



Shipleigh

The Shipleigh School
Bryn Mawr, Pennsylvania

HEAD OF SCHOOL

The School

The Shipleigh School is a coeducational, independent day school serving approximately 830 students in pre-kindergarten through twelfth grade in the Philadelphia suburb of Bryn Mawr. Founded in 1894 by the Shipleigh sisters as a school pioneering women's education, Shipleigh continues to build upon this rich tradition and illustrious history as a national leader in innovative educational practices that combine academic excellence and character development. The school's exceptional college-preparatory curriculum requires students to think deeply, to approach problems creatively, and to be daring in their intellectual pursuits. Shipleigh knows that students are most successful when academic rigor is combined with concern for students' individual needs and interests and their social, emotional, and ethical growth. As students are challenged in and out of the classroom, they are also supported in discovering and capitalizing on their strengths, setting goals and finding a sense of purpose, developing positive relationships with others, and understanding their roles and responsibilities as members of a community. The result is that Shipleigh graduates have the skills, knowledge, self-awareness, and confidence to be successful in college and in life as well as the empathy and compassion to be active and responsible citizens who make a positive difference in the world around them. Shipleigh inspires and prepares students to live a life of purpose: to grow intellectually, act compassionately, and lead courageously. It is a community for change-makers, built by change-makers.

Mission

The Shipleigh School, a Pre-Kindergarten through 12 coeducational day school, is committed to educational excellence and dedicated to developing in each student a love of learning and a compassionate participation in the world. Through a strong college preparatory curriculum in the humanities and sciences, the school encourages curiosity, creativity, and respect for intellectual effort. Shipleigh upholds and promotes moral integrity, a sense of personal achievement and worth, and concern for others at school and in the larger community.

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Academics

Shipley's rigorous academic program combines the best of the liberal arts tradition with educational innovation in areas such as STEAM, interdisciplinary studies, and project-based and experiential learning. The curriculum is able to offer both breadth and depth by providing a wide array of academic options and requiring that students think critically and learn deeply. Students not only acquire knowledge but, more important, learn to analyze, synthesize, and apply their learning to real-world challenges. Shipley students go on to thrive in the best institutions of higher education in the country and become leaders in their communities and professions.

Shipley "colleagues," or faculty and staff members, are deeply invested in the success of every student. The 142 full- and part-time teaching colleagues, 75% of whom have advanced degrees, are experts in their subject areas and masters of the craft of teaching. Colleagues appreciate the multiple dimensions of each child, and because they know students both as learners and as people, they are able to capitalize on students' individual talents and interests to make learning meaningful and exciting. Student learning is further supported with a team of counselors and specialists who can provide short- and long-term individual assistance and also partner with teaching colleagues in understanding students' strengths and designing strategies to address their challenges.



Shipley

At a Glance

Motto: Courage for the Deed;
Grace for the Doing

Founded: 1894

Enrollment: 830

Upper School (9-12): 418

Middle School (6-8): 196

Lower School (PK-5): 216

Campus:

Lower School: 8 acres

Middle & Upper School: 16 acres

Farm Athletic Fields: 6 acres

Faculty & Staff:

212 full- and part-time total
teaching and non-teaching
colleagues

Student-to-Teacher Ratio: 7:1

Mean ACT: 30

Mean SAT EBRW: 680

Mean SAT Math: 680

National Merit Class of 2017

Commend: 6

Semifinalists: 2

Finalists: 1

Tuition:

Upper: \$38,500

Middle: \$35,100

Lower: \$22,800 - \$31,700

Financial Aid: \$7 million to 33% of
students

Budget: \$34 million

Endowment: \$28 million

Annual Fund: \$1.5 million

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Shipley's **Lower School** (216 students in pre-kindergarten through fifth grade) takes advantage of children's natural curiosity to foster joy in learning from a young age. The developmentally appropriate program provides a strong academic foundation through which students learn to analyze, synthesize and think critically, to listen carefully and ask questions, to appreciate diverse perspectives, and to cooperate and collaborate with others. It stresses the importance of play in learning social skills, and builds the academic, emotional, and physical skills necessary to set the



foundation for independent and balanced learning throughout their years at Shipley. Technology is fully integrated into each classroom, with iPads in pre-kindergarten through first grade, MacBook Airs in second through fifth grade, and laptops in fourth and fifth grade. Specials consisting of music, art, science, library, physical education, Spanish, and character development enhance the core curriculum. More details about the Lower School program can be found [here](#).



