



Head of Upper School (grades 5–8)

The Town School

New York, NY

Founded in 1913, Town is an independent coeducational day school serving approximately 400 children from age 3 to grade 8. A warm, inclusive, diverse, and values-centered school community, Town is dedicated to academic excellence, joy, nurture, innovation, and character development.

For more than a century, Town has blended tradition and innovation to provide young students with an engaging educational experience that promotes creativity, curiosity, and healthy risk taking. Its challenging academic program and supportive environment prepare students to thrive as confident learners and involved citizens in high school and beyond.

Located along the East River on Manhattan's Upper East Side, Town's beautiful and well-maintained facilities support a rich program of academics, arts, and athletics.

The Upper School serves more than 150 students in grades 5–8.

For a position to begin in July of 2019, The Town School is seeking a visionary and collaborative leader with substantial experience in middle school teaching and administration. This is an exceptional career opportunity for a personable and effective educational leader who will wholeheartedly embrace the school's well-articulated mission and promote thoughtful innovation while building upon the strong foundation of excellence already in place.

APPLICATION DEADLINE: DECEMBER 12, 2018



GUIDING PRINCIPLES OF THE TOWN SCHOOL

MISSION

The Town School is committed to elementary co-education, serving students in nursery through eighth grade. As we embrace high academic and ethical standards for each student, we are guided by our school motto, “let there be joy in learning.”

Town’s program balances the traditional and the innovative, emphasizing excellence in academics and a thorough exposure to the arts and physical education. We teach children to think creatively, read critically, and reason logically, stressing the value of both individual learning and collaboration. We are committed to diversity, teaching students to be inclusive and to respect themselves and others.

Students leave Town as well-rounded, articulate, resilient, and morally responsible individuals. They are prepared to meet the challenges of a demanding secondary education and continue on the path of lifelong learning.

EDUCATIONAL PHILOSOPHY

We believe that the process of learning is as important as the result. Town builds on children’s natural curiosity and creativity, helping them discover and celebrate their strengths. In our nurturing and supportive environment, we challenge each student to take risks and persevere. The program enables students to experience success, increase self-confidence and develop individuality. Faculty and parents collaborate in support of each child’s growth.

Town students develop social awareness through age-appropriate service within the school and the community at large. Students exercise responsibility and assume leadership roles as they learn to become involved citizens of the world.

SELF, OTHERS, AND SURROUNDINGS (S.O.S.): TAKING CARE OF TOWN

We believe that moral development and awareness are critical components for our students’ success. Self-Others-Surroundings (S.O.S.) is our mission-based ethical code infused in everyday life at Town.

Self: *Try your best. Persevere and keep working through challenges. Develop your independence. Be honest. Be responsible.*

Others: *Treat others the way you want to be treated. Be respectful. Be inclusive. Be helpful. Treat others fairly.*

Surroundings: *Clean up after yourself. Conserve and do not waste. Respect property.*

STATEMENT ON DIVERSITY, INCLUSION, AND EQUITY

Celebrate diversity. Cultivate inclusion. Prepare to change the world.

At The Town School, we believe a diverse, inclusive, and equitable school community is critical for preparing students to participate in a complex, pluralistic, and interconnected society. We challenge ourselves to regularly evaluate and refine curricula, policies, and practices, and to commit the appropriate resources to ensure we embody these beliefs every day.

Guided by a commitment to Town’s ethical motto of Self, Others, and Surroundings, we seek to engage all community members around our multiple identities: among them race, age, gender identity and expression, ethnicity, family composition, ability/disability, learning styles, religion, sexuality, and socio-economic status. By engaging in this exploration of identity, culture, and systems that advantage some and disadvantage others, Town aspires for all members of our community – students, parents, caregivers, faculty, staff, alumni/ae, and Trustees – to develop a sense of belonging and for our graduates to bring about positive change in the world.

