



## Job Description

Revised 2026

<b>JOB TITLE:</b>	Development Director
<b>HIRED BY:</b>	Superintendent
<b>REPORTS TO (title):</b>	Superintendent
<b>SUPERVISES:</b>	No direct supervisory responsibilities
<b>DEPARTMENT NAME AND LEVEL:</b>	Administration
<b>EVALUATION SCHEDULE:</b>	Annual written evaluation by Superintendent
<b>JOB STATUS (full/part):</b>	Full-Time
<b>FLSA STATUS:</b>	Exempt

### **GENERAL DESCRIPTION**

The primary role and responsibility regarding development is to create, lead, and manage the direction, planning, and execution of all fundraising-related activities at Salem Academy. This includes the planning and execution of major fundraising, such as capital campaigns, the auction, as well as the cultivation and solicitation of prospective donors for operational (general fund), capital, endowment, and dedicated dollars. It is also the responsibility of the Development Director to plan, organize, and promote all programs and events in light of biblical principles for stewardship, integrity, respect, and the management of financial principals. This should be done in a manner that supports and promotes the school's mission/vision and core values.

### **REQUIRED PROFESSIONAL QUALITIES**

- Hold a bachelor's degree from an accredited postsecondary institution.
- Demonstrate basic proficiency in productivity software with ability to learn other digital platforms.
- Ability to engage/connect with people and organize and present information in a professional way.

### **SPECIFIC ROLES AND RESPONSIBILITIES**

- Manage and appropriately nurture relationships with ongoing and prospective donors (cultivation and solicitation activities).
- Correspond strategically with donors on a regular basis (at least 3-4 times yearly).
- Develop and implement capital fundraising campaigns.
- Coordinate the development and implementation of strategies and events for the purpose of increasing annual sustainable giving to the Salem Academy Fund.
- Implement systems and processes (respecting privacy and integrity), allowing Salem Academy to gather and track information about our constituents and donors, about relationships between our constituents and donors, as well as information about potential donors.
- Manage donor records, receipts, and communications.
- Participate in the formulation of a comprehensive strategic plan for raising funds for capital and operational needs.
- Coordinate the submission of grant proposals and applications while managing follow-up reporting and documentation in accordance with school priorities as determined by the Superintendent and Board of Trustees.

- Work with the Salem Academy Foundation for the purpose of securing estate gifts on behalf of the school. This includes attending quarterly meetings (not as a board member).
- Represent the school through membership/participation in appropriate community organizations.
- Report to the Superintendent on a regular basis regarding the progress being made with goals, objectives, and the department strategic plan providing documentation of funds raised along with budgets supported.
- Develop and implement appropriate recognition opportunities for donors and volunteers.
- Work with the Superintendent to formulate a comprehensive strategic plan for raising funds for capital, dedication, and operational needs.

### **ESSENTIAL JOB FUNCTIONS—ACCOUNTABILITIES**

- Read current literature in the areas of:
  - Developing relationships with key donors
  - Forming effective strategies for nurturing a culture of giving
  - Other needs related to the area of development
- Have the ability to accomplish the goals and objectives as agreed upon with the Superintendent and as outlined by school policy.
- Help staff and volunteers function efficiently, effectively, and productively as appropriate.
- Meet regularly with the Superintendent to review the general direction of the department and report on the progress related to identified goals and objectives.
- Participate in beginning-of-year staff orientation and other meetings and events as able and agreed upon with the Superintendent.
- Respect professional ethics that require confidentiality concerning the sharing of sensitive information about donors, staff, and school matters in general.
- Inform the Superintendent in a timely manner if unable to fulfill any assigned duty.
- Deal directly and frankly with the Superintendent and other staff members in an earnest effort to resolve differences of opinion when they exist.
- Recognize the need for good public relations and represent the school in a favorable and professional manner to the school's constituency and the general public.
- Perform any other duties that may be assigned by the Superintendent.

### **REQUIRED SPIRITUAL QUALITIES (all employees)**

- Acknowledge Christ as Savior and seek to live life as His disciple.
- Believe and actively support Salem Academy's Statement of Faith.
- Demonstrate a desire for spiritual growth as evidenced by his or her prayer life, Bible study, and spiritual outreach to others.
- Be a Christian role model in attitude, speech, and actions toward others.
- Have a Christ-centered home and actively participate in a local Bible believing church.
- "Work willingly at whatever you do, as though you are working for the Lord rather than for people." Colossians 3:23.
- Follow the Matthew 18 biblical principle in dealing with conflict with students, parents, staff and administration.

### **REQUIRED SPIRITUAL LEADERSHIP QUALITIES**

- Have a conviction that God has called her or him to Christian school administration.
- Provide spiritual leadership and guidance to faculty, staff, and students regularly on both a formal and informal basis.
- Build a Christ-centered program based on the total release of oneself to follow Christ's example.
- Engage in Christ's local and global mission of making disciples.

**REQUIRED PERSONAL QUALITIES**

- Sign and live by the school’s lifestyle statement, found in the Employee Handbook, as a condition for employment and continued employment in this ministry.
- Compliance with Salem Academy’s general standards of attendance is acceptable.

**ESSENTIAL JOB FUNCTIONS – PHYSICAL, MENTAL, & ENVIRONMENTAL REQUIREMENTS**

Physical Demands – the following represents the physical requirement that must be met by the individual to fully perform the essential functions of this job:

The physical effort typically applied in this job includes:

<input checked="" type="checkbox"/>	Lifting		Pulling		Shoveling
<input checked="" type="checkbox"/>	Carrying		Pushing		Other (specify)
<input checked="" type="checkbox"/>	Keying/typing	<input checked="" type="checkbox"/>	Reaching		

The amount of effort typically applied and frequency of application:

Amount of Effort Applied	% of Time Effort is Applied			
	Less than 15%	15 to 40 %	40 to 70 %	More than 70 %
Less than 1 lb.	X			
Between 1 & 5 lbs.	X			
Between 5 & 25 lbs.	X			
Between 25 & 60 lbs.				
More than 60 lbs.				

The effort reflected in the above chart is typically applied in the following work positions:

<input checked="" type="checkbox"/>	Sitting	<input checked="" type="checkbox"/>	Standing	<input checked="" type="checkbox"/>	Walking
	Stooping		Bending		Confined
	Other (specify)				

Mental/Visual Demands – the following represents the mental/visual requirement that must be met by the individual to fully perform the essential functions of this job:

	Occasional mental and/ or visual attention; the operation performed is either close to being automatic or the duties require attention only at long intervals
<input checked="" type="checkbox"/>	Frequent mental and/ or visual attention; the flow of work is intermittent with checking or inspection involved.
	Continuous mental and/ or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor the production process and/ or defects.
	Concentrated mental and/ or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods.
	Intense and/ or exacting mental/ or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work.

Working Environment – Individual is exposed to the following work conditions while performing the essential functions of this job:

	Regularly	Occasionally
Indoors	X	
Outdoor weather conditions		X
Moderate levels of sound		
Dust or airborne particles		
High levels of sound, which may require use of ear protection		
Slippery surfaces		
Hot, cold, wet, or humid conditions		

**Signatures and Dates**

The following signatures are required to confirm the accuracy and completeness of the job description; that essential functions are aligned with Salem Academy goals and objectives; to validate that it is clear, concise, and supports compliance with legal considerations; and employee understanding of the job requirements. NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.

Employee	Date	Next Level of Management	Date