The **Middle School** (196 students in sixth through eighth grade) honors the unique changes of early adolescence with a program that blends guidance and empathy with challenging academics and high expectations for personal growth. As they become increasingly independent, Middle Schoolers take responsibility for their own learning and develop their aptitudes for metacognition, critical thinking, and decision-making. The program is focused on developing 21st century skills like communication, cooperation, critical thinking, problem-

solving, self-reflection and self-understanding, ethics, a global outlook, and a respect for diversity. Competitive athletics and physical education, performing and visual arts, and exciting elective courses not only deepen and expand learning but also provide additional avenues through which students can try their hands at new challenges. In recognition that learning can happen anywhere at any time, Shipley has implemented a 1:1 laptop program in Middle and Upper School, and this technology is used as a tool for self-reflection, providing teacher feedback, research, and connecting with other students and educators. More details about the Middle School curriculum can be found [here](#).

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In **Upper School** (418 students in ninth through twelfth grade) students benefit from advanced courses and individualized academic plans that combine the best in college-level preparation with an emphasis on discovering and cultivating individual talents and passions. Ten years ago, Shipley colleagues transitioned from Advanced Placement courses to honors classes in order to enhance learning by requiring deeper intellectual engagement with course material. Students are asked to be active learners and deep thinkers, and as they move through their Upper

School careers, they are increasingly engaged in high-level writing, reading, research, problem solving, and thinking within and across disciplines. In project-based STEAM classes, students develop solutions by using an iterative approach and refining their designs until project goals are achieved. Examples of courses include advanced engineering, python, programming, multivariable calculus, and Newtonian mechanics. A state-of-the art MakerSpace provides areas for collaboration and is home to woodworking materials, a laser engraver, a CNC Router, 3D printers, and many other tools. While Shipley has long taken an interdisciplinary approach to the humanities in particular, a newly created interdisciplinary department has expanded offerings across all disciplines. Examples of new courses include Culture of Madness, Bioethics, Gender Studies, Race and Ethnicity, Film Studies, Conspiracy Theory, Macroeconomics, and Interdisciplinary Statistics. An action research elective, which focuses on community change and social science research methods, provides a unique opportunity for students to identify an issue that affects their peers, gather information from primary sources, analyze their data, and present their findings to a roundtable forum at the University of Pennsylvania.

As students are held to high academic standards, they are also challenged to solve problems creatively, to collaborate effectively, and to connect their learning with an understanding of the broader world and their responsibility to be compassionate global citizens. The Upper School experience culminates with a student-designed service learning project that takes advantage of each individual's experience. Outside of the classroom, in addition to numerous arts and athletics options, students explore their interests and develop leadership skills through



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clubs and extracurricular opportunities, such as Science Olympiad, Model UN, the student newspaper, debate, DECA, and more. More details about the Upper School can be found in the [Upper School Course Catalog](#).

Positive Education

Shipley's SEED program (Social, Emotional, and Ethical Development) is a holistic approach to social and emotional learning and character development. The program is taught at every grade level with age-appropriate activities that build students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEED also manifests in other areas of school life, such as service learning and Middle and Upper School advisory.

