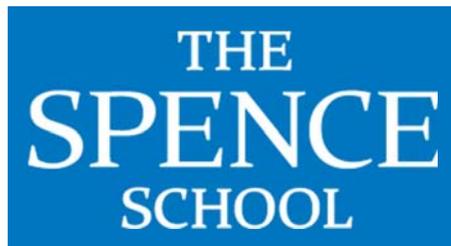




**An Exciting Educational Leadership Opportunity
for August 2019:**

Performing Arts Department Head



New York, NY

www.spenceschool.org



**APPLICATIONS REQUESTED ASAP AND
NO LATER THAN JANUARY 31, 2019**

Founded by Clara B. Spence in 1892, The Spence School is an independent, college-preparatory day school serving 751 girls in Kindergarten through Grade 12. Ranking among the nation's pre-eminent schools for girls, Spence is committed to high academic standards, integrity, a diverse student body, and a purpose larger than oneself.

Spence's vibrant canvas of teaching and learning is inspired by the words of Clara Spence, who described learning as an "intellectual and moral adventure." The talented faculty embraces the challenge of preparing Spence's able students to thrive as engaged citizens with purpose, passion, and perspective.

The Performing Arts Department Chair supervises seven full-time faculty members and the Director of Instrumental Music – all of whom are accomplished educators and performers – and oversees a dynamic K-12 curriculum of dance, drama, and music designed to develop skills, encourage creative risk taking, promote self-discovery, and foster a lifelong love of the arts.



MISSION AND PHILOSOPHY

Non scholae sed vitae discimus (Not for school but for life we learn.)

MISSION

With a commitment to academic excellence and personal integrity, The Spence School prepares a diverse community of girls and young women for the lifelong transformation of self and the world with purpose, passion, and perspective.

PHILOSOPHY

Offering a rigorous, liberal arts study, The Spence School develops high standards and character while creating an environment that fosters self-confidence and the joy of learning. Charging our students to meet the demands of academic excellence and responsible citizenship in a changing world, we teach that diverse points of view fuel inquiry, engagement, and deeper understandings of complex truths. We believe in the strength, intellect, and vitality of women.

THE SCHOOL AT A GLANCE

AFFILIATIONS

ACCREDITATION: New York State Association of Independent Schools

MEMBER: National Association of Independent Schools, National Coalition of Girls' Schools, New York Interschool

ENROLLMENT AND FINANCIAL AID

2018–19 ENROLLMENT:	751
LOWER SCHOOL (K–4):	272
MIDDLE SCHOOL (5–8):	229
UPPER SCHOOL (9–12):	250
STUDENTS OF COLOR:	44%
2018-19 TUITION:	\$52,050
FINANCIAL AID:	\$5.3 million aiding 18.5% of students

FACULTY AND STAFF

TOTAL NUMBER OF EMPLOYEES:	240
FULL-TIME FACULTY:	127
FACULTY WITH ADVANCED DEGREE:	82%
AVERAGE FACULTY TENURE AT SPENCE:	9.5 years
MEDIAN YEARS OF TEACHING EXPERIENCE:	15
FACULTY/STAFF OF COLOR:	36%
MALE/FEMALE RATIO:	20/80

LOCATION AND CAMPUSES

LOCATION:	Manhattan's Upper East Side
LOWER SCHOOL:	56 East 93rd Street
MIDDLE/UPPER SCHOOL:	22 East 91 st Street

ABOUT THE SPENCE SCHOOL

With a 126-year record of excellence in the education of girls and women, The Spence School has always championed the spirit of learning in a community of openness, virtue, warmth, and joy that is built upon the foundations of intellectual inquiry and engagement. The talented faculty oversees a challenging curriculum that promotes students' growth as scholars and human beings. The all-girls' environment places importance on self-agency, couples high expectations with open possibilities of academic leadership, and embodies what it means to share sisterhood and womanhood in defining one's own education.

The Spence School's large and considered educational vista of opportunities for students features rigorous and imaginative academics in all three divisions; a full array of arts offerings; a comprehensive physical education and interscholastic athletics program; and more than 40 student clubs, activities, and organizations. The K-12 Outreach and Public Service Program is grounded in the development of strong partnerships with dynamic nonprofit organizations.

For a detailed look at the entire educational program, visit www.spenceschool.org.

As it looks to the future, Spence aspires to continue harnessing the power inherent in all-girls education while exploring new opportunities to promote creativity and innovation. Adopted in 2015, the school's Long Range Plan sets a strong foundation for designing pedagogy and programs.



Among Spence's exciting plans for the future is the construction of a new athletic and educational facility — Spence 412 — at 412 East 90th Street. Now under construction and slated to open in 2020, the facility will include a multipurpose room for the performing arts; an ecology center and outdoor education space; a regulation-size gymnasium for volleyball and basketball; and nine squash courts, including an exhibition court.