In support of diversity, inclusion, and equity at Town, all members of our community commit to:

- *Respect all.*
- *Trust each other to engage in difficult conversations.*
- *Share our unique stories and listen to others.’*
- *Learn from different perspectives and experiences.*
- *Examine our biases and endeavor to overcome them.*
- *Foster belonging, connectedness, and safety.*
- *Invest in the personal growth of children and adults alike.*

THE SCHOOL AT A GLANCE

ENROLLMENT AND FINANCIAL AID

2018–19 SCHOOL-WIDE ENROLLMENT:	397
UPPER SCHOOL (GRADES 5–8):	154
STUDENTS OF COLOR:	38%
UPPER SCHOOL TUITION (ALL-INCLUSIVE):	\$47,700
FINANCIAL AID:	\$2.6 million aiding 19% of students

FACULTY AND STAFF

TOTAL NUMBER OF EMPLOYEES:	114
FULL-TIME FACULTY:	70
UPPER SCHOOL FACULTY (FULL AND PART-TIME):	23
FACULTY WITH ADVANCED DEGREE:	75%
AVERAGE FACULTY TENURE AT TOWN:	8 years
FACULTY/STAFF OF COLOR:	34%

PHYSICAL PLANT

LOCATION: 65,000-square-foot facility on Manhattan’s Upper East Side, adjacent to the East River and John Jay Park

FACILITIES: 18,000-volume library, modern science and technology labs, full-sized gym, arts wing, and three play terraces

AFFILIATIONS

ACCREDITATION: New York State Association of Independent Schools

MEMBER: National Association of Independent Schools

ON THE WEB: www.thetownschool.org

DEFINING STRENGTHS AND UNIQUE ATTRIBUTES OF THE TOWN SCHOOL

The Town School occupies a unique niche in the New York City independent school marketplace. Its N–8 configuration allows the school to specialize in meeting the needs of students from age 3 to 14 without the distractions that a high school brings. Its creative blend of tradition and innovation demonstrates that academic excellence and joy in learning are not mutually exclusive.

Town’s core values are seamlessly integrated into the educational program and the daily life of the school. Asked to describe Town’s signature strengths, members of all constituencies point to **Taking Care of Town: Self, Others, Surroundings (S.O.S.)**, a school-wide code of ethics that emphasizes both individual effort and caring for others.



Throughout the school year, cherished events and traditions help to draw the community together. The monthly all-school assembly gathers together students, faculty, staff, and parents for remarks from the Head of School, community reflections, and student performances. The assemblies are livestreamed for the benefit of parents who cannot attend. The Parents’ Association, to which all parents belong, helps to foster healthy communication between home and school and integrate families into the community. Townfest, an autumn block party, helps to kick off the school year. Field Days, an All-School Picnic, a Book Fair, Grandparents and Special Visitors Day, and the All-School Graduation celebration at Alice Tully Hall at Lincoln Center also serve to further the spirit of community and kindness that characterizes the school.

STUDENTS

The Town School seeks to attract families who understand and embrace the school’s guiding principles. The result is a school community that is warm, friendly, and community minded. Town enrolls families from more than 50 zip codes, including all five NYC boroughs. With many students arriving each day on foot and by scooter, Town has the feel of a neighborhood school. The school offers free morning shuttle buses to transport students from the nearest subway stop, six blocks away, as well as select central pickup points on the Upper West Side.

Town is committed to enrolling a student body that is diverse across many dimensions. A \$2.6 million financial aid budget provides tuition assistance to one-fifth of the student body, with additional funds available for ancillary expenses families might incur. Thirty-eight percent of students this year identify as people of color.

Student voice, agency, and leadership are emphasized from Nursery 3 through 8th grade. Town 7th- and 8th-graders are truly leaders of the school and rise to the occasion by setting the tone for scholarship and citizenship.

FACULTY AND ADMINISTRATION

Founded by an educator and directed by faculty for much of its early history, Town retains a culture that highly values teaching and collegiality. Regular faculty meetings encourage connections across divisions and departments. An overall student: teacher ratio of 6:1 promotes close relationships with students and their families.

Experienced and well-educated (three-quarters hold an advanced degree), Town's teachers are wholeheartedly committed to their own professional development. All participate in growth opportunities on and off campus during the school year, and more than 80 percent take advantage of summer grants that support curricular projects, classes, and travel connected to the curriculum. Professional development initiatives related to equity and community are a high priority as well. At the start of the 2018-19 school year, in support of Town's new Statement on Diversity, Inclusion and Equity, all faculty and staff engaged in three days of onsite training around racial-equity work. The faculty now is building on this work through a year-long professional-development focus on expanding racial-equity consciousness, which will inform a subsequent, sustained examination of protocols and practices.