For more than 20 years, the SEED program has reflected Shipley's belief that lasting learning and success result from the combination of rigor and support. In 2017, the school took the next step in evolving SEED by formally adopting the structural approach of Positive Education and working towards integrating SEED and Positive Education throughout the curriculum and the community. Positive Education is rooted in evidence-based education practices of positive psychology and combines academic achievement, personal well-being, and individual character strengths in helping students as learners and people. Through an emphasis on positive emotions, promoting engagement and healthy relationships, discovering a sense of meaning and purpose, and setting and achieving goals, Positive Education provides the framework for psychological well-being and builds students' confidence to take productive academic and social risks, resulting in intellectual and character growth and enhanced academic success. Shipley is partnering with The University of Pennsylvania's Positive Psychology Center to create and implement plans for Positive Education, which will be integral to the school's goal of educational excellence and its commitment to the health and happiness of all community members.



Arts

At Shipley, the arts are respected as a vital component a holistic education. Through a wide variety of classes, ensembles, exhibitions, and performances, Shipley's art program cultivates creativity, builds confidence, and inspires students to develop their own unique voices while honing fundamental skills in visual arts, music, and drama. The sequential curriculum builds on techniques and experiences from pre-kindergarten through twelfth grade, and students pursue artistic excellence through practice, persistence, and creative self-expression. Arts colleagues

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are experienced in their respective fields, and many of them are professional, working artists in their own rights.



Students from pre-kindergarten through ninth grade take visual art once a week, and more than one-third of tenth, eleventh, and twelfth graders continue the study of art through elective courses such as digital photography and design, 3D sculpture, and studio art. Student work is exhibited regularly on campus and in school publications and has been displayed in numerous off-campus exhibitions. Lower School students learn to appreciate music and master basic skills before moving on to ensemble opportunities in instrumental and choral

music in older grades. By Middle School, students may choose from band, choir, strings, and handbells, and Upper School ensemble options include Jazz band, Chamber Orchestra, Glee Club, a performance-caliber a capella group, and various handbell groups. Drama in the Lower and Middle Schools focuses on improvisation, script writing, and creativity, and Upper School performance opportunities include one act plays, classical productions, and the highly anticipated spring musical. The performing and visual arts are also regularly integrated into the academic classroom at all grade levels. Many student artists have gone on to pursue their craft at the highest levels, and graduates have attended such prestigious arts institutions as the Rhode Island School of Design, Julliard, New York University's Tisch School of the Arts, Belmont University, and Berklee College of Music.

Athletics

Through Shipley's competitive athletics, students maximize their physical skills and achieve at the highest level while also developing character and a healthy attitude toward competition. The program serves student athletes at every ability level and emphasizes participation as well as achievement. Seventh and eighth graders participate in a team sport each season. All ninth graders play at least one team sport, and all Upper School students participate in two of the three sports seasons each year. The Upper School fields 24 varsity teams in addition to junior varsity and third teams to allow involvement of all interested students.



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While Shipley judges the success of its athletics program in more ways than win-loss records, the school has enjoyed considerable competitive success. From 2012 to 2017, Shipley won 12 FSL championships, 5 volleyball Independent League championships, and three state titles in the Pennsylvania Independent Schools Athletic Association in addition to having 21 first-place crew boats. Shipley athletes are often recruited by universities, and many graduates have continued their athletic careers in collegiate sports such as basketball, baseball, tennis, squash, lacrosse, and crew.



Community and Diversity



The genuine relationships between and among colleagues, students, parents, alumni, and other friends of the school are central to the Shipley experience. The vibrant sense of community and shared values across constituencies and across generations enriches school life for all stakeholders. All-school events and traditions such as Super Saturday, Swamp Night, and Little Acorns and Mighty Oaks Assemblies bring the community together for camaraderie, fun, and celebration of each other and the school. Numerous volunteer opportunities

engage parents and take advantage of their wisdom, energy, and love of Shipley. Parents serve as Shipley Ambassadors, host book fairs, promote the arts through the Fine Arts Committee, and provide volunteer leadership for fundraising events such as Shipley Shops, the Spring Auction, the Golf Classic, and Secret Gardens. Alumni stay connected to the school and each other through serving on the Alumni Council, mentoring opportunities, volunteering for special events, and hosting alumni receptions and reunions.

