

1689
William Penn
Charter
School

HEAD OF SCHOOL Position Statement



William Penn Charter School (Penn Charter) invites nominations and applications for the position of Head of School to begin July 1, 2023.

Established in 1689 by William Penn and members of the Religious Society of Friends, Penn Charter is a community guided by **Quaker testimonies** and the central belief that there is “that of God” in every person.



Today, Penn Charter is a leading coeducational, independent, day school offering a vigorous pre-K through 12 program in academics, arts, and athletics, all within the context of the Quaker values that have guided the school for more than three centuries.

Our vibrant community of 988 students, 151 faculty and staff, and 5,500 alumni worldwide embraces diversity of people, cultures, experiences, and thought. Situated on a beautiful 47-acre campus in Philadelphia's East Falls neighborhood, within one of the nation's largest cities, Penn Charter embraces civic engagement and experiential learning. Quaker values, process and practice are woven throughout the curriculum and daily life of the school, as affirmed in this [Quaker Self-Study](#) report from the Friends Council on Education that noted Penn Charter's "intentional approach to the spiritual dimension of its program."

**Penn Charter educates students to live
lives that make a difference.**



ABOUT PENN CHARTER

Penn Charter is the fifth-oldest school in America and the oldest Quaker school in the world. Over three centuries, even as we have honored tradition, the school has advocated for change.

Our curriculum embraces a plurality of cultures and celebrates an array of voices, instilling in us a deeper understanding and empathy for individuals in this community and the world.

The Penn Charter educational program exposes students to a breadth of content and ideas as well as opportunities for deep exploration in the pursuit of personal passion. Guided by research and best practices, faculty collaborate across divisions and disciplines to design and deliver engaging and relevant learning experiences. We provide students with the knowledge and skills they need to thrive in a complex and changing world.





AT A GLANCE (2021-22)

STUDENTS

TOTAL NUMBER OF STUDENTS: 988

- Lower School: **315**
- Middle School: **234**
- Upper School: **439**

GENDER DIVERSITY

Pre-K – 12: Male 54% | Female 46%

Lower School: Male 54% | Female 46%

Middle School Male 58% | Female 42%

Upper School: Male 51% | Female 49%

RACIAL DIVERSITY

33% STUDENTS OF COLOR

Lower School: 38% students of color

Middle School: 34% students of color

Upper School: 29% students of color

GEOGRAPHIC DIVERSITY

Students from over 109 zip codes in Pennsylvania and New Jersey

FACULTY AND STAFF

TOTAL NUMBER OF FACULTY: 151

24% Faculty and Staff of color

75% Teachers with advanced degrees

SCHOOL HIGHLIGHTS

AVERAGE CLASS SIZE

Lower School: **16 students**

Middle School: **17 students**

Upper School: **17 students**

- Student-to-teacher ratio 8:1
- 156 courses offered in the Upper School
- Students in grades pre-K-12 attend weekly Quaker meeting for worship

A black and white photograph of a statue of William Penn, the founder of Pennsylvania. The statue is shown from the waist up, wearing a wide-brimmed hat and a long, dark coat with a fur collar. He is pointing his right hand towards the left. The background is dark and out of focus, showing the silhouette of a building with a clock tower. The text "PENN CHARTER LEADERSHIP" is overlaid in white, bold, sans-serif font on the left side of the image.

**PENN CHARTER
LEADERSHIP**

BOARD OF TRUSTEES

In partnership with the Head of School, Penn Charter is governed by a 21-member **Board of Trustees**. Composed of current and past parents, alumni (known as Old Penn Charter or “OPC”), and community leaders, the Board ensures that Penn Charter continues to live out its mission through its strategic planning efforts and stewardship of the school’s financial resources. Committee members serve on the following standing committees: Development, Education, Finance, Personnel, Religious Life and Values, and the Committee on Trustees.



