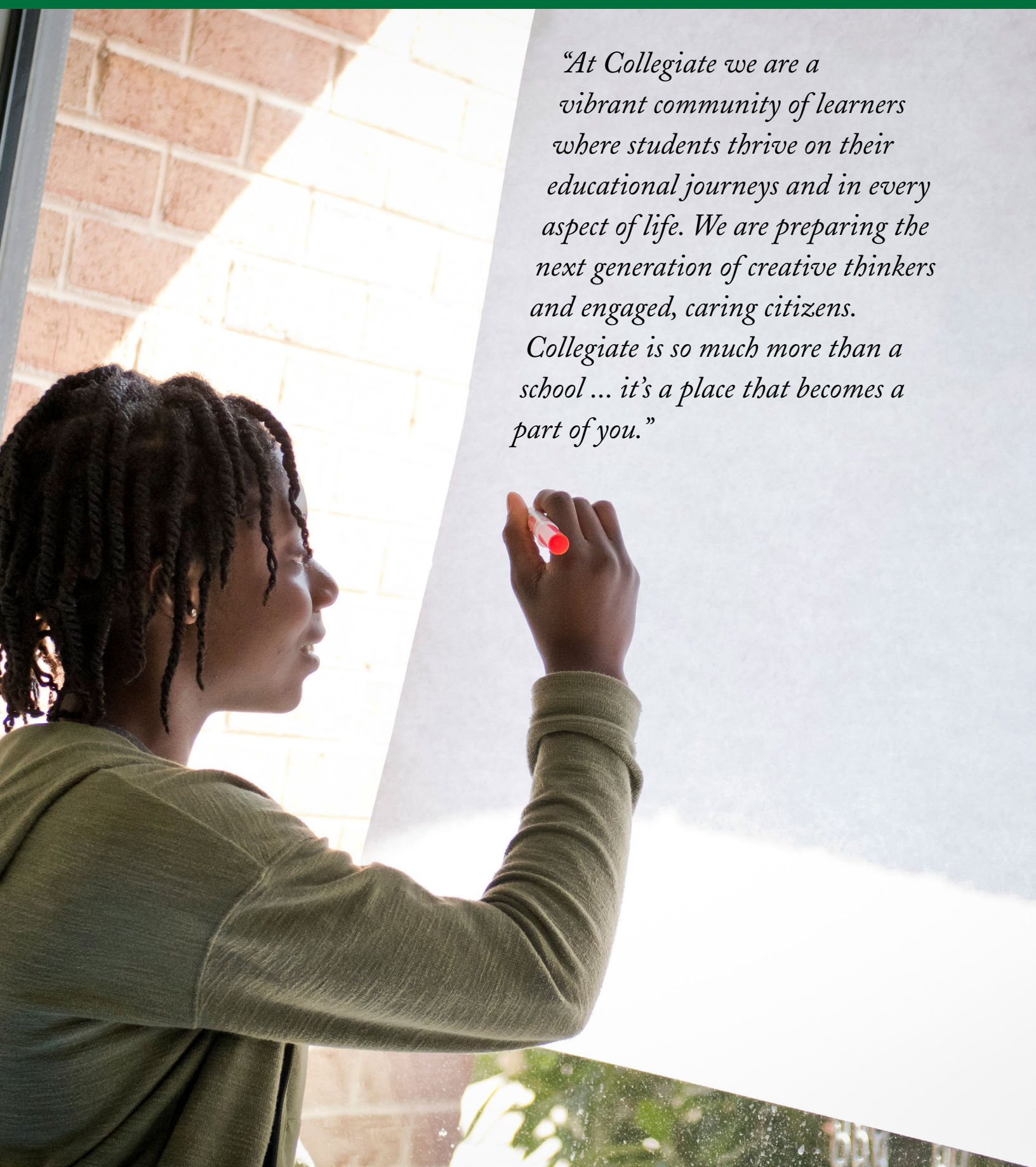


LEADERSHIP OPPORTUNITY | RICHMOND, VA

Collegiate
School

DIRECTOR OF INCLUSION & BELONGING



A young woman with dark braids, wearing a green hoodie, is seen from the side, smiling as she writes on a large glass pane with a red marker. The background shows a brick wall and some greenery outside.

"At Collegiate we are a vibrant community of learners where students thrive on their educational journeys and in every aspect of life. We are preparing the next generation of creative thinkers and engaged, caring citizens. Collegiate is so much more than a school ... it's a place that becomes a part of you."

LEADERSHIP OPPORTUNITY

Collegiate School, a highly regarded JK–12 school in Richmond, VA, is seeking an inspiring, authentic, experienced, and effective leader to join them as the new Director of Inclusion & Belonging (I&B).

