



# WESTMINSTER ACADEMY

## HEAD OF UPPER SCHOOL Job Description

### THE POSITION

In recognition of Westminster Academy's calling as a classical Christian school, excellent leadership must guide the school's culture and programs in a way that is consistent with the school's mission, vision, policies, values, and strategic plan. The Head of Upper School (HOUS) enthusiastically celebrates the school's mission to serve students, models this mission in his/her life and leadership, and works collaboratively and creatively with a team of faculty and staff to apply the school's mission and policies in today's contemporary context. Specifically, the HOUS oversees all operations of the Upper School (US [grades 7-12]), leading an US administrative team and supervising all US faculty.

As a member of the school's executive leadership team, the HOUS works alongside other division heads and directors (ISM's "B-ring") to fulfill the school's strategic objectives and oversee their application in the daily life of the school. The HOUS reports directly to the Head of School. Direct reports to the HOUS are as follows:

- Administrative Assistant to the HOUS
- Post-High School Advisor
- Dean of Students
- Director of Academic Support
- US School Counselor
- Department Chairs (when applicable)

### QUALIFICATIONS

The ideal candidate for the HOUS at Westminster will have 3-5 years of administrative experience at a classical Christian school and possess the following traits and skills:

- Spiritual maturity that exudes a confidence in Jesus Christ as Lord and Savior who redeemed mankind and this world that He created.
- Demonstrated skill and expertise in classical Christian curriculum and its pedagogy, reflecting both knowledge and passion for teaching, implemented in a way that creates a healthy educational environment conducive for human flourishing.
- An indefatigable, Gospel-motivated propensity to shepherd the hearts and minds of students that maintains a balance between empathy and truth and grace and law; dedication to the idea that educating the heart (character) is as important as educating the mind, as demonstrated by the ability to lead the development of character and right actions across the student body and teaching faculty; and a tangible passion and love for teenagers, and true excitement around the plans that God has for each one of them.
- A leadership style that models personal integrity, diligence, and professionalism before staff, faculty, and students, inspiring emulation.
- The ability to build, mentor, and (when necessary) correct members of the US administrative team in a way that:
  - fosters self-reflection, vulnerability, good will, and winsomeness;

- recognizes each individual's ideas, emotions, gifts, and energy;
- maximizes the team's noble, creative, and imaginative capacities to advance the mission and vision of the school; and
- inspires and empowers the US faculty to flourish in their roles while also holding them accountable to the school's pedagogical and professional standards.
- The ability to discover and communicate the Golden Mean in complex, ambiguous, noisy situations requiring timely decisions with limited managerial oversight.
- A high level of adaptability and emotional intelligence (self-awareness; social awareness; and relational management) to resolve conflict and navigate the many and varied interactions with students, staff, faculty, and parents.
- A unique strength in understanding risk, as developed through both natural disposition and a broad and deep range of relevant experiences; the capacity to pick up on nuance and details to identify areas of potential risk, both small and large; and the foresight to design and manage risk systems.
- The ability to articulate an effective curricular and cultural vision for the school, to tie those objectives to grade-level execution, and to tangibly demonstrate subsequent curricular and cultural successes for the entire Westminster community.
- Demonstrated skill at building an ongoing talent pipeline to sustain the school through attracting, recruiting, and hiring highly effective teachers.
- A desire to be on the "front line" of issues by working directly on strategic initiatives.
- The unique ability to perceive conflicts as opportunities for learning and growth; and the humility, initiative, and courage to be the first to creatively address challenges yet fail and learn from one's mistakes.
- An ability to imagine an exciting and attainable future at the school and effectively cast its vision; an ability to enlist other colleagues and volunteers into the vision of the school; and a natural inclination to celebrate the achievements of the school.
- A thorough understanding of the valuable role that parents play in a JK-12 single campus Christian school; and the ability, willingness, and wisdom to channel that asset into tremendous benefit.
- An ability to oversee the growth of the US at Westminster which acknowledges higher complexity and administration; and a comfort level with technology (e.g., FACTS) and a desire to leverage it wisely to reduce administrative burdens on teachers, thus creating space for engaging students both quantitatively and qualitatively.

## **PRIMARY RESPONSIBILITIES**

Applying the character traits, virtues, and leadership skills listed above, the HOUS will:

- Serve on the executive leadership team and play an integral role in helping the school reach its strategic goals.
- Manage the US budget by planning and approving all expenses, and working with support staff on all US purchasing.
- Lead the US administrative team and faculty in shepherding the hearts and minds of students, mastering their subjects and/or areas of oversight, and striving for excellence to the glory of God.
- Provide faculty support and coaching.
- Oversee all culture-building programs and initiatives in the US (esp. House and Protocol) to ensure they align with the school's core values (working alongside the Dean of Students).
- Establish a strong and ongoing talent pipeline and a well-understood recruiting process that delivers highly effective teaching candidates for open positions.

- Conduct new student/parent interviews (serving alongside the Director of Academic Support) and sign off on all prospective students.
- Enforce the school's progressive disciplinary policy for all academic- and behavior-related incidents and communicate with parents.
- Collaborate with the Academic Dean to:
  - organize and run faculty meetings;
  - plan professional development days and parent education events;
  - enhance curricular goals, objectives, and integration throughout the US;
  - prepare for accreditation;
  - assist in capstone trip planning;
  - assess student progress and teacher effectiveness by reviewing report cards and progress reports, as well as analyzing standardized tests (e.g., PSAT, SAT, ACT); and
  - conduct formal and informal teacher observations.
- Supervise an assistant who:
  - handles scheduling and calendar issues of the US, managing long-term planning, field trips, teaching schedules, as well as the coordination and communication of events week to week; and
  - maintains complete records for all students and faculty, ensuring academic support and the development of education plans for students, as well as reporting of standards, methods, and professional records for faculty.
- Work to maintain good communication between parents and teachers/administration in the following ways:
  - participating in parent education in CCE;
  - clearly communicating school mission, vision, and policies;
  - communicating student progress in a timely and effective manner;
  - being careful to communicate appropriately when addressing sensitive issues; and
  - being available to meet with parents and faculty.
- Supervise the Director of Academic Support who manages all programs of academic support and documents all Personal Education Plans (PEPs).
- Supervise the Dean of Students who manages the House Program, Protocol, Service Committee, and student life events, ensuring a healthy rhythm in the students' schedule and collaborating on event logistics.
- Document interactions and communications between administrator and students, teachers, or parents as needed.
- Be present and engaged at the various school functions throughout the year, social and athletic.