Clerk of the Board of Trustees

Jeffrey A. Reinhold P’12, a Trustee since 2008, is Clerk (a Quaker term for Chair) of the Board of Trustees. Reinhold began his professional career as a commercial banker and then went on to serve as Chief Financial Officer of New York Stock Exchange listed Checkpoint System, Inc. He is currently Chief Executive Officer of Reinhold Residential, a development and property management company he founded in 2006. The company specializes in adaptive reuse residential projects, primarily in urban locations. Reinhold has served on various education-oriented boards, including the Temple University Leadership Council, the Temple University College of Liberal Arts Board of Visitors, and as Chair of the Franklin and Marshall College Parents Council.



Outgoing Head of School

Penn Charter has been led by **Dr. Darryl J. Ford** since 2007. Ford is a prominent figure in independent school leadership, active on local, regional, and national boards. He holds an MA in Educational Administration and PhD in Educational Administration, Institutional and Policy Studies from the University of Chicago. He earned a BA in Liberal Arts and a BS in Social Studies Education, with a minor in History, from Villanova University. Ford also has an Hon. 1689, Penn Charter’s honorary diploma, and is P ’20, parent of a 2020 graduate. A deeply spiritual person—he is an active member and directs the choir of his West Philadelphia church—Ford inspires the Penn Charter community to remember the call to serve others, encouraging students “to live lives that make a difference” by continually putting thought into action. Dr. Ford and his family have been an integral part of the school community throughout his tenure.

STRATEGIC PLAN: A GUIDING VISION

Since 2012, Penn Charter has been guided by its Strategic Vision, entitled “**Educating Students to Live Lives that Make a Difference.**”

Born out of a truly collaborative initiative across all the Penn Charter constituencies, the vision for Penn Charter’s future has been organized around six goals, each with a set of strategies:

GOAL 1 Quakerism

GOAL 2 Program Content

GOAL 3 Teaching

GOAL 4 Time

GOAL 5 Space

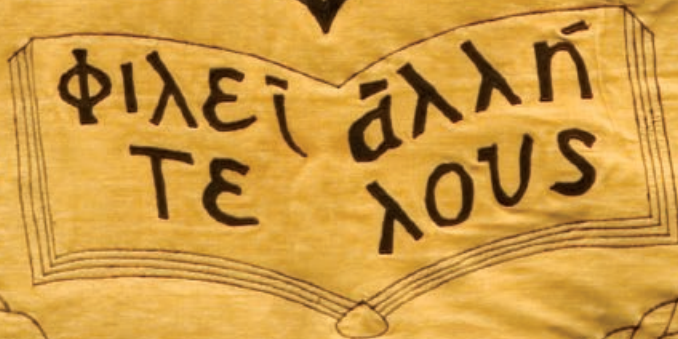
GOAL 6 Financial Sustainability

The Strategic Vision gave rise to three core principles and values as attributes of the Penn Charter experience: **Excellence, Innovation, and Collaboration.**

As the school looks to the future, it sees an opportunity to evolve its Strategic Vision, building on the successes and lessons learned over the preceding decade.

BETTER THAN RICHES
PHILADELPHIA

GOOD INSTRUCTION
PUBLIC SCHOOL





ACADEMICS

AT PENN CHARTER

Penn Charter offers a **fully integrated curriculum**, pre-kindergarten to grade 12, designed to develop a student's mind, body, heart, and spirit.

This curriculum is the map we use from one grade to the next, guiding students as they gain knowledge and master skills, step-by-step, with ever-increasing depth and sophistication. The core of these essential skills includes analytical reading and clear writing; the use and understanding of mathematical concepts; the ability to use the tools of observation, inference, and logic; and the development of creativity and physical potential. We urge students to engage in the challenges of their education with pride in their intellect, persistence, commitment, and a sense of wonder.



LOWER SCHOOL

Lower School offers a program of cognitive and character development rooted in a rich knowledge of how young children learn best.

