



BOARD MEMBER - FINANCE

JOB & PERSON SPECIFICATION

JUNE 2025



POSITION DESCRIPTION

Board Member of St Andrew's School Inc.

1. Purpose of the Role

The purpose of the role of Board Member is to serve on the Board of St Andrew's School Inc. The Board is the governing body of the School and is responsible for its long-term strategic direction and success.

2. The Dimensions

St Andrew's School Inc. is an independent, co-educational primary school providing high standards in education from the early years to Year 6. It is a school of approximately 500 students, and many of them come from different cultural backgrounds. Students from the Early Learning Centre to Year 5 study the Primary Years Programme (PYP) using the International Baccalaureate (IB) framework. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. Students in Year 6 continue with an inquiry methodology which provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, becoming critical and reflective thinkers. The School places a strong emphasis on the development of well rounded "world" citizens, as well as high academic standards, an enriched music program and teaches Christian ethos.

3. The Environment

The environment is the early years and primary school education sector in metropolitan Adelaide.

The Board comprises up to seven members. Members are drawn from the School community via the Parents' Association, the congregation of St Andrew's Church, Walkerville, and co-opted by the Board itself.

The Board holds regular meetings twice per school term, on Wednesday or Thursday evenings; additional meetings may be called as required. One to two strategy sessions are held each year. In addition, other meetings may be held with the Executive Leadership team, Parents' Association and School Foundation. The Board also operates via a committee structure and Board Members hold positions on these committees.

4. Reporting Relationships

Board Members report to the Chairperson of the Board. Board Members may also serve on committees such as Finance; Risk, Governance and Strategy; and Selection and Remuneration in which case they report to the Chairperson of the committee, and to the Board.

The Principal, as the CEO of the School, reports to the Board as a whole. The Principal does not report to an individual Board Member other than the Chairperson.

The Board reports to the School community through the Chairperson, and only by that means.

5. Major Accountabilities

The Board Member is accountable to the School community as a whole. The Board Member has a duty at law to exercise their duties with due diligence and in good faith, and to the best of their abilities. Other common law obligations include the duty not to take advantage of the position for personal gain, and to act in the best interests of the School as a whole.

The Board Member is accountable for the long-term strategic direction of the School; all operational matters are delegated to the Principal and remain their responsibility.

In practice, the Board Member must devote adequate time to prepare for and attend meetings, familiarise themselves with the business of the School and apply critical judgements to the matters under consideration.

Where a Board Member brings specific skills (such as legal or educational), they are expected to apply those skills for the benefit of the Board and the School as a whole.

The Board Member may be asked to take on specialist roles in committees as authorised by the Board from time to time.

The Board Member will also be required to represent the School at official functions from time to time, and must consistently uphold and represent the School's values, mission, and vision within the broader community.

6. Challenges and Problem Solving

The key challenge is working effectively as a group, whilst maintaining robust discussions from diverse viewpoints. In addition, where parents of the School are Board Members, it is important to distinguish clearly between the personal perspective of a parent and the governance responsibilities of a Board Member. While diversity of experience and perspective can add valuable context to Board discussions, decisions must be made in accordance with the broader strategic interests of the School, rather than individual or family concerns.

The Board is the leadership body of the School, and being a leader has its own set of challenges, including perseverance in the face of uncertainty. It is expected that Board Members have demonstrated leadership capabilities.

Board Members are required to have advanced problem-solving skills.

7. Contacts and Critical Relationships

The Chairperson is the primary contact for the Board Member. It is through the Chairperson that the Board Member communicates with the Principal and deals with the School.

Board Members work together in a collegial fashion.

The Principal is the primary contact for the Board, and the role is akin to that of a Chief Executive Officer. In Board meetings the Board Members have full and unrestricted access to the Principal.

8. Skills and Attributes

Each Board Member will bring specialist skills and general experience to the Board. These include:

Specific Background

- Proven experience in Board, Council or similar roles.
- Demonstrated leadership in an organisation, especially in roles requiring strategic insight and internal/external issue management.
- Connection to or affinity with the School.

Specific Skills, Experience and Understanding

- Education sector knowledge.
- Legal, risk and compliance expertise.
- Financial management and accounting.
- Marketing, communication and public relations.
- Fundraising and philanthropy.
- Business and general management.
- Information technology and digital systems.
- Building and property management.
- Organisational development.
- Human resource management.
- Leadership in Boards, Councils or Committees.

Personal Attributes

- Strong commitment to the School's vision, ethos, and values.
- Independence of thought, always acting in the School's best interest.
- High integrity.
- Excellent communication, interpersonal and public speaking skills.
- Creative, lateral thinker with a curious and open-minded approach.
- Proven Board experience and broad life perspective that enriches decision-making.
- Effective networker, able to build and leverage relationships.
- Inclusive, collaborative leadership style with a passion for excellence.
- Innovative yet risk-aware, valuing diversity and continuous improvement.
- Humble, team-orientated, and committed to personal and Board development.

General Understandings

- Ability to maintain confidentiality at all times.
- Clear understanding of governance roles versus operational management.
- Awareness of legal responsibilities of Boards and individual Members.
- Insight into relationships between Board, senior management, and stakeholders.
- Familiarity with education sector issues and the School's context.
- Broad knowledge of finance, law, HR, and management to support informed discussions.

Additional Skills and Capabilities

- Strategic thinking and ability to synthesise complex information for sound decision making.
- Sound general business acumen.
- Focused and steady approach to Board matters.
- Leadership capabilities with vision and courage for a robust and viable future for the School.

- Effective teamwork skills, including:
 - Active listening
 - Encouraging healthy dialogue
 - Asking difficult questions when necessary
 - Leading by example
 - Openness to new ideas and learning.
- Credibility within the School community.
- Willingness and capacity to commit time for meetings, preparation and committee involvement.

SAFEGUARDING STATEMENTS

St Andrew's School is committed to safeguarding and promoting the welfare of all children in our care and expects all applicants to share this commitment. We follow safe recruitment and selection practices that are aligned to South Australian and Australian standards on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to an interview, identity checks, criminal record checks and successful references.

St Andrew's School is committed to meeting all Equal Employment Opportunity (EEO) criteria and is also active in embracing Diversity, Equity, and Inclusion (DEI) initiatives, recognising the positive outcomes that result from diversity and inclusivity in all its forms.

At St Andrew's School we believe reconciliation is a journey towards a deepening respect, understanding and celebration of Aboriginal and Torres Strait Islander histories and cultures in our local and national communities.

As the programs and activities of St Andrew's School are based upon strong Anglican principles and traditions, the successful applicant should be supportive of and comfortable within such an educational environment.



HOW TO APPLY

Applications including a cover letter and CV should be addressed to Andrew Reed and Trish Retallick. Please visit henderconsulting.com.au to apply.

For a confidential discussion, please call (08) 8100 8827.

Please Note

Your application will be automatically acknowledged by a return email.