This care for individuals and community is reflective of Shipley's commitment to creating an open, inclusive, and multicultural environment in which all people are respected, valued, and welcome. Notably, students and alumni report that they have felt seen, valued, and supported during their time at Shipley regardless of their differing aptitudes, interests, or backgrounds. Shipley believes that the entire community is strengthened by the diversity of thought, ability, race, ethnicity, socioeconomic status, gender and gender expression, sexual identity, and

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Community Commitment

We are committed to cultivating an environment where all members of the Shipley community are engaged, feel respected and valued, grow as individuals, strive for excellence, and have the opportunity to do their best work. We honor and value all differences and are committed to being a safe and inclusive environment for all people.

religious background represented among its constituents. Cultural competency is woven throughout the curriculum at every grade level, and local and national professional development opportunities support colleagues in understanding multiculturalism and social justice within an independent school context. In particular, Shipley is a founding member of the Multicultural Resource Center at the Association of Delaware Valley Independent Schools (ADVIS), which brings together Philadelphia-area schools to develop diversity

programming. Student and alumni organizations—such as the African American Alumni Alliance, the Black Student Union, and Spectrum—promote diversity, serve as outlets to share experiences and concerns, and foster awareness and activism. The Multicultural Parents' Association hosts special events and promotes the open exchange of ideas and perspectives. Shipley has recently hired a new Director of Diversity and Inclusion, who will begin in July 2018 and work closely with divisional diversity committees as well as all colleagues, students, and families. Although the role existed previously, it has recently been reimaged in order to maximize impact throughout the school and across constituency groups.

After Shipley

Shipley's college counseling philosophy emphasizes identifying the school that best suits each student's needs and aspirations. Beginning in eleventh grade, the college counseling staff facilitates a two-year self-evaluation process through which students reflect on their accomplishments, values, and goals. Students consider options for their future with an open mind and give particular thought to what kind of college environment best builds on the understanding of themselves they have developed over their time at Shipley.

Throughout Upper School, Shipley emphasizes memorializing students' experiences and growth through media such as digital portfolios to support both students' self-reflection and their consideration of how to present themselves most effectively in the college admissions process. Within one year of graduation, 100% of Shipley graduates attend a four-year college, ranging from Ivy League universities to small liberal arts schools to public institutions. For a full list of matriculations over the past five years, please view the [college profile](#).



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Governance and Accreditation

The Shipley School is governed by a Board of Trustees currently consisting of 31 full members as well as two advisor trustees and eight trustees emeriti. Board members, who may serve up to three three-year terms, include current and past parents, alumni, grandparents, and local community members.

There are ten committees of the board, five of which are focused primarily on board administration and governance: the Executive Committee, the Head Support Committee, the Committee on Trustees, the Audit Committee, and the Strategic Planning Committee. The remaining committees support and facilitate the administration of the school's mission and strategic plan and maintain broad financial and policy oversight. These five committees include Program Excellence, Property, Finance, Development, and Community Engagement. The Board of Trustees meets seven times each year, including two strategic or educational retreats.

Shipley is accredited by the Pennsylvania Association of Independent Schools. The school was granted a ten-year reaccreditation during the 2017-2018 school year.

Finances and Fundraising

Shipley's annual operating budget is over \$34 million, and the endowment stands at \$28 million. Although the school has enjoyed stable enrollment as a whole over several years, Lower School enrollment has declined, consistent with national trends, and conversely Upper School enrollment is at an all-time high. In spite of having a retention rate of more than 95%—well above the national average—Shipley does not rest on its laurels with respect to engaging current families. The newly created Engagement Committee as well as new volunteer Family Coordinator positions in each of the three divisions have been created in part to promote retention and to encourage positive word-of-mouth marketing.

The generosity of current and former parents, grandparents, alumni, and other friends of the school has benefited Shipley enormously over the years. The Annual Fund currently raises over \$1.5 million, and fundraising events, including the Spring Auction, garner more than \$350,000.

