



ST. LUKE'S SCHOOL

LEADERSHIP OPPORTUNITY
NEW YORK, NY

HEAD OF UPPER SCHOOL *(Grades 5–8)*





ST. LUKE'S SCHOOL

St. Luke's School, a co-educational Episcopal day school located on a two-acre landmark block in the West Village, offers a balanced and challenging Junior Kindergarten through Grade 8 curriculum serving students of all faiths and none. The vibrant academic program balances basic skills and critical thinking with collaborative learning and interdisciplinary study. Small by intent and design, St. Luke's size promotes openness, accessibility, and collaboration. St. Luke's students and faculty come from a variety of backgrounds — we value, seek and encourage an enriching and diverse community. We believe it is essential for students to learn how to live and learn well within communities of diverse age, gender, sexual orientation, ability, ethnicity, religion, and socio-economic status.



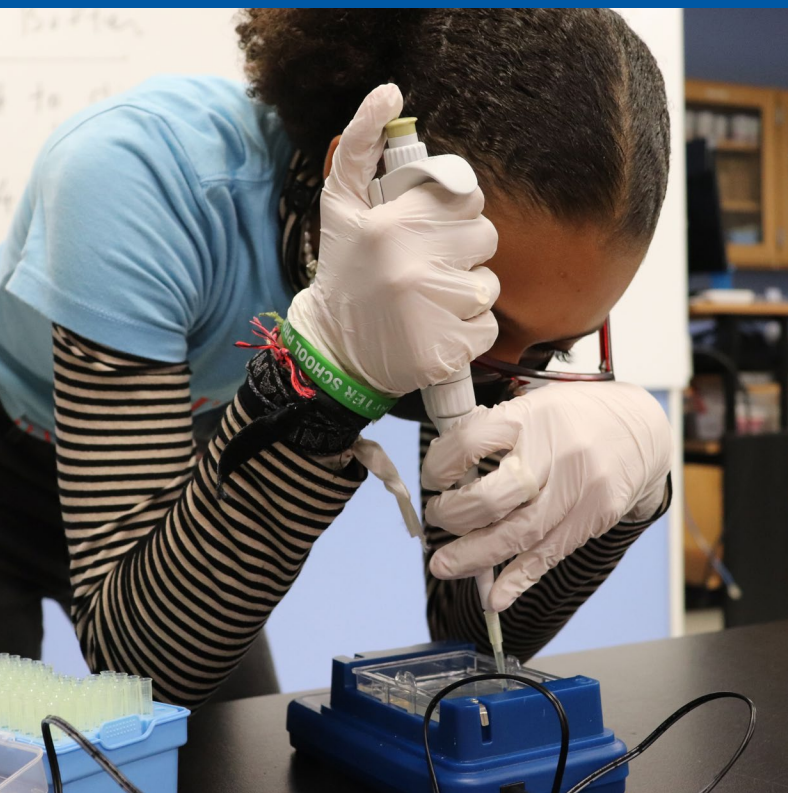
LEADERSHIP OPPORTUNITY

St. Luke's School seeks a compassionate, engaging and dynamic leader-educator to serve as its Head of Upper School (Grades 5–8).

Reporting directly to long-time Head of School Bart Baldwin, the Head of Upper School will collaborate closely with student, parent, and professional staff communities and identify priorities to bear in mind when coordinating activities and implementing both the academic and the socio-emotional curricula of the division. Ultimately these priorities, activities, and curricula will align with the school's needs, mission statement, Board-approved strategic plan, and vision. They will also work to ensure matching the needs of each graduate and successful placement in high school.

Responsible for the day-to-day operation of the Upper School and at the same time tasked with articulating program values, goals and expectations, the Head of Upper School is its educational beacon, and a critical member of the leadership team at St. Luke's. St. Luke's School seeks a seasoned leader who finds a calling to middle school, with enthusiasm and vision, who is at once ready to listen and observe but also lead and shape this key division of the school. This multifaceted role is exciting yet demanding, and can be truly transformational.