Read the Long Range Plan here: [*Teaching and Learning at Spence 2025: An Intellectual & Moral Adventure*](#).

STUDENTS

A highly selective school admitting one in 10 applicants, Spence enrolls girls from all boroughs of New York City as well as from parts of Westchester County, Connecticut, and New Jersey. The school actively seeks students who reflect the racial, cultural, religious, and socioeconomic diversity of the wider world.

Spence's highly accomplished and well-prepared graduates are welcomed each year to the nation's finest colleges and universities. Among the 297 graduates from the Classes of 2014–2018, five or more enrolled at each of the following:



Amherst College
Brown University
Columbia University
Cornell University
Dartmouth College
Duke University

Emory University
Georgetown University
Hamilton College
Harvard University
Northwestern University
Princeton University

Stanford University
University of Chicago
University of Michigan
University of Pennsylvania
University of St Andrews
(Scotland)

Washington University in
St. Louis
Wesleyan University
Yale University



PERFORMING ARTS AT THE SPENCE SCHOOL

Spence’s Performing Arts Department aspires to create artistic experiences that nurture wonder and continued curiosity through a journey of self-discovery. In the belief that exposure to and active participation in the arts expands horizons and encourages empathy, the department guides students as they develop modes of artistic expression and cultivate creative practices that ultimately give voice to the greater community of Spence and beyond.

Featuring rich and creative offerings in music, drama, and dance, the nine-member Performing Arts Department plays a vital role in the life of Spence while also expanding each girl’s horizons. Across the three divisions, the department stages 33 productions annually. The myriad performance opportunities throughout the year include the winter and spring choral concerts (held at the nearby Brick Church), orchestra concerts and instrumental musicales, the winter and spring plays, a huge dance concert at Symphony Space, and the Interschool Acapellooza Festival in the Upper School. A Guest Artist Series brings prominent performers to the school to inspire and engage with students.

Upper School graduation requirements include two semesters of performing arts courses, covering at least two of the three disciplines. Each requirement may be met by a performance or nonperformance course.

Lower School students may participate in an after-school enrichment program that includes dance, drama, and music options. Middle School students choose from a range of extracurricular offerings, including Sixth-Grade Chorus, Middle School Chorus, Orchestra (by audition), the Grade 8 Play, the Sixth Grade Dance Company, the Middle School Dance Company, and the Middle School Dance Ensemble (by audition). Upper School students may join a variety of orchestral ensembles or perform in the Dance Ensemble or Select Choir. Beginning in Kindergarten and continuing throughout their Spence careers, girls may pursue individual after-school instruction in classical instruments.

Highlights of the Performing Arts program curriculum include the following:

DANCE

Spence’s dance program begins in the Lower School, where the focus centers on the delight in moving to music, gaining flexibility, and developing body awareness while exploring elements of ballet, folk, jazz, and modern dance.

The Middle School dance curriculum aims to develop students’ dance skills and kinesthetic awareness in a supportive environment in which students are encouraged to express themselves creatively, take individual initiative, and experiment. The art of choreography is emphasized. Yearlong electives in grades 5 and 6 include An Introduction to Dance and An Introduction to Composition and Choreography.



Upper School students research prominent dance choreographers while simultaneously learning the fundamentals of dance composition. The process and structure of the assignments introduces students to the craft of dance-making through teacher-led exploratory and improvisational-based exercises. Videos and creative lab work help students develop the vocabulary and skills necessary to choreograph their own work. Semester electives include Dance Composition: Exploring Self, 9–12 and Dance Company, 9–12.

DRAMA

The Middle School drama curriculum helps students develop a foundation of techniques in classroom exercises that carry them toward performance in the annual Grade 8 Play. Semester courses include Introduction to Drama, The Actor in an Ensemble, Scene Study, and Performance Studies.

Upper School drama classes enable students to follow two paths of study: students who wish to explore drama through the rehearsal process and performances before an audience, and students who want to study the discipline but do not wish to perform publicly.

Semester electives include Acting 101: Scene Study, 9–12, Advanced Performance Studies, 11–12, and Acting Company, 9–12.



MUSIC

The Lower School music curriculum cultivates children’s love for music while also teaching fundamental music literacy skills. Students sing, play instruments, improvise, and compose pieces that develop an appreciation for diverse genres of music. The music faculty frequently collaborates with science, art, dance, and Spanish teachers to create projects that integrate curriculum. Annual performances provide students with the opportunity to share their musical knowledge and skills.

The Middle School music curriculum promotes a genuine appreciation for music through study of the active making of music (singing, playing, and composing), by the skill of listening, and by a knowledge of a variety of musical forms and historical periods.

