

Position and Candidate Specification



Charlotte Country Day School

Head of School

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HEAD OF SCHOOL

Reporting to the Board of Trustees, the Head of Charlotte Country Day School (“Country Day”) has the opportunity to move a great school forward, inspiring a motivated and a highly engaged community to build on its history and strengths while being mindful of the rapidly evolving world. With his or her deep commitment to education, innovative and thoughtful mindset, and natural ability to form authentic relationships, the Head will assume leadership of a school committed to academic excellence, principled character, diversity, equity and inclusion, and an abiding connection to community. The Head will bring strong leadership skills and build a culture of collaboration for his or her administration, faculty, staff, and parent body. Most of all, the next leader must be inspired and energized by students from junior kindergarten through 12th grade.

In partnership with the Board of Trustees, the Head is responsible for setting Country Day’s strategic priorities and the attainment of the School’s mission. The Head of School leads the Administrative Council of the School which collectively has responsibility for every aspect of operations. The Head manages all faculty and administrative officers and oversees the School’s staff. As chief educational officer, the Head is accountable for the academic program, enrollment management, and secondary school placement; as chief administrative officer, he or she is accountable for the operational and financial condition of the institution and relationships with alumni, parents, donors, and other constituencies. The Head represents Country Day externally and is charged with promoting all aspects of the School.

KEY RESPONSIBILITIES

- Lead the creation and implementation of a strategic plan for the School’s future while celebrating the School’s successful history.
- Retain, develop, and evaluate top-quality and diverse faculty and staff. Instill a culture that embraces collaboration, continual learning, and measurable, sustained excellence.
- Attract, lead, and empower a committed administrative team and set high expectations for all offices that provide critical support to the School’s operation.
- Cultivate an environment that embraces and celebrates the diversity of the Country Day family, deepens the sense of community, and builds a culture where all students, faculty, staff, and families feel an abiding sense of belonging.
- Steward assets wisely, creating a sustainable path forward with a view towards long-term sustainability and excellence.
- Model and champion the educational and cultural values of the School; be visible and accessible.
- Build financial resources through active fundraising, engaged relationship building, and external representation.
- Promote, enhance, and support extracurricular and co-curricular activities such as athletics, the arts, and community service.

IDEAL EXPERIENCE

The next Head of Country Day will inherit a school deeply committed to its mission and ambitious for its future. The successful candidate will have leadership experience in educational institutions of significant complexity and high achievement, including the following specific experience:

- Engaging with a Board of Trustees;
- Retaining, developing, and evaluating high-quality and diverse cohorts of faculty and administrative talent;
- Partnering with parents, guardians, and families;
- Raising philanthropic support from stakeholders (or having the skills and enthusiasm to do so);
- Serving as a role model to students and being a visible, engaged, and committed educational leader;
- Teaching, advising, mentoring, and coaching; and,
- Demonstrated experience articulating a vision, setting an agenda, and leading teams to achieve related goals.

CRITICAL LEADERSHIP CAPABILITIES

To serve Country Day successfully, the next Head of School must be prepared to drive achievement in three institutionally important areas:

Strategic Vision

The next Head of School must be able to guide the Board of Trustees, leadership team, faculty, and other key collaborators in clearly articulating a broad academic and cultural vision and shaping a program that is ambitious, intentional, and research-based. The Head will have the opportunity to lead a strategic planning process that will shape Country Day's future. The Head will lead a data-driven and iterative process that explores and debates best practices in education for the youngest learners through those in high school, and that sets CCDS on an ambitious yet financially sustainable path that aligns with the School's mission and values.

Institution Building

At an academically strong school in a fast growing, competitive market, the next Head will be a sophisticated leader and manager who understands the financial and operational levers of an institution dependent upon tuition and philanthropy. The Head will shepherd the School's financial, physical, and human assets wisely and will clearly articulate the priorities of the School. A consultative leader, the Head will listen, welcome debate, value diverse perspectives, and then make decisions in the best interest of the students consistent with the vision of the School. The Head will retain, mentor, and evaluate a diverse, talented faculty and administrative team and will hold all accountable to the School's high standards. The Head will build strong relationships with the Board of Trustees and lead in resource development to effectively execute the School's vision.