OPPORTUNITIES AND ESSENTIAL FUNCTIONS

As a Senior Administrator at the school, the Head of Upper School, in conjunction with the Head of School and Head of Lower School, will maintain and strengthen the tradition of excellence already established at St. Luke's. Related to this, drawing upon past experiences and successes, they will discern where change is needed and play an instrumental role in both ushering it in and managing its continued implementation. Specifically, the Head of Upper School will:

Lead and Mentor Staff

- Direct the activities of the members of the Division's instructional and non-instructional staff in the performance of their duties as appropriate and in conjunction with other senior administrators.
 - Observe, supervise, evaluate, and mentor faculty in the development and implementation of curriculum.
 - Supervise the teaching process.
 - Develop and implement sound administrative and organizational structures and practices including regular meetings with faculty, encouraging reflection on and exchange of ideas about educational/philosophical interests and concerns, and facilitating strategic and generative thinking for the division.
 - Serve as a Senior Administrator and participate fully in all associated meetings and activities relating to the general good and welfare of the School, supporting the School and its leadership.
- ### *Develop, Implement, and Assess Academic and Socio-Emotional Curricula*
- Maintain the educational standards of the school and ensure compliance with legal requirements, government regulations, accreditation standards, and best practice in terms of safety and supervision.
 - Lead and review the evaluation of the academic program, working with the support of deans as appropriate.
 - Oversee and coordinate the co-curricular and extracurricular activities of the division, working with and through the Deans and in collaboration with the faculty, including planning and presenting school assemblies and programs, maintaining a comprehensive calendar of school events, and informing the school community of Upper School activities in a timely manner with the support of the Communications team as appropriate.
 - Articulate the Upper School's programs, expectations, behavioral guidelines, and other information necessary to ensure that all constituencies are fully informed consistent with their needs and individual roles.

THE POSITION

Support and Engage the Student and Parent Communities

- Assess and develop plans for meeting the educational, social, psychological, and physical needs of the members of the school community, and be willing to either serve on or lead committees supporting those areas as appropriate.
- Provide academic guidance for students, maintain complete academic records, oversee the grading and reporting of standards and methods used by teachers in measuring and reporting student achievement.
- Establish guidelines for student conduct, maintain student discipline consonant with school policies and philosophy, monitor and maintain records of such, and facilitate and/or initiate communication and relationships with parents so that discussions around student issues can be productive and, as much as possible, positive.
- Work with the ex-missions staff to ensure the successful placement of graduates in high school.
- Be a visible presence in all areas of the school; work toward resolution of all problems, both routine and unique, as they arise; keep the Head of School informed of the general programs, activities, and issues of the division.

DIVERSITY, EQUITY AND INCLUSION

St. Luke's School strives to employ staff and enroll families that represent the diversity of the city. As the school community has become more diverse, it has developed a deeper and more nuanced understanding of the benefits of a diverse population and the challenges under-represented populations face. Led by Chief Diversity, Equity & Inclusion Officer Brad Braxton and Diversity, Equity & Inclusion Integrator Chiarna Morton, the School has become more intentional in providing support and opportunities to discuss issues of diversity and inclusion in open and honest ways among the entire community of

MISSION STATEMENT

Our mission serves children:

We ignite curiosity for the world and for learning.

We instill confidence to advocate for themselves and others.

We inspire courage to lead in service to our community, world, and future.

Our community offers each member a welcome place to unite knowledge with goodness:

A Place in the Classroom:

Our rich and rigorous curriculum develops confident learners who are both independent and collaborative. We create a safe environment for intellectual discourse through which students learn to trust their minds, find their voices, and pursue their ambitions.

A Place at the Table:

We intentionally embrace diversity, inclusion, and equity—every person has a place at the table and every voice is valued. Through our Episcopalian traditions, we welcome people of all faiths and beliefs into a community where God and human spirituality are contemplated in the development of the whole self.