Founded in 1915, Collegiate has since provided over a century of scholarship and citizenship in a vibrant community of learners, where students thrive on their educational journeys and in every aspect of life. Collegiate's Portrait of a Graduate framework focuses on inquisitive thinking, responsible citizenship, and compassionate leadership — these three guideposts encapsulate Collegiate's philosophy and community. At Collegiate, developing character is equally as important as academic vigor.

Reporting to the Head of School, and serving on the Senior Administrative Team, the Director of I&B will be focused on listening, learning, and subsequently articulating a strategic vision for inclusion and belonging at Collegiate that complements the latest 2022 strategic plan,

Creating Bridges. This vision will ultimately result in an action plan that encompasses a range of topics from developing an inclusion and belonging statement for the school to operationalizing I&B engagement with students across all divisions. The Director will lead the ongoing analysis, evolution, and development of school systems, policies, and practices that provide the pillars of a diverse, equitable, inclusive, and just community. The Director must be a champion for I&B and also a skilled collaborator who can actively listen and empathize, unify groups, clearly communicate, and nurture cooperation and engagement. Ultimately, the Director will ensure that inclusion and belonging are ever-present components of Collegiate's culture, ethos, and planning. The Director must bring the community along on the journey in order to succeed.





In partnership with incoming Head of School, Jeffrey Mancabelli, the Senior Administrative Team, and the School community, the Director of I&B provides leadership in developing, implementing, and evaluating the progress of inclusion and belonging initiatives at Collegiate.

In this 12-month, full-time position, the Director will serve as a resource, guide, and strategic planner,

helping the school sustain a community that values and affirms a diversity of people, perspectives, traditions, ideas, and ways of learning. The Director will help create a culture among students, faculty, families, and alumni reflective of the School's commitment and belief that all human beings deserve to be treated with dignity and respect.

The Director must spend time to get to know the School, its history, and its community intimately, listening to all perspectives and building bridges of trust. Simultaneously, the Director must impress upon the community the importance of I&B engagement at all levels and across all segments while also fostering a sense of excitement and stability around inclusion and belonging's future at Collegiate.

The Director will lead the School to live its mission and achieve its strategic and mission-based goals in I&B, and actualize the [Portrait of a Graduate](#).

THE POSITION

STRATEGIC PRIORITIES

As the 2022 strategic plan states, Collegiate has “continued [their] ongoing endeavor to create a diverse and inclusive community of learners, and [they] added greater focus on fostering a sense of belonging. [They] gained insight into the interconnected nature of the moral, intellectual, physical and emotional development of each student. And [they] emerged with an even greater appreciation for each other and for [their] community.” With this in mind and optimism at heart, it is the charge of the Director of Inclusion & Belonging to oversee, in partnership, the development of a vision, strategic roadmap, and subsequent execution of a thoughtful, realistic, and hopeful I&B practice throughout the School. The Director must also foster and help sustain a more inclusive community that combats divisiveness and celebrates diversity of thought, background, people, and culture.

ESSENTIAL FUNCTIONS

In partnership with the Head of School, administrative team, faculty, staff, and volunteer leaders, the Director of I&B will:

1. Enhance our School with the goal of creating a more dynamic and diverse community where all members feel included and welcomed.
2. Serve on the School’s senior leadership team, work in strong partnership with each member of the administration team, and report directly to the Head of School.
3. Work with the school’s academic leaders to deepen and broaden the curriculum so it reflects multiple voices and perspectives.
4. Research and develop professional development opportunities to assist teachers in building inclusive classrooms for all students.
5. Examine school events, policies, and practices through the lens of equity and inclusion with the goal of increasing a sense of belonging for all individuals.
6. Collaborate with school leaders — including admissions officers, hiring managers, and human resources colleagues — to recruit and retain a more diverse student body, faculty, and staff.
7. Partner with the Development Office to engage with more alumni from diverse backgrounds.
8. Continue to build upon our school culture that every person has a responsibility toward inclusion and belonging.
9. Develop partnerships across our campus and in the larger community to further our vision and goals for inclusion and belonging.
10. Serve as a key resource person to the Board’s Inclusion and Belonging Committee.



MISSION AND CORE VALUES

Mission

The mission of Collegiate School is to create a diverse and inclusive community of learners committed to a challenging and supportive educational experience that will foster the intellectual, moral, emotional and physical development of each student.

Core Values

Collegiate School is a community with a continuing commitment to the following shared values. These values guide our philosophy, educational program and daily interaction:

HONOR

Personal integrity and devotion to the truth, which make one trustworthy, forthright, responsible and fair.