Head of School Dr. Douglas Brophy joined The Town School this fall. His senior administrative team includes the Heads of the three divisions, the Chief Financial Officer, the Director of Admissions and Enrollment Management, the Director of Institutional Advancement, and the Director of Equity and Community. The Dean of Faculty and Director of Curricular Innovation work closely with the three division Heads, playing a critical role in the ongoing evolution of the educational program. Also reporting to the Head of School are the Director of Security and Facilities, the Athletics Director, the Director of Technology, and the Director of Communications.

LOCATION AND FACILITIES

The Town School is located on a tree-lined cul-de-sac across the street from John Jay Park at 540 East 76th Street, overlooking the East River. Situated in its current location since 1962, the school has continually expanded and upgraded its facilities. It now spans a single block with a unified campus that is safe, beautiful, clean, well-appointed, and superbly maintained. A comfortable lobby welcomes students and visitors. The 18,000-



The vibrant arts program is well served by a modern theater and an arts wing that includes a dance space and a pottery kiln. In addition to a full-sized gym onsite, the Upper School utilizes several outside facilities for physical education and athletics, including Randall's Island fields, Asphalt Green/Aqua Center, and Sportime Tennis.



Light-filled classrooms, many with river views, are a hallmark of the school. The wing for 7th- and 8th-graders is newly modernized as of summer 2018. Science, technology, and robotics labs were also recently renovated, and plans are in place for additional upgrades.



HIGHLIGHTS OF THE EDUCATIONAL PROGRAM

The Town School offers a dynamic, creative, and inquiry-based curriculum that develops essential academic skills while encouraging students to be curious, creative, collaborative, and persistent. *(For a detailed look at the educational program in all three divisions, visit the school's informative website: www.thetownschool.org.)*

Serving 154 students in grades 5-8, the Upper School is organized into two sections of each grade level, with two homeroom teachers for each section. Town emphasizes student leadership and ownership of their learning journey, with the appropriate opportunities, expectations, and support structures woven through each grade level. The academic program is fully departmentalized and taught by subject experts. Core subjects include English, Math, Social Studies/History, Science, and World Languages. Students pursue French or Spanish for four years; Latin instruction begins in 7th grade. The Capstone Project, the culminating experience for 8th-graders, features a speaker series, self-reflection and design thinking exercises, and student presentations, emphasizing "Passion with Purpose."

A full-time Upper School technology integrator assists teachers in the integration of iPads, Smartboards, 3D printers, and various apps throughout the curriculum. Fifth- and sixth-grade students take one-semester courses in programming and "making."

Upper School teachers are experts in their fields and passionate about teaching middle school students. They embrace and are inspired by the unique nature of these critical years in a student's development. Each Upper School homeroom teacher also serves as an advisor, monitoring the academic, social, and emotional well-being of 10 advisees. Reading, math, and learning specialists, as well as the Upper School Psychologist, support students and collaborate with teachers. Additional student support is provided by the Assistant Division Head and Dean of Students. A weekly guidance meeting for each grade enables all academic and extracurricular teachers, the learning specialist, the psychologist, and the Division Head to meet and review the progress of each student. Students are introduced to letter grades in 6th grade, receiving letter and effort grades at the end of each trimester. Portfolios are used as another tool to evaluate record progress. Parents meet with their child's advisor twice during the year and receive written reports in December and June.

Upper School students have designated free time each day for free play or clubs and activities. As school leaders, they run student government, plan assemblies, and organize community service projects.

THE ARTS

Supported by first-rate facilities, specialists in studio art, dance, drama, and music deliver a broad arts curriculum in every grade. Ensemble options include chorus, chamber music, dance, percussion, and guitar. Students in grade 8 produce a full musical.

ATHLETICS AND PHYSICAL EDUCATION

Upper School students have the option to compete on interscholastic teams beginning in 5th grade. Offerings include soccer, basketball, baseball, and softball. Track and field is added in grades 7 and 8. A no-cut policy enables all students

to participate on a team. The physical education curriculum exposes students to a broad base knowledge in a variety of sports, with fitness and nutrition stressed in each unit.

HIGH SCHOOL PLACEMENT

Well prepared academically, ethically, and socially for the next step in their educational journey, Town graduates are welcomed to a broad range of the city's top high schools. A few each year go on to boarding school. Town's family-oriented, comprehensive high school placement program – overseen by the Placement Director with the support of the Upper School Head and other staff members – begins in the spring of 7th grade. The process includes weekly Decisions classes for 8th-graders, practice interviews with the Head of School, and panel discussions with recent alumni/ae.



