ROLE STATEMENT

SU Australia
Discovering Life

Role Title:	Field Development Manager (FDM)
Department/ Team:	Operations
Location:	Various Districts (most roles are home based with travel required)
Reports to:	Regional Director/Area Manager

SU Australia's Vision & Mission

SU Australia is an interdenominational Christian movement committed to supporting children, young people and their families to discover life through the provision of school chaplaincy services, camps, community-based missions, schools ministry, and at-risk youth programs. SU Australia also offers nationally recognised training programs in youth work through the SU Institute of Training (RTO 30548).

SU Australia is part of the worldwide Scripture Union movement, a movement of Christians working with churches to make God's Good News known to children, young people, and families and to encourage people of all ages to meet God daily through Bible reading and prayer. (su.org.au)

SU Australia is a charitable 'limited by guarantee' not-for-profit organisation comprising more than 1,000 staff and thousands of volunteers, working with churches, and serving in communities in all states and territories across Australia.

All SU Australia staff and volunteers are empowered and equipped to champion a child safe culture and are committed to the highest standards of safety and care in our work with children, young people, and families.

Purpose of Role

Working collaboratively with churches, schools and volunteers, this role is responsible for leading the local delivery of SU ministry through training, coaching and leading both staff and volunteers in ministry opportunities within a district. The incumbent is responsible for recruiting and managing a team of school Chaplains and REIS Teachers and Coordinators.

Working closely with the Regional Director/ Area Manager, FDMs contribute to fundraising, and supporter and stakeholder engagement activities, to increase support and income within the district.

You believe that children and young people are precious and you will nurture a culture and commitment to their safety within the team.

Direct Reports (roles):

Chaplains and REIS Teachers and Coordinators placed in schools across the assigned region or area.

Key Relationships	
Primary Internal Stakeholders	• Regional Director/Area Manager and other staff who report to them • Chaplains • REIS Teachers and Coordinators
Other Internal Stakeholders	• Support teams - Support Hub, Capability, Risk and Financial Management, Marketing and Supporter Engagement, Fundraising
External Stakeholders	• REIS Boards/ Schools Ministry (SM) Boards (including Chaplaincy Support Teams (CSTs)) • School Principals and their representatives • Local church and community leaders • Camp and Mission Team Leaders • Volunteers

Key Accountabilities	
Accountability areas	**Responsibilities**
1. Spiritual leadership	• Providing spiritual leadership and support for the District Chaplaincy, REIS Teacher/Coordinator, and Volunteer leader team. • Encouraging employees and volunteers through work and example to live a Christ centred life, committed to the Bible and prayer. • Seeking to follow Christ and his example in your relationships, decision-making and conduct. • Contributing to building a culture where our people consider themselves followers of Christ first and Christian leaders in their community/place of work second. • Encouraging our people to exhibit the fruit of the Spirit in their personal and work lives.
2. Church and community engagement	• Build strong relationships with local Christian leaders and develop networks that lead to genuine ministry partnerships in each district. • Ensure churches and their people view SU as an excellent avenue to volunteering and investing in the lives of children and young people. • Ensure businesses, local government and other community groups have a deep respect for the work of SU in the community. • Nurture volunteers, supporters and future chaplains and REIS Teachers/Coordinators.
3. School ministry	• Recruit REIS Teachers/Coordinators, Chaplains and volunteers. • Manage, coach & train Chaplains, REIS Teachers/Coordinators, volunteers in your region to be successful in their role. • Work with schools, churches & REIS/SM Boards in seeking out and establishing new school ministry opportunities appropriate to the needs of the community in brand new and existing ministry contexts.

		• Ensure implementation of all school programs consistent with DoE Chaplaincy and REIS guidelines, policies and legislation. • Provide support and advice to the REIS/SM board and school on matters of program implementation where requested.
4.	SU camps & holiday programs	• Develop the cluster camp strategy in your district, including recruiting and coaching event directors and volunteers. • Drive new ministry initiatives in your district by working closely with local churches and community groups. • Provide oversight for assigned SU programs in the district. Ensure that events are approved and managed appropriately. • Coach Team Leaders in SU ethos, best practice, programming, risk management and event administration and provide support during events.
5.	Supporter engagement and fundraising	• Support the Regional Director/Area Manager in building and maintaining relationships with key donors, company members, prayer supporters and partner organisations. • Represent SU in a highly professional manner at functions and fundraising events to increase support and income within the region.
6.	Team leadership	• Ensure team members have a clear understanding of their role within the broader department objectives, and they receive the training resources, feedback and support necessary to excel at their role. • Ensure the department/team delivers on the relevant objectives outlined in the SU Australia Strategic Plan. • Provide leadership in relation to child safety by acting as a role model and ensuring that all team members demonstrate behaviour in line with a child safe culture. • Monitor the health, well-being, welfare and morale of the team/department. • Prioritise, delegate, oversee and coordinate the day-to-day operational and administrative functions and lead the team to promote acceptable service delivery standards. • Oversee the equitable distribution and balance of workload. • Identify and manage performance issues. Escalate serious or ongoing issues to the relevant Executive and People Services for guidance. • Undertake regular meetings, conduct training and arrange professional development activities for team members.
7.	Risk and compliance	• Maintain a team that is free from harassment, bullying and discrimination in support of relevant federal and state legislation and SU Australia policies. • Ensure team members are aware of their compliance obligations, including their Work Health and Safety (WHS) obligations.
8.	Team contribution	• Contribute to the immediate team and the broader teams in SU. • Participate in SU devotion activities including prayer retreats. • Contribute at team meetings. • Participate in wider organisation-based activities and learning opportunities. • Demonstrate behaviour in line with a child safe culture.