A Place in the World:

Our ethical underpinning guides our children in nurturing their social consciousness and their ability to face challenges with grace, courage, and resilience. We plant the seeds for a life of fulfillment and gratitude in which each child embodies a willingness to serve a greater purpose.



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faculty, children, and adults. St. Luke's provides holistic education, as a Community of Care (CAREful Community), valuing courage and curiosity about others. The new Head of Upper School will partake in the school's "audacious embrace of difference, equity and inclusion," while students "confidently embrace their own identities." In this regard, the Head of Upper School will prize and be able and willing to lead work on examining and improving leadership structures and styles, curricula, instructional practices through a lens of diversity, equity, justice and inclusion, in collaboration with the DEI/J team.

QUALITIES OF THE NEXT HEAD OF UPPER SCHOOL

The next Head of Upper School will demonstrate an unwavering commitment to the school's mission and community standards. They must be an engaged, visible and warm presence, with an ability to connect with the various constituencies at the school. This includes comfort with the school's spiritual component. The new Head will value building genuine relationships with students and families, making it a priority to ensure that all feel seen and welcome. As the leader of the division, the Head will demonstrate superb communication skills, both verbal and written, and an ability to listen deeply and engage in and facilitate dialogue that at times will inevitably be difficult. The next Head of Upper School must be a capable manager of change, one who is able to help the

community continue its great traditions while ushering in innovation and evolution to meet the growing needs of the school.

The next Head of Middle School must relish the joys and challenges of working with students ages 9-14, and possess a deep understanding of human development, including a particularly strong understanding of their intellectual, social, emotional, and physical development. A deep appreciation and passion for education, particularly in an independent school environment will be conveyed by a solid understanding of educational practice and philosophy, and the ability to share the school's philosophy and practice with prospective families.

The Head of Upper School must be an experienced administrator, with a successful history of building a warm and supportive culture as well as inspiring students and faculty to practice a growth mindset, lead with empathy, and make an impact in the world. A sense of humor, optimism, humility, empathy, excellent emotional intelligence, and extraordinary interpersonal skills are essential qualities to possess to help this division thrive and move together as a division.

Education

- Bachelor's Degree required; Masters Degree highly preferred
- Significant professional development in DEI/J/B

Work Experience

- Minimum 5 years' teaching experience in a middle school environment
- 5 years' administrative experience, preferred
- High school placement experience desired — Upper School Head will need to understand students needs in order to advise on the appropriate placement; exposure to boarding schools and public schools beneficial
- Experience with Restorative Justice a plus

THE SCHOOL

HISTORY

Founded in 1945 with 19 children and two teachers in classrooms in the Parish House, the School operated as a division of the church until it achieved its independence in 2012.

DIVERSITY AT ST. LUKE'S

We live in an increasingly global community. The school's Episcopal identity is deeply rooted in a fundamental belief in the inherent dignity of each human being. The School believes that it is essential for students to learn how to live and learn well within communities of diverse age, gender, sexual orientation, ability, race, religion, socioeconomic status, and ethnicity. We are called to help children celebrate their common humanity, embrace the beauty inherent in human variety, and develop a greater understanding of our differences and similarities.

To this end:

- St. Luke's actively seeks students, families, faculty and staff from a wide variety of backgrounds and faiths.
- About 15% of gross tuition revenue is allocated to financial aid, which is based on demonstrated financial need. Financial aid is granted beginning in Junior Kindergarten.
- The curriculum presents multiple perspectives and exposes students to varied cultural and historical experiences across time and place.
- Teachers help children learn to engage in respectful dialogue with one another and to resolve conflicts constructively.
- The School strives to deepen an understanding of one another's similarities and differences, and it honors the gifts and perspectives that each person brings to the community.
- Students actively participate in issues of equity and justice. They are also offered the opportunity





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to participate in two student-led affinity groups: Students of Color (SOC) and LGBTQ Student Allies (Rainbow Allies).