COMMUNITY ENGAGEMENT

Throughout their Town careers, students engage in grade-specific and school-wide projects that meet real and specific needs of the communities they learn about in school. The school partners with dozens of city agencies and nonprofit organizations, including Youth Service Opportunities Project, the NYC Parks Department, Riverkeeper, and Rise Against Hunger. Town also offers opportunities each year for students, parents, faculty, staff, and alumni/ae families to work together in support of a service project. Town is a founding member of the Green Schools Alliance, a global peer-to-peer network of pre-K to grade 12 schools working together to address climate and conservation challenges.

OPPORTUNITIES AND CHALLENGES FOR THE NEXT UPPER SCHOOL HEAD

Town's next Head of Upper School will join a school and division in excellent shape. The blend of high expectations, a joyful environment, and strong faculty-student relationships create a vibrant educational experience for young adolescents. Town's mission and values are clear and compelling. The curriculum is sound and engaging. Demand for the Town experience is strong, and parents are enthusiastic advocates. The arrival of a new Head of School this year has energized the community and set the stage for thoughtful innovation.



Among the specific charges awaiting the Upper School's next leader are the following:

- Serve as a passionate and articulate advocate for the strength of Town's Upper School program and the benefits of the N-8 configuration for middle school-aged children. As parents grow concerned about the availability of places for their children in the city's highly competitive independent K-12 and high schools, the Upper School Head has a vital role to play in offering a compelling argument for staying the course at Town through graduation. As part of this effort, ensuring that the school's exmissions program remains first-rate is a top priority.
- Serve as a divisional leader and strong school-wide partner. Regularly work with the Dean of Faculty/Director of Curricular Innovation and the other division heads to ensure continuing N-8 programmatic alignment.
- Further the ongoing work of providing skill-building resources and teacher training for differentiated instruction.
- Enthusiastically support and lead efforts in the Upper School to reflect the commitments embodied in the newly developed *Statement on Diversity, Inclusion, and Equity*, including ongoing equity-based professional development.
- Support the talented and seasoned Upper School faculty while encouraging their participation in school-wide curricular and cultural initiatives.

WHO SHOULD APPLY?

Ideally, candidates will offer most or all of the following attributes:

- An educational philosophy and personal values consistent with the mission and ethos of The Town School.
- Substantial experience in teaching and administration at the middle school level.
- Strong familiarity with best practices in middle school curriculum and pedagogy, coupled with a genuine enjoyment in working with students in this age group.
- A demonstrated commitment to and experience with building a diverse, equitable, and inclusive community.
- A leader who excels in vision, reflection, execution, and collaboration within and across divisions.
- An enthusiastic appreciation for the unique benefits of the N-8 configuration for middle school students, coupled with the ability to persuasively articulate those benefits to internal and external audiences.
- Exceptional interpersonal skills with both adults and children: warmth, approachability, a caring spirit, and a sense of humor.
- The ability to motivate, inspire, and support faculty and staff.
- The willingness and ability to engage with parents actively and appropriately.
- The ability to operate effectively and calmly in a fast-paced middle school environment; a skilled manager of time, processes, and people.
- Excellent communication and listening skills.
- Familiarity with the New York City independent school world and/or experience in a similarly competitive urban educational environment.

APPLICATION REQUIREMENTS AND SEARCH PROCESS

Acting on behalf of The Town School, Wickenden Associates is actively recruiting exceptional middle school educational leaders for this appealing career opportunity. The lead consultant is Laura Hansen; she may be reached at (609) 683-1355 or at lhansen@wickenden.com. Candidates should submit **ASAP and no later than Wednesday, December 12, 2018**, an application package including the following:

- *A cover letter indicating why they are particularly interested in and qualified for the position.*
- *A current résumé.*
- *The names, addresses, and telephone numbers of three references. (We will obtain permission from candidates before contacting references.)*
- *A statement of educational philosophy.*



These materials should be transmitted via email attachment to searches@wickenden.com.

After an initial review of applicants, the Search Committee will interview selected candidates over the weekend of **January 12-13, 2019**. Shortly thereafter, finalists will be invited to Town for a more comprehensive series of interviews. An appointment is anticipated no later than February of 2019. Wickenden Associates will keep all applicants informed of their status throughout the process.

Town.