Community Building

At a community-oriented institution that values strong, authentic relationships, the next Head of School will be a visible, accessible, and approachable leader who sets the tone for a warm, diverse, and inclusive community. The Head values opportunities to engage with students, faculty, staff, parents, and alumni, making time for the informal and formal interactions that strengthen relationships and build community. With an abiding

commitment to the values of inclusion and social justice, the Head, in collaboration with colleagues, will be intentional in seeking to create and sustain an environment where all students and their families feel a strong sense of belonging. The Head will communicate with frequency and transparency and pursue opportunities to reinforce community values.

CHARLOTTE COUNTRY DAY SCHOOL

In the spring of 1940, Charlotte Country Day School's founding headmaster, Dr. Thomas Burton, rallied Charlotte leaders around a visionary new concept in education—the independent day school. On September 22, 1941, Country Day opened its doors with 18 students in a leased home on Morehead Street. By the start of the 1945–46 school year, the fledgling school for grades kindergarten through eighth had grown to 56 students and moved to a new six-acre site on Sardis Road. In 1960, Country Day moved to its permanent home on Carmel Road with six buildings on 30 acres and in 1962, graduated its first class of 15 seniors. Throughout the sixties and seventies, Country Day continued to grow in enrollment and build on its reputation for educational excellence and well-rounded student experiences in the arts, athletics, and community service. Country Day took another leap forward in 1980 through a merger with Carmel Academy that allowed the school to establish a second campus specifically for Middle School students. The eighties and nineties ushered in another era of innovative thinking that brought many educational “firsts” to Charlotte. Country Day takes pride in a long history of offering students an unsurpassed opportunity to prepare for the future—an opportunity grounded in the strength of tradition and shaped by generations of visionary leaders.

Today, Charlotte Country Day School is one of the largest independent coeducational college preparatory schools in the Charlotte area and one of the 20 largest in the continental U.S., serving approximately 1,700 students in junior kindergarten through grade 12. Highly regarded for the rigor of its academic program and the breadth of its offerings in the arts, athletics, community service, and leadership, Country Day is noteworthy for its long tradition at the forefront of JK-12 education. Country Day was the first school in North Carolina to offer English as a Second Language (ESL). It has offered the International Baccalaureate Diploma Program (IB) in the Upper School since 1992. Country Day also delivers a broad-based international studies curriculum integrated across disciplines and grade levels.

At Country Day, academic rigor is balanced by community service and athletic, artistic, and extracurricular endeavors. Focused on students' success, the School seeks to shape confident, healthy, well-rounded adults who are comfortable and successful in diverse settings—individuals of honor, integrity, and purpose who are ready to make significant contributions to society.

CULTIVATING DEEP ROOTS AND ABUNDANT GROWTH

Mission: Through excellence in education, Charlotte Country Day School develops the potential of each student by fostering intellectual curiosity, principled character, ethical leadership, and a responsibility to serve.

Key Values and Commitments

- **Educational Excellence:** We develop a love for learning by discovering and celebrating each student's abilities and talents through engagement with exceptional teachers in distinctive academic, artistic, athletic, and extracurricular experiences.
- **Character:** We instill and expect integrity, honesty, moral courage, personal accountability, and compassion for others.

- Community: We respect each individual, embrace diversity, and value the relationships uniting us as a school and connecting us with our local and global communities.
- Service: We empower our students to address social, environmental, and global issues and to realize the obligation and value in giving of themselves for the public good.
- Affirmation of Community: Our Affirmation of Community guides us daily in sharing our similarities and celebrating our differences. In 2007, a special School Culture and Climate Committee comprised of trustees, faculty, staff, and parents, challenged us to strive for the ideal learning community in order to best prepare our students for the future.

The Student Body

Country Day students are an eager, able, diverse, friendly, and stable group that each year counts many “lifers” among the graduating class; 19 percent are persons of color, and the student body includes 206 students from 55 countries. Country Day graduates are regularly welcomed at the nation’s most selective institutions of higher education. Last year’s graduating class was offered a record-breaking \$11.5 million of total scholarship offers based on academic merit, athletic abilities, or special talents.

