



HOLDERNESS

Director of Community Wellness

The Position

The Director of Community Wellness is responsible for understanding the mental health needs of the Holderness community and how to best support those needs. This position ensures that a school-wide approach to mental health will be woven into the academic, athletic, spiritual, social, and residential aspects of school life. This position will partner with all constituents – parents, students, teachers, coaches, administrators, and other staff – to recognize the importance of this holistic approach.

The Director of Community Wellness will lead the Mental Health Team (School Counselor, Chaplain, and Sports Counselor) to provide overall strategic leadership regarding student emotional support by fostering a safe and successful environment for students. The primary focus will be on building students' capacity for academic and athletic success, and positive social and emotional well-being.

Working with the Mental Health Team, the administration, teachers, advisors, and athletic coaches, the Director of Community Wellness will create, implement, measure, and monitor a comprehensive, proactive mental health strategy.

The Director of Community Wellness will report to the Head of School and work closely with the Associate Head of School. This position will play an active role in school life, including the possibility of teaching, coaching, and advising.

Overview

Located amid the lakes and mountains of central New Hampshire, Holderness School is a traditional co-ed independent secondary school, serving grades 9-12. Holderness strives to strike a balance in fostering the resources of the mind, body, and spirit: the mind through a challenging college preparatory curriculum; the body through outdoor activities and required interscholastic athletics; and the spirit through school and community service and affiliation with the Episcopal Church. Holderness remains by choice a small school where everybody plays an important role, and where students, faculty, and staff maintain close personal relationships.

Diversity, Equity, and Inclusion Mission Statement

Holderness School is committed to being a community that celebrates and supports diversity in its many forms because multiple perspectives and experiences are vital to educational excellence and strength in our community. Diversity refers to the human facets of race, ethnicity, national origin, religion, gender, sexual orientation, age, ability, and socioeconomic status. Holderness strives to create opportunities for cooperation, to broaden the educational experience of all students, and to enrich the lives of all community members.



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Primary Responsibilities

- Lead mental health initiatives for the community
- Provide direct counseling support for students
- Ensure that the school has clear strategies and resources to support student mental health
- Work with the Mental Health Team, faculty, athletic, and student leadership to develop strategies and structures needed to improve mental health in the school
- Develop programs for the appropriate training for faculty, athletic coaches, student leaders, and advisors to ensure all have a broad understanding of mental health issues and provide proactive approaches for students
- Ensure that mental health awareness is embedded in the academic, athletic, spiritual, and social-emotional curriculum, and is designed to meet the needs of the students
- Work with the Mental Health Team, including outside resources, to both triage and ensure the students with mental health challenges are heard, respected, and have their needs addressed
- Review and provide recommendations for intervention strategies that support the students' mental health and wellbeing
- Work with parents to provide resources and strategies so they can effectively partner with the school to support their student
- Establish strong links with external agencies (including online counseling) that offer mental health support services with clear referral procedures for students and families
- Coordinate weekly meeting of the Mental Health team to review the needs of our students and develop strategies among the team to make sure nobody "slips between the cracks"
- Design and implement a referral system to support the mental health of the student body.

Qualifications

Candidates must have a Master's degree in school counseling, psychology, psychiatric and mental health nursing, or related field, and at least 3-5 years of administrative and clinical experience. Work experience in a school environment is preferred; experience in a residential setting is a plus. Ideal candidates will also have excellent interpersonal and communication skills, a genuine interest in working to support the school community, have exceptional follow-through and organizational skills, and the flexibility to meet the time-sensitive needs of the community.

The Process

If interested in this position, please send a resume and cover letter to Paulette Ryan, Assistant to the Head of School, at pryan@holderness.org

Letters of recommendation are not required at first, but will be required after preliminary screening. No phone calls please. We prefer electronic attachments rather than paper. An onsite interview is required. Criminal background checks are performed on all new hires.

Holderness School is an equal opportunity employer, and will not discriminate, or tolerate discrimination, against any employee or applicant in any manner prohibited by law.



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Universal Employee Objectives

All employees should act in support of the mission and strategic goals of the school. The mission is:

Holderness School fosters equally in each student the resources of the mind, body, and spirit in the creation of a caring community, inspiring all to work for the betterment of humankind and God's creation.

Leadership at Holderness is each person's journey to best serve and empower others. It is expected that all employees of Holderness model leadership in their conduct and the performance of their jobs through the exhibition of four characteristics:

Initiative

Be a proactive and continuous learner: take opportunities to learn new skills and to extend one's education.

Strive to Continuously Improve: regularly looks for ways to improve practice.

Anticipate Challenges: be prepared to deal with difficulties and rise to challenges.

Empathy

Be a Role Model: colleagues should look at you as a positive model and a resource.

Actively Seek Feedback: gather feedback from peers, supervisors, and those you serve in order to improve your performance.

Collegial and Congenial: be respectful, supportive, and caring of those around you.

Dependability

Consistent Achiever: Effectively and efficiently manage all areas of responsibilities.

Diligent: Be on time and meet deadlines.

Active Communicator: take the initiative to communicate important information to the appropriate people in a timely and professional manner.

Fairness

Positive Force: seeks and recognizes strengths in others and provides specific and positive feedback to others.

Supportive and Preventative: supportive of others, working both individually and collectively to construct and maintain a safe environment.

Deal Directly: Feedback and communication should be made directly, not through others.