In grade 5, students take a yearlong course in Chorus and General Music. Semester offerings in grades 6–8 include Introduction to Composition and Music History, Music in the Baroque and Classical Periods, and Music in the Romantic Period and 20th Century.



Upper School students learn about music from diverse historical, theoretical, and performance perspectives. Semester electives include Global Practices in Music, Music in New York City, and The Complete Musician: Music Theory (Advanced). Glee Club and Orchestra are yearlong electives.

THE POSITION: PERFORMING ARTS DEPARTMENT HEAD

Spence seeks an accomplished and visionary educator to build on the school's Performing Arts Program and guide the division toward future possibilities in music, dance, and theater. The position represents an opportunity to lead this K-12 department in fulfilling its mission to nurture imagination and self-expression in a collaborative environment.

OPPORTUNITIES AND CHALLENGES

The nine members of the Performing Arts Department, many of whom have long tenures at Spence, enjoy a strong sense of community and mutual support. They will welcome a new leader with a forward-looking educational outlook and an overarching commitment to both his or her own artistry and school life at Spence. Recognizing that music, dance, and drama performances often serve as the face of Spence, the Department Head must be sensitive to the challenges that come with high visibility, while also serving as a compelling advocate for the power and role of the arts in all three divisions. The next leader should also be well versed in issues surrounding social justice and equity, particularly as they are reflected in the arts.

Performing arts faculty members share the belief that there is the potential to do their greatest work at Spence, and all are committed to growing their disciplines. While most performances now are discipline-specific, there is ample opportunity for more collaboration. The program benefits from excellent facilities – the second floor includes a performing arts wing – and the new building will feature a large multipurpose performing arts space. The next Department Head will have the opportunity to lead the development of programs for the new facility.



SPECIFIC RESPONSIBILITIES OF THE POSITION

CURRICULAR LEADERSHIP

- Oversee Grade K-12 Performing Arts curricula.
- Provide curriculum continuity within and across Lower, Middle, and Upper School.
- Oversee curricular review, refinement, and implementation.

INSTITUTIONAL LEADERSHIP

- Lead hiring searches for department faculty in tandem with the administrative team.
- Manage annual Guest Artist Series.
- Represent department to all constituents.
- Serve on school-wide committees.
- Represent the department at admissions and outreach events.
- Manage performance spaces and technology.
- Manage complex department budget in coordination with business office.

INSTRUCTIONAL LEADERSHIP

- Mentor colleagues.
- Monitor individual professional development, goal-setting, and evaluations.
- Oversee course sectioning and staffing.
- Establish department's annual goals.
- Plan and lead department meetings.
- Serve as immediate supervisor to seven full-time department members and to the Director of Instrumental Music.

TEACHING

- Teach Middle and/or Upper School performing arts, preferably theater.
- Direct two productions per year.
- Serve as advisor to students in Middle or Upper School.



WHO SHOULD APPLY?

The Spence School offers a dynamic and supportive work environment, competitive salaries, multiple opportunities for professional growth, and a generous benefits package. Spence is committed to an equitable and inclusive program and a diverse faculty, staff, and student body. Candidates from diverse backgrounds are therefore especially encouraged to apply. The Spence School is an Equal Opportunity Employer.

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

QUALIFICATIONS AND EXPERIENCE

- Sustained teaching and production management experience.
- An advanced degree or equivalent experience.
- Successful departmental or equivalent school leadership experience.
- Experience with diverse perspectives in programming.
- Experience in leading the development and implementation of innovative program design.

LEADERSHIP TRAITS AND PERSONAL QUALITIES

- Finds joy in working with children and in school life.
- Leads with energy, kindness, and a sense of humor.
- Demonstrates cultural competency and skills engaging with and learning from people with diverse backgrounds and experiences.
- Supports Spence's commitment to equity.
- Demonstrates an ability to foster sustained collaboration and professional growth within a team.
- Demonstrates skills in communications and interpersonal relations within and across multiple constituencies.

APPLICATION REQUIREMENTS AND SEARCH PROCESS

Acting on behalf of The Spence School, Wickenden Associates is actively recruiting exceptional candidates for this appealing leadership opportunity. The lead consultant is Laura Hansen (lhansen@wickenden.com). She may be reached at (609) 683-1355. Candidates should submit **ASAP and no later than Thursday, January 31, 2019**, 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 writing sample and a sample (or link to website) of the candidate's work.*

These materials should be transmitted via email attachment to searches@wickenden.com. After an initial review of applicants, the Hiring Team will interview selected candidates February 14–15. Shortly thereafter, finalists will be invited to Spence for a more comprehensive interview process. An appointment is anticipated by early March. Wickenden Associates will keep all applicants informed of their status throughout the process.