We know that children learn best when ideas are connected. We know that children learn by doing and by working together. So, our curriculum emphasizes interdisciplinary, collaborative, project-based learning. Our students ask questions, think critically, write effectively, listen carefully, and put all those pieces together. The journey of a Lower School student is deeply rooted in our Quaker values and a focus on the growth of the whole child.



Curricular Highlights

- **Project-Based Learning.** With many teachers already committed to and using project-based learning (PBL) in their classrooms, the entire Penn Charter faculty has been engaged in professional development in PBL to teach not only curriculum but problem solving, critical thinking and collaboration. The new lower school building, expected to be completed early in 2024, is designed to facilitate PBL.
- **Individualized Learning.** Our Lower School curriculum celebrates the unique gift that each child brings to school and provides essential tools for lifelong learning.
- **Social Emotional Learning.** Teachers are trained in the Responsive Classroom model and use it plus curriculum developed by the Penn Charter Lower School Counselor and faculty to teach young students healthy habits of mind and help them develop responsibility, empathy and self-control.
- **STEAM.** Lower School students are introduced to and use a wide range of computer science tools and curricula, including Chromebooks and Chrome tablets, cloud computing (Google Apps for Education), Blockly and Scratch coding, and basic robotics. In addition, the Lower School IdeaLab is a place for both technology skill lessons and student-designed projects. Future programming in the new lower school building could partner specials across grades and utilize training in PBL to form a STEAM program.



MIDDLE SCHOOL

Middle School fosters intellectual, physical, and emotional growth through an age-appropriate curriculum and a facility designed to support our learners.

Our curriculum, taught by a faculty devoted to teaching ages 11-14, reflects a department-based program enhanced by cross-cultural themes and projects with true intellectual weight. Students begin immediately to undertake tasks calling for more personal organization, study skills, critical thinking, and independent and group work. Middle Schoolers enjoy a dedicated building designed to support the unique socio-emotional development needs of this group of learners.





Curricular Highlights

- **Advisory Program.** Through small-group lessons, team-building exercises and one-on-one time with advisors, the Middle School advisory program helps students to become positive leaders, make healthy decisions, and advocate for themselves and others.
- **Sixth Grade Capstone Project.** Students conclude their sixth-grade year with an interdisciplinary project that draws on topics from the Math, Social Studies, Science and English curricula—with a focus on service learning—to address real-world problems such as food insecurity.
- **World Languages.** All students study Spanish in Lower School and, in Middle School, sixth graders are offered one quarter each of Spanish, French, Latin, and Mandarin Chinese. In seventh grade, students make an informed choice about which language to study.
- **STEAM.** The **IdeaLab** in the basement of the Middle School was an inspiration of the Strategic Vision. Built in 2015 for doing, creating, collaborating, and innovating, the cavernous space is equipped with the latest technology.

In Middle School, student have access to a wide variety of **clubs, affinity groups and activities**. These options change frequently as most of the clubs are student-inspired and student-led.





UPPER SCHOOL

Upper School provides students with the hallmarks of a classic liberal arts education with an emphasis on reflection, collaboration, and grappling with complexity as they prepare to engage, shape, and contribute to an ever-changing world.

Effective learning environments are highly relational. The cornerstone of everything we do in the Upper School is built upon the foundation of the student-teacher relationship. In addition to being experts in their fields, our faculty understand and appreciate the wonder and tensions of adolescence, and they strike the appropriate balance of challenge and support.

As members of classes, advisories, teams, ensembles, **clubs, and other community activities**, our students are presented with hundreds of opportunities to develop their skills, to expand their horizons, and to pursue their passions. Every student can charter their own unique path through this educational experience. Building on the Quaker Testimony of Community, we promote global exposure and outreach that begins in the classroom, encompasses our city, and expands beyond physical, linguistic, and cultural borders.