LOVE OF LEARNING

A creative spirit that promotes intellectual and personal growth through exploration, inquiry and openness to change.

EXCELLENCE

A sustained commitment to meeting high standards of character, achievement and personal accountability.

RESPECT

Fundamental regard for the dignity and worth of each individual.

COMMUNITY

A commitment to responsive and compassionate citizenship and service on campus, in the local community and in the broader world.

QUALITIES AND ATTRIBUTES

- A steadfast devotion to Collegiate's Mission.
- Dedication to the vision of Servant Leadership — the notion that leaders are there to serve the School's Mission and to help those with whom they work — students, colleagues, and families — have fulfilling experiences.
- A dedication to constant professional growth.
- A relationship-builder who will joyfully show up and be seen on campus, attending events/sporting matches, in the classroom, and engaging with students, faculty, and families alike.
- A thoughtful, curious, open minded and versatile individual.
- Champion of individuals and groups to feel supported and empowered to be their whole selves.
- Positive attitude to expect growth from all individuals in the community and ability to provide the necessary support or guidance to nurture it.
- Welcoming, and approachable with an ability to inspire trust with students and adult communities.
- A strategic thinker as well as someone who can follow through and execute on plans.
- Capacity to serve as an ethical and transparent role model for administrators, faculty, staff and students and call on others to be their best selves in the community.
- A talent for communicating effectively — vision, aspirations, and expectations.
- Leader with a good sense of humor, poise, and a positive spirit.

QUALIFICATIONS AND REQUIREMENTS

- Bachelor's degree.
- Experience in articulating a vision for a more just and sustainable future.

THE SCHOOL

- Experience managing a team and a budget with an organized, detail-oriented, resourceful, collaborative, and growth mindset approach.
- Deep experience developing I&B-centered programming for varied constituencies, including students, faculty, and families.
- Experience planning, facilitating and leading inclusion and belonging training and education programs for students and educators.
- Knowledge of human development and the developmental hallmarks of school-aged children during the Lower, Intermediate, Middle, and Upper School years.
- Detail-oriented with highly effective communication skills and excellent interpersonal skills.
- Capacity for teamwork and collaboration, and for developing meaningful working relationships with students, faculty and staff, parents/guardians, and alumni.
- Proven success in making a school or organization better with I&B practice.
- Ability to thoughtfully manage and communicate the complex dynamics related to advancing diversity, equity, inclusion, and belonging in schools.
- Previous experience in teaching, programming, and/or curriculum development.
- Previous experience as an administrator.
- Experience in K–12 schools.

PREFERRED QUALIFICATIONS

- Master's degree in a related area.
- Experience in independent schools.
- Understanding of Admissions, Hiring, and Retention practices.

BOARD OF TRUSTEES DIVERSITY STATEMENT

Collegiate School is a community of learners committed to seeking and welcoming students, faculty and staff who represent the multicultural community and world in which we live. We believe that the education we offer in our school is greatly enhanced when many traditions, backgrounds and perspectives are given expression in school activities. We aspire to create an inclusive environment which promotes engaged citizenship and encourages compassionate leadership.

Our concept of diversity and multiculturalism is dynamic and serves a vision at Collegiate where all members of the community find in our school a sense of belonging and a supportive place to reach their full potential.

Our commitment to be a diverse and inclusive school community is founded in our core philosophy, values and purpose. We affirm our foundation in the Judeo-Christian tradition while seeking to invite and serve people of all faiths and beliefs. (Read more here about religion at Collegiate School). Our core value of "respect" means that we believe in the worth and dignity of each individual regardless of differences. Making Collegiate a more inclusive community also upholds our dedication to excellence by equipping our graduates with the intellectual and interpersonal skills necessary for success in college and throughout their lives.

Our vision for Collegiate requires hard work, continual focus and creative new initiatives. We will actively seek prospective students, faculty and staff who represent the breadth of cultures, backgrounds and perspectives that can enrich our school. We will always strive to create a climate of inclusion in our school that fosters understanding among all members of our community. We will challenge our students through a broad curriculum that reflects a variety of cultures and perspectives. We are motivated by Collegiate's ongoing progress towards greater diversity and dedicated to making this progress a vital part of our school's commitment to students' character and academic excellence.

To learn more about diversity initiatives at Collegiate, click [here](#).

Founded in 1915, Collegiate serves just under 1,700 students from junior kindergarten through 12th grade.

A coeducational independent day school with three divisions, Collegiate offers a challenging and relevant college preparatory curriculum based on the belief that academic excellence begins with knowing each student well.