After Shipley

Four or more Shipley graduates have enrolled in the following colleges and universities over the past five years:

Boston University
Dickinson College
Drexel University
Elon University
Emory University
Franklin & Marshall College
George Washington University
Gettysburg College
Harvard University
Hobart & William Smith Colleges
Johns Hopkins University
Lehigh University
University of Maryland
University of Miami
University of Michigan
New York University
Northeastern University
Northwestern University
Pennsylvania State University
University of Pennsylvania
University of Pittsburgh
Princeton University
Syracuse University
Temple University
Trinity College
Tulane University
Vanderbilt University
Washington University, St. Louis
West Chester University
Yale University

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In 2009, Shipley launched *The Campaign for Shipley: Foundations for Success*, a nearly ten-year, multi-phase campaign for endowment and much-needed facilities to enhance Shipley's programs. The campaign ultimately raised nearly \$51 million, and over \$12 million was added to the endowment to support financial aid, professional and curriculum development, and technology advancements. New construction included the Shipley Commons, which houses a performance venue, classrooms, studios, rehearsal spaces, student common areas, and a new dining facility; six tennis courts; two turf fields; and a 5,000-square-foot squash center. Renovations of existing spaces have resulted in the new Learning and Research Center, a multimedia library and research center, and a new Rowing Center, with an eight-person rowing tank and fitness equipment.



The Opportunity

Head of School since 1992, Dr. Steven S. Piltch has announced his retirement effective July 2019. Dr. Piltch's 26-year tenure has been marked by growth in every respect, from facilities, enrollment, and financial health to the quality and excellence of the educational experience and the strength of the school community. Indeed, his unwavering commitment to the best interests of students and his genuine care and concern for others have epitomized the spirit of Shipley's mission and served as a beacon for colleagues, families, and students.

Shipley heads into its 125th year with a strong sense of optimism and much to celebrate. At the same time, the school knows it must continually seek excellence in service of its students, its community, and the institution itself. A process-oriented school, Shipley is adept at making plans for improvements, continually evaluating them, and adapting as needs shift. Indeed, unlike many well-established institutions with long histories, the school displays a healthy willingness to evolve and the ability to do so while not losing sight of its fundamental sense of purpose.

In 2014, Shipley embarked upon a comprehensive strategic planning process that engaged stakeholders through individual interviews, focus groups, input sessions, and a strategic

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planning conference. The process at once affirmed Shipley's commitment to its mission and challenged school leaders to explore new and transformational ways to achieve that mission. [*Vision 20/26 – Inspiring Lives of Purpose*](#), the strategic plan published in 2016, describes strategies for meeting institutional goals of excellence in education, community engagement, and institutional stewardship. As the school has continued to reflect on its short- and long-term future, the following areas are of particular importance:

Educational Excellence. Ensuring that students are equipped with the knowledge, skills, and strength of character to lead and be successful in an ever-changing and increasingly complex world will remain Shipley's top goal. The cultivation of a diverse and inclusive community in which members learn from, through, and about each other will be central to building students' ability to work across differences and to be successful in a global society. As the school continues to advance its



academic curriculum, it will reflect on how it defines excellence in pedagogy and curriculum, clarify expectations of both students and colleagues, and generate a common understanding of its academic philosophy and identity. Accomplishing this goal will require better prioritizing various initiatives in order to focus the school community in making meaningful, lasting improvements. The ongoing integration and institutionalization of Positive Education will be another key element of the school's ongoing evolution, as will ensuring that colleagues blend flexibility and concern for students with the high expectations and accountability that are important for academic and personal growth. A related challenge is the increased competitiveness of the college placement process and the need to position students as well as possible for admission to colleges while still preserving Shipley's core values and holistic view of education.