- The Faculty Diversity Committee ensures that the faculty delves into topics related to multicultural education in a diverse society. Recent topics have included gender studies, learning styles, identity formation, race, LGBTQ families, and cross-cultural adoption.
- For parents, the [Wisdom Circle](#) provides programs and forums that deepen understanding and compassion towards one another, fosters the growth of a more richly diverse school community, and celebrates the many cultures and peoples that make St. Luke's and the City special.

THE ACADEMIC PROGRAM

A coeducational Episcopal day school, St. Luke's School offers a balanced and challenging Junior Kindergarten through Grade 8 curriculum that serves students of all faiths and spiritual practices.

The academic program balances basic skills and critical thinking with collaborative learning and interdisciplinary study. The school comprises two divisions: [Lower School](#) (Junior Kindergarten–Grade 4) and [Upper School](#) (Grades 5–8). The core curriculum in reading, writing, and mathematics is complemented by science, foreign language, physical education, and multimedia technology. Arts and creative expression are an integral part of daily life.

Small by intent and design, St. Luke's size promotes openness, accessibility, and collaboration. Each of the 345 students is encouraged to become an active, responsible, and contributing member of the school community. Honesty, respect, excellence, compassion, and dignity constitute the school's community standards.

As an Episcopal school, St. Luke's believes in the power of reasoned inquiry and debate in an atmosphere of intellectual freedom and mutual respect.

THE SCHOOL

While based on Episcopal liturgy, chapel services celebrating diverse faiths are an integral part of school life. Children gain an understanding that our world is a global community and become caring and responsible individuals who grow in service to others.

St. Luke's School has a long history of preparing its students for the rigors of high school. [Graduates attend](#) outstanding independent day and boarding schools, as well as specialized public schools.

THE FACULTY

Teachers at St. Luke's School are specialists in early childhood, elementary, and middle-level education. They focus their energies on a particular developmental level in a rich and challenging intellectual environment. Given St. Luke's size, the teachers are able to truly get to see and know every child, giving them the ability to tailor an educational program that best serves the different learners in their class. The faculty at St. Luke's enjoy a collegial atmosphere where partnership, collaboration and a willingness to engage are valued.

THE COMMUNITY

The culture at St. Luke's is warm, loving, and deeply respectful. There is a strong sense of a community-at-work: where everyone participates and plays together and is eager to learn from each other. There is a palpable joyfulness around the school from teachers to parents and most of all, the students.

GEOGRAPHY

Located in the vibrant West Village in Manhattan, St. Luke's occupies a 2-acre landmark block that provides an oasis in this urban neighborhood. The West Village is a historic neighborhood, home to Stonewall, the site of the Stonewall riots, and Cafe Society, the first integrated night club, among many other architecturally significant sites. The West Village is known for being an "urban bohemia" and is rich in art, culture, theater, and music.

345

Enrollment

6:1

Student Teacher Ratio

88

Faculty and staff

(23 direct reports of Upper School Head)

40%

Student Diversity

33%

Faculty Diversity

37%

Board of Trustees Diversity

50%

Senior Administration Diversity

\$2.7 million

Financial Aid

\$44,333

Average Tuition Financial Aid

16%

Financial Aid as % of Tuition Revenue

61 (18%)

Students Receiving Financial Aid

97/61

Financial Aid Applications/Awards

PROCEDURE TO APPLY

Interested candidates should submit via the application form (https://bit.ly/stlukes_HoUS_app) the following materials confidentially as a single PDF file:

- A cover letter indicating the candidate's particular interest in and qualifications for the position.
- A current résumé.
- A statement of educational philosophy and optionally, other supporting materials (e.g., articles or speeches).
- The names, addresses, and telephone numbers of three references. References should speak to the applicant's ability to be an effective educator and administrator, to work successfully with children, and to work collaboratively and collegially with adults (references will be contacted only with the candidate's permission). At least one reference should be a direct supervisor.

Please direct any questions via email to jobs@strategenius.org or by phone at 415-881-7105.



SEARCH CALENDAR

December 5, 2021

Applications Due

Early January, 2022

Semifinalist Interviews

Late January, 2022

Finalist Interviews

Mid February, 2022

Announcement

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