THE PROGRAM

Collegiate provides a balanced, comprehensive, and connected curriculum that allows students to develop the skills, understandings, and habits of mind necessary to thrive and lead as scholars, citizens, and leaders in today's and tomorrow's world. With robust programming both inside and outside of the classroom walls, there are countless opportunities for students to explore new fields, find areas of passion, and grow as scholars and citizens.

Lower School (Junior Kindergarten–4th Grade)

The Lower School experience is rich and reaches well beyond the classroom. A curriculum composed

of traditional classroom study enhanced with small groups, project-based learning, exposure to languages, engineering, the arts, and physical education provides a diverse but solid foundation. Opportunities for project-based learning are woven throughout the curriculum as Collegiate nurtures and encourages students to think deeply. Whether in small groups throughout the day for reading and math instruction or working alongside engineering technology teachers in conjunction with classroom teachers, Lower School students are provided innovative experiences as they explore and connect the disciplines.

Middle School (Grades 5–8)

The Middle School program at Collegiate is distinguished by a Coordinate System that has primarily single-gender classes with some coed classes. This allows students the freedom to be their adolescent selves as they tackle new academic challenges and continue to build on foundations laid in the Lower School. Middle School classrooms are filled with a focus on integrated academics, inquiry-based learning, and nurtured guidance. Collegiate's Middle School values learning as an ongoing process that celebrates successes and builds resiliency from challenges. The curriculum in Middle School is intentionally all-encompassing. With a programmatic offering in mathematics, English, science, history, world language, physical education, and the fine arts, the Middle School's breadth is wide and focus is deep.



THE SCHOOL

Upper School

The Upper School is characterized by strong relationships, exceptional scholarship, committed service, outstanding creativity, and healthy competition. The in-depth college preparatory curriculum's hallmarks include small class sizes, advisories and the support of guidance counselors, learning specialists, and a team of college counselors. Advanced opportunities for growth in academics, arts, and athletics give students the freedom to explore new things or dig deeper into what they love and expand their knowledge base. This intentionally designed Upper School experience provides Collegiate students the opportunity to develop the academic skills and personal attributes necessary to be responsible, compassionate citizens in global communities.

CAMPUS & GEOGRAPHY

Collegiate School is nestled in a lovely suburban neighborhood west of Richmond, Virginia. The School's facilities encompass a blend of building types, outdoor spaces, and core infrastructure. Collegiate believes in creating spaces that are rooted in the School's core values, with the purposeful intention of placing their community in a position for success. Collegiate's spaces are purposefully designed and managed to stimulate the senses, foster collaboration, and inspire creativity. The School believes in maximizing the ability of the physical environment to support current programs and future opportunities, while preserving and enhancing the features that make Collegiate unique.

The Richmond Metropolitan region is a vibrant and growing community with nearly 1.3 million people. Located just over two hours drive south from Washington, DC, Richmond is the capital of Virginia and is a city steeped in history while also offering modern and sophisticated attractions from fine dining to world class museums to outdoor activities on Richmond's riverfront. To learn more about the region, click [here](#).

AT A GLANCE

1,687 students

(Lower School — 602; Middle School — 518;
Upper School — 567)

Enrollment

23%

Students who identify as students of color

368

Number of faculty/staff

17%

(10% are student-facing)

Faculty/staff who identify as a person of color

72%

Faculty with advanced degrees

8:1

Average Student:Teacher Ratio

\$4.88+ million

Tuition support allocated annually

16%

Students receiving tuition support

PROCEDURE TO APPLY

Collegiate School is committed to a policy of non-discrimination and equal opportunity for all employees and qualified applicants without regard to race, color, gender (including pregnancy), age, religion, national origin, ancestry, sexual orientation, disability, veteran or military status, marital status, genetic information, or any other status protected by applicable law. Employment decisions at the School are based on merit, qualifications, and skills.

Collegiate is committed to creating a community of faculty and staff as rich and diverse as the world around them. The School's environment of inclusion fosters open communication, deep collaboration and instructional freedom, and is backed by strong administrative support and professional development opportunities.

Interested candidates should submit via https://bit.ly/Collegiate_Director_LandB the following materials confidentially in one, 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
- The names, addresses, and telephone numbers of three references, including at least one recent supervisor. 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).

Please address any questions by email to julie@strategenius.org or by phone at 415-881-7105.



SEARCH CALENDAR

December 5, 2023

Application deadline

Early January 2024

Semifinalist interviews

Late January 2024

Finalist interviews

Early February 2024

Announcement

July 1, 2024

Start Date

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