Community Engagement and Diversity. Because a sense of community is fundamental not only to Shipley's culture but also to its educational approach, creating programs and other opportunities to involve constituents, foster school spirit and pride, and celebrate individuals and the community will be critical to the school's ability to thrive in the future. Specific goals include better engaging parents and alumni, enhancing communication with all stakeholders, and strengthening the understanding that every constituent has a place in the community and a responsibility within it. In addition to the educational benefits of diversity, multiculturalism, and inclusivity, Shipley seeks to strengthen its community with an increased focus on these areas. Specifically, the school aims to grow the diversity of its student body, colleagues, and administrative and board leadership while also ensuring that explicit and implicit policies and practices promote inclusion, understanding, and respect.

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Institutional Sustainability. Positioned in an extraordinarily competitive market with a number of outstanding public schools and other highly regarded independent schools, Shipley will need to refine its brand and better articulate its value proposition as part of its long-term enrollment management strategy. In particular, the school will have to balance the humility inherent in its culture with the need to promote enthusiastically its achievements and aspirations for continued excellence. Relatedly, Shipley will have to think creatively about how to differentiate itself in the market as a school that offers not only remarkable support but also world-class academics. Other institutional needs include addressing the declining Lower School enrollment, including considering the long-term impact on the school as a whole and the optimal size of Shipley in the future; growing endowment; diversifying revenue streams; and ensuring that faculty compensation is competitive and that the school has the resources to continue providing an outstanding education and to support all students well.



Responsibilities

Reporting to the Board of Trustees, the Head of School will be responsible for the ongoing success of every aspect of The Shipley School. He or she is responsible for both implementing the long-term vision and mission and overseeing the day-to-day operation of the school. The Head of School has direct oversight of the Central Administrative Team, which currently includes the Associate Head of School for Strategic Initiatives; the Heads of the Lower, Middle, and Upper Schools; the Chief Financial Officer; and the Directors of Development, Enrollment Management, Admissions and Financial Aid, Athletics, Technology, Educational Technology, and Positive Education and Student Support. Specific duties include:

- Exemplifying Shipley's motto of "Courage for the Deed; Grace for the Doing," modeling a commitment to the school's philosophy and the tenets of Positive Education, and otherwise upholding Shipley's mission.
- Partnering with the Board of Trustees and collaborating with the Central Administrative Team and other constituents in shaping and directing the future of The Shipley School, including implementing the current strategic plan and otherwise guiding the school's vision.

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- Leading and inspiring educational excellence and innovation, including guiding the ongoing adoption of Positive Education, the integration of new educational research and technology, and the development of pedagogical and curricular priorities consistent with best practices in teaching and learning and Shipley's mission.
- Cultivating a strong sense of community by being an active and engaged presence in the daily life of the school, building meaningful and caring relationships with all constituents, and ensuring colleagues, students, families, and alumni feel welcome and valued.
- Promoting the optimal functioning of the school by ensuring an efficient and effective administrative structure and empowering senior staff members.
- Articulating the value of a Shipley education to internal and external constituencies, including educating current and prospective families about the quality of its education; helping to clarify its brand as a school that provides academic excellence as well as personal development; and speaking compellingly about Shipley's mission and aspirations in order to ensure that the school is well-known and highly regarded locally and nationally, to maintain enrollment, and to raise philanthropic funds.
- Advancing Shipley's commitment to diversity by creating strategies to increase diversity of thought, ability, race, ethnicity, socioeconomic status, gender and gender expression, sexual identity, and religious background; promoting multiculturalism, inclusion, and equity in the school's culture and programs; and otherwise fostering mutual respect and a celebration of similarities and differences.
- Recruiting, hiring, retaining, and supporting exceptional teaching and non-teaching colleagues who embrace Shipley's values, and ensuring that professional development and evaluation programs nurture growth while also respecting reasonable autonomy.
- Fostering open and regular communication and engagement among and between the Board of Trustees, the Central Administrative Team, colleagues, families, students, and alumni.
- Overseeing the business aspects of the school through collaboration with the Board and Business Office. This includes creating and managing budgets and developing plans and models that account for the key economic drivers of the business to ensure Shipley's long-term success and financial stability.

