foundations of the School;
- Follow Workplace, Health and Safety procedures;
- Perform other reasonable duties as directed by the Headmaster.

ATTACHMENT – ST PAUL’S SCHOOL

ETHOS STATEMENT

The School’s Purpose is “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

The School’s Vision is “Transforming educational thinking and practice.”

The School’s Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith believing where:

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning where:

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional, and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our Realms of Thinking Framework which are embedded from PP-12 across all Learning Areas.

We value Community where:

- Students, staff, and families support the aims, purpose, and mission of the School and serve one another using their God-given gifts.
- Students, staff, and families grow together in faith and learning, promoting love, justice, and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of three Sub-Schools each with some degree of autonomy whilst sharing many common elements.

ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.