The Faculty

Among the signature strengths of the School is a faculty that is highly professional, deeply committed, and very experienced. Students and parents appreciate both the expertise and the nurturing approach of the teachers; the faculty, in turn, value a culture that honors their professionalism and encourages innovation in pursuit of excellence. The faculty is engaged in a well-organized, continuous process of curriculum articulation, review, and development. A robust professional development program includes faculty participation in seminars and conferences, visits to other schools, visits by experts to Country Day, and competitive annual grants funding professional and personal growth experiences throughout the world.

Campus and Technology

Country Day students benefit from two campuses—Cannon and Bissell—located approximately four miles apart, covering a combined 117 acres. Cannon Campus is home to Lower School (grades JK–4) and Upper School (grades 9–12), as well as administrative offices. Bissell Campus, located on Green Rea Road, is designed specifically for the education and development of Middle School students (grades 5–8). All students receive their own devices beginning in third grade. Students and faculty have high speed wireless access to the Internet from all classrooms, computer labs, libraries, and administrative offices. Approximately 2,000 computers are in curricular use school-wide, and faculty members have school-subsidized laptops.

Recent Development Efforts

The School’s Forefront Campaign, Shaping Tomorrow Together, concluded last year having successfully raised over \$90 million, substantially in excess of originally targeted goals. Projects completed or underway in connection with this transformative campaign include:

- Purdy Center for Science and Mathematics includes eight dedicated lab spaces for biology, chemistry, physics, and engineering. This space integrates green architectural design that make the building itself a living laboratory and model of engineering design thinking (opened Fall 2018).
- Hance Lower School Learning Center includes after school facilities, the lower school library and makerspace, and a computer lab (opened Fall 2018).

- Dowd Student Center includes the new Dawson Lower School Dining Hall and the Michelle and Mike Bailey Upper School Dining Hall, a restaurant-level kitchen and server space, and a brand new campus store (opened Fall 2019).
- Cannon Hall includes centralized and enhanced space for college counseling, tutoring and information technology facilities, along with adding a new Upper School makerspace (opened Fall 2019).
- John and Claudia Belk Upper School Learning Center includes a state-of-the-art recording studio (opened Fall 2020).
- The Klein Natatorium and Performance Gym, a new athletic complex (anticipated opening Winter 2022).

KEY FACTS ABOUT CCDS

- Enrollment for 2020–21: 1,701 students in Junior Kindergarten – Grade 12
- Lower School: Junior Kindergarten – Grade 4, 665 students (Cannon Campus)
- Middle School: Grades 5 – 8, 506 students (Bissell Campus)
- Upper School: Grades 9 – 12, 530 students (Cannon Campus)
- Admissions is highly competitive with a reenrollment rate of 96 percent (five-year average)
- Approximately 217 full-time faculty members and 123 staff
- Average Student/Faculty Ratio: 8:1
- 2020-21 Tuition: \$18,695–\$26,020
- Financial aid awarded in 2020–21: \$7.1 million (22% of student body)
- Tuition remission for faculty and staff: 165 students in 2020-21 (up to 2 students per faculty or staff)
- Endowment of \$57 million (as of 12/31/20)
- Operating budget: \$48 million
- Annual fund giving: \$2.3 million (as of 6/30/20)
- Accreditation: Southern Association of Colleges and Schools; Southern Associate of Independent Schools

SEARCH PROCESS

As a community of learners, Charlotte Country Day School is committed to creating a welcoming and supportive environment that accepts and honors all people. The School respects individual differences, including, but not limited to, ethnicity, gender, national origin, race, religion, sexual orientation, and socio-economic status. Employment opportunities are also presented with respect to these individual differences.

The Search Committee is being assisted in this process by Mary Gorman, Chuck Jordan, and Susan Clifford of Spencer Stuart. The Committee invites submission of comments, applications, and nominations to the confidential mailbox CCDSHead@spencerstuart.com.