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Candidate Qualities

Leadership

A servant leader who combines self-assurance and humility and who brings out the best in others with a management style that relies on delegating responsibility, trusting and empowering colleagues, and providing clear guidance while allowing for flexibility in pursuit of goals.

A collaborator who listens well, seeks input, and values others' perspectives while also being willing to set a clear direction and make difficult decisions as needed.

A forward-thinking and bold strategic thinker who "sees around corners," is excited by innovation, and will embrace Shipley's values while also taking well-considered risks for the good of the school and its students.

A person who engenders support and confidence in part by being visible, approachable, and accessible and demonstrating genuine care for all community members.

A person who meets the unexpected with calm confidence and a thoughtful, compassionate response.

Experience

At least five years as a senior administrator in a high-performing independent school or similar educational setting that values intellectual inquiry and promotes personal development.

A history of developing and maintaining positive and productive relationships with teachers, students, staff, parents, board members, and alumni as well as with a strong and diverse professional network of other educational leaders across the country.

A background that demonstrates successful change management in a complex organization, including a willingness to think boldly about the future while still preserving an institution's core values.

Experience in strategic planning, continual enhancement of programs, financial management, marketing, and fundraising.

A successful track record of recruiting, retaining, and working with diverse faculty, staff, and families, and ensuring that formal and informal institutional practices are inclusive and equitable.

Ideally, experience as a classroom teacher at the PK-12 level.

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Skills and Knowledge

Excellent communication skills that enable one to speak and write compellingly about Shipley's mission, vision, and accomplishments.

The ability to envision the future of an organization, to establish strategic plans that preserve core values, to coalesce a diverse range of constituents around a common vision, to set a manageable pace of change, and to balance a focus on institutional needs with involvement in the school's daily life.

High emotional intelligence, the ability to perceive people's needs and motivations, and a talent for handling the difficult situations that arise in an independent school.

Skill in empowering administrators and teachers, supporting their growth both informally and with professional development, managing through effective delegation, and preserving appropriate autonomy while nonetheless maintaining a focused and shared understanding of goals.

The ability to foster a culture in which flexibility, support, and care are balanced with consistency in expectations and accountability.

Familiarity with child and adolescent development, social emotional learning, best practices in teaching, and current developments in education; the ability to discern between passing trends and valuable advancements; and the ability to coach colleagues in making programmatic refinements.

A holistic philosophy of education that includes multiple definitions of success and views excellence as the combination of academic rigor, personal and moral development, and involvement in arts, athletics, and service.

A nuanced and sophisticated understanding of diversity, equity, and inclusion, and the ability to help a school grow in these areas through new programs, revised practices, and community conversations that promote understanding and respect.

Strong financial acumen and the capacity to understand both current realities and future projections.

Familiarity with the dynamics of a competitive independent school market and the corresponding marketing and outreach skills necessary to refine and sustain a school's brand and maintain full enrollment.

Personal Attributes

An honest and impartial person with sound judgment and unquestionable integrity.

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Warm, friendly, approachable “people person” who relishes relationship-building and has a genuine interest in others.

An educator with an unwavering commitment to the best interests of students and a passion for helping every child realize his or her unique academic and personal potential.

A culturally competent citizen of the world who values diversity, inclusion, and multiculturalism and is comfortable interacting with people of all ages and backgrounds.

A dynamic person whose curiosity, multifaceted interests, and service ethic make him or her a role model to students and adults.

A visionary who balances bold ideas with pragmatism, common sense, and respect for tradition and existing culture.



Other Considerations

Compensation:	Competitive with comparable schools in the region. Head of School house adjacent to campus included.
Travel:	Minimal.
Education:	Master's degree required; additional advanced degrees a plus.

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Location: Bryn Mawr, Pennsylvania
Website: www.shipleyschool.org

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