Curricular Highlights

- **Interdisciplinary Coursework.** Many Upper School classes are designed to break down barriers and foster collaborative pursuits between disciplines.
- **Learning Beyond the Classroom.** Upper School students have frequent opportunities to leave campus to engage with and learn from others—in our neighborhood, in our city and, before Covid, through exchange programs with school communities in China and Argentina.
- **Innovative Courses.** As Penn Charter **moves beyond the AP**, course syllabi open up to more project-based learning, using the city as the classroom, and collaborations with our **Center for Public Purpose**. Additionally, Penn Charter's **Certificate Program** enables students to integrate different aspects of the Upper School program around a particular focus and passion in their junior and senior years.
- **Independent Study Program.** Students can **design their own courses** in conjunction with a faculty member.
- **Senior Comprehensive Project.** During their final semester, seniors complete **a project of their own design**, with a focus on Public Purpose and in collaboration with a local organization.



COLLEGE MATRICULATION

Penn Charter's four-member **College Counseling** team guides students and their families through the college admissions process thoughtfully and strategically, using a combination of one-on-one counseling, two quarter-length seminar courses, on-campus programming, and hosting visits from as many as 130 college admissions officers annually. Penn Charter's goal is that students complete the process with college choices suited to their passions, abilities, and needs. An end-of-year survey showed that 88 percent of students in the Class of 2021 are attending one of their top-choice colleges. Fifty-five percent were enrolled at a "most competitive college" according to Barron's Profiles of American Colleges. Penn Charter's **five-year matriculation list** is as diverse as the school's student body.



THE ARTS

AT PENN CHARTER

At Penn Charter, teachers strive to joyfully draw forth the artist in every student. The **Visual Arts and Design Department** and the **Performing Arts Department** create opportunities that provide students with a positive experience across an array of performance, design, and arts disciplines.

Visual Arts is taught at Penn Charter starting in pre-K, with eight studios/classrooms throughout the three divisions. Along with spaces for two-dimensional work including drawing, painting, weaving and batik, and a three-dimensional shop-studio for woodworking, ceramics, and sculpture, PC offers a digital lab for film, animation and photography. Penn Charter is also home to two maker spaces, known as IdeaLabs, equipped with laser cutters, 3D printers, a green screen, and robotics materials.

The **Performing Arts Department** creates opportunities that provide students with a positive experience across an array of performance disciplines. The **curriculum** includes instruction in instrumental and choral music, digital music production, theater, and filmmaking. Penn Charter offers over a dozen student ensembles for Lower, Middle, and Upper School, including Jazz Band, Brass Ensemble, Handbell Choir, Chamber Singers, and multiple a cappella groups. During the past two years, PC students and faculty have shown remarkable ingenuity with virtual performances, **creating musical postcards, replacing the annual musical with a series of music videos, and continuing the 15-year tradition of Friday-night student talent at Showcase.**







QUAKER ATHLETICS

The spirit of **Penn Charter athletics** is built on a storied tradition of excellence and the belief that the interplay of academics, arts and athletics leads to strong, creative, resilient, and flexible people.





A founding member of the Inter-Academic League and home to the **oldest continuous high school football rivalry in the country**, the Penn Charter Quakers have won countless championships across all sports and many graduates go on to **play their sport in college**, and some professionally. Skilled teachers and coaches help our students understand—whether on the playing field or in the classroom—how to collaborate and compete, how to win with grace, and how to handle challenges and setbacks. All athletics teams at Penn Charter strive to provide quality instruction to student-athletes and to develop the core values that stem from our beliefs and practices as a Quaker institution.

At the Middle School level, the primary objectives of the Athletics program are to encourage participation and teach basic skills and rules of the game. It is our hope that, through participation in interscholastic play, Middle School students will develop an appreciation for athletic competition that will support them as they move on to the Upper School. League championships are not recognized at the Middle School level.

Skill development is an objective at the Upper School varsity level, but with more emphasis placed on competition for league championships. The objective for junior varsity and ninth grade players is similar, however, with more emphasis placed on participation and skill development. League championships are not recognized at this level. Athletes can expect junior varsity play to be an acceptable level of high school competition and, in many cases, a preview of future varