

UPPER SCHOOL DIRECTOR SEARCH

ASHLEY HALL

Charleston, South Carolina

ashleyhall.org

Start Date: July 2023



ASHLEY HALL

FOUNDED 1909



Carney
Sandoe
& ASSOCIATES

CARNEYSANDOE.COM

Mission Statement

To produce educated women who are independent, ethically responsible, and prepared to meet the challenges of society with confidence.

Hallmarks

To be compassionate, intelligent, worldly, creative, collaborative, purposeful, and discerning.

At a Glance



Established
1909



Upper School enrollment
173



Financial aid awarded
\$2M



Student-faculty ratio
7:1



Students of color
12%



Total faculty in the
Upper School
36



Faculty with
advanced degrees
90%



Campus size
12 acres

Enrollment: 694

Total faculty: 93

Students receiving aid: 25%

Endowment: \$3.6M

Annual operating budget: \$18.4M

School Mascot: Panther

Athletic teams: 27

Participation in athletics: 85%

State Championships: 12 in the past 5 years

Signature Programs: [Offshore Leadership](#);

[Summer Neuroscience Institute](#);

[Global Studies](#); [Senior Projects](#)



Overview

As the only all-girls' independent school in South Carolina, Ashley Hall provides a dynamic education, preparing students to become strong, confident leaders for the future generations. The School serves girls kindergarten-grade 12 (co-ed 2 years-5 years), and, since its founding in 1909, has empowered young women to think critically, act ethically, and embrace challenges and adversity with confidence.

Today, Ashley Hall is still grounded in its mission and takes pride in preparing young women to advance as leaders in a global society by focusing on core values referred to as the school's "Hallmarks": to be compassionate, intelligent, worldly, creative, collaborative, purposeful, and discerning. These qualities guide the Ashley Hall community and are part of the cultural competency that is needed to build a strong foundation for a better future.

This is an exciting time for a new Upper School Director to bring fresh eyes to the division, supporting an excellent faculty and joining a talented senior administrative team. Traditionally, the Upper School has comprised grades 7-12, but the new Director will have the opportunity to focus exclusively on grades 9-12, working in close collaboration with the three other division directors while defining the identity of the Upper School and setting the stage for a planned transition to the International Baccalaureate program in the next few years. The Director will report to the Assistant Head of School for Teaching and Learning while working closely with the Head of School. He or she will join a welcoming and supportive adult community, where the focus is on relationships and learning and where humility and humor are prized.



Opportunities and Challenges

The priorities, opportunities, and challenges ahead include:

- Leading the Upper School in developing a distinctive identity, academically, programmatically, and socially, and communicating that distinctive identity to current and prospective students and families;
- Supporting the Upper School faculty as they prepare to transition to the International Baccalaureate program in the next 4-5 years;
- Fostering an even more robust advisory program and supporting faculty in fulfilling their role as advisors;
- Establishing systems and policies that will provide clarity, structure, and efficiencies, while continuing to honor faculty autonomy and a commitment to student-centered decision-making;
- Clarifying the roles and responsibilities of the Upper School administrative team and designing an organizational structure that effectively serves students and faculty;
- Recruiting, hiring, supporting, and retaining a diverse and exceptional faculty;
- Supporting ongoing work around diversity, equity, inclusion, and belonging;
- Building relationships and partnerships with non-profit organizations, educational institutions, and businesses in Charleston that continue to nurture students' connections to the city; and
- Carefully balancing over a century of history and tradition with a commitment to evolving best practices and openness to new ideas.



Qualifications and Personal Attributes

The most competitive candidates will offer most or all of the following qualifications and qualities:

- A thorough and demonstrated understanding of and affection for working with Upper School girls with great energy, warmth, humor, and commitment to their intellectual and social emotional development;
- Eagerness to engage actively with students and faculty and willingness to prioritize visibility amidst the demands of a busy professional schedule;
- A history of thoughtful innovation moderated by a sensitive approach to change;
- Exceptional interpersonal skills and the ability to communicate with inspiration and clarity;
- Experience leading and managing adults;
- Classroom teaching experience and a track record of supporting and developing teaching faculty;
- Knowledge of best practices in belonging and inclusion work and the requisite skillfulness to support student and faculty growth in this area;
- Experience recruiting, hiring, supporting, and retaining talented, diverse, and mission-aligned faculty;
- The confidence and humility to advocate for new ideas, invite disagreement, and welcome feedback, engaging in challenging conversations with grace;
- A collaborative and relational style built on active solicitation of input, excellent listening skills, and a commitment to building consensus; and
- A joyful spirit and sense of humor.

Learn More

Click on the links below to learn more about Ashley Hall.

[School Website](#)

[The Learning Spiral](#)

[All-Girls' Education](#)

[Diversity, Equity, Inclusion, and Belonging](#)

[Virtual Campus Tour](#)

[Upper School Overview](#)

[College Matriculation](#)

[About Charleston, South Carolina](#)



To Apply

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position
- A current résumé

Selected candidates may be asked to provide a writing sample and finalists will be asked to provide a list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission).

Review of materials will begin immediately, and candidates should send documents to:

Jess Roberson
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Marsha Little
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