	• Comply with WHS requirements. • Protect own health and safety. • Protect the safety of others. Report hazards, risks and all incidents.

Qualifications and experience

- Minimum 3 years' experience leading and managing a team, preferably within a not-for-profit environment.
- Tertiary qualifications in youth work, leadership, business or related field (minimum requirement of Diploma of Youth Work).
- Demonstrated experience in building and maintaining networks with key stakeholders and key donors, particularly in relation to developing ministry opportunities and increasing support and income.
- Demonstrated experience in establishing camps and mission programs for children and young people.
- Driver's License is essential.

SU's Leadership and Management Competency Framework contains a complete list of all competencies required of SU's leaders. The most critical competencies for this position are included in the tables below.

Management competencies

Competency areas	Definitions
Technical / Professional	• High level of skill for working with computerised systems eg Salesforce, Martian Logic recruitment platform, Zoom. • Ability to work via laptop to record data, make appointments, plan diary. • Advanced skills in networking and relationship building.
Planning and organising	• Establishing a course of action for self and/or others to accomplish goals. • Prioritising the work of the team appropriately. • Monitoring team workload and taking corrective action when required.

Leadership competencies

Competency areas	Definitions
Child Safety Awareness and Leadership	• Inspires a commitment to child safety, child wellbeing and cultural safety. • Role models behaviour for team members and others in the organisation that demonstrates the value of children and young people.

Devoted follower of Jesus	• Devoted to following Jesus, and meeting God daily in the Bible and prayer. • Humble and seeks to serve others through leading, as Jesus modelled to us and taught his disciples. • Works from prayer and the Holy Spirit, and not only personal capability and human wisdom. • Exhibits the fruit of the Spirit in life and leadership.
Environmentally and contextually aware • Builds networks • Situational adaptability • Organisational savvy	• Picks up on situational cues and adjusts in the moment. • Readily adapts personal, interpersonal, and leadership behaviour. • Understands that different situations may call for different approaches. • Maintains relationships across a variety of functions and locations. • Draws upon multiple relationships to exchange ideas, resources, and know-how. • Deals comfortably with organisational politics and knows who has respect, and influence.
Builds effective teams	• Forms teams with appropriate and diverse mix of styles, perspectives, and experience. • Establishes common objectives and a shared mindset. • Creates a feeling of belonging and strong team morale. • Shares wins and rewards team efforts. • Fosters open dialogue and collaboration among the team.
Nimble learning and effective decision-making	• Learns quickly when facing new situations. • Takes on the challenge of unfamiliar tasks. • Extracts lessons learned from failures and mistakes. • Makes sound decisions, even in the absence of complete information. • Relies on a mixture of analysis, wisdom, experience, and judgement when making decisions. • Considers all relevant factors and uses appropriate decision-making criteria and principles. • Recognises when a quick 80% solution will suffice.
Develops people for personal and organisational effectiveness	• Developing people to meet both their career goals and the organisation's goals. • Places a high priority on developing others to their potential. • Develops others through coaching, feedback, exposure, and stretch assignments. • Aligns employee career development goals with organisational objectives.
Demonstrates Self awareness	• Reflects on activities and impact on others. • Proactively seeks feedback without being defensive. • Is open to criticism and talking about shortcomings. • Admits mistakes and gains insight from experiences. • Knows strengths, weaknesses, opportunities, and limits.
Demonstrates Other-awareness • Values Differences • Interpersonal Savvy • Balances Stakeholders	• Seeks to understand different perspectives and cultures. • Applies others' diverse experiences, styles, backgrounds, and perspectives to get results. • Builds rapport in an open, friendly, and accepting way. • Builds constructive relationships with people both similar and different to self. • Balances the interests of multiple stakeholders.

Cultivates collaboration and innovation • Collaborates • Cultivates Innovation • Optimises Work processes	• Works cooperatively with others across the organisation to achieve shared objectives. • Credits others for their contributions and accomplishments. • Gains trust and support of others. • Introduces new ways of looking at problems. • Can take a creative idea and put it into practice. • Encourages diverse thinking to promote and nurture innovation. • Knows the most effective and efficient processes to get things done, with a focus on continuous improvement.
Communicates effectively	• Is effective in a variety of communication settings: one-on-one, small and large groups, or among diverse styles and position levels. • Attentively listens to others. • Adjusts to fit the audience and the message. • Provides timely and helpful information to others across the organisation. • Encourages the open expression of diverse ideas and opinions. • Responds effectively to the reactions and positions of others.
Manages conflict productively	• Sees conflict as opportunities. • Facilitates breakthroughs by integrating diverse views and finding common ground or acceptable alternatives. • Settles differences in productive ways with minimum noise.
Problem solves for success	• Creating a climate where people are motivated to do their best to help the organisation achieve its objectives. • Structures the work so it aligns with people's goals and motivators. • Empowers others. • Makes each person feel his/her contributions are important. • Invites input and shares ownership and visibility.

Additional Requirements

SU Australia requires that the incumbent:

1. agree with, and agree to work under, the aims, beliefs and working principles of SU
2. be able to demonstrate a living and personal relationship with Jesus Christ
3. be able to show strong Christian character evidenced by servant leadership, valuing of people in general and marginalised people in particular
4. be a respectable member of a local Christian church we recognise
5. be in receipt of a current positive Working With Children Check for the purposes of child related employment
6. be willing to work under SU Australia's Conduct and Behaviour Standards

Developed by	People Services Team
Approved By	Director, Field Operations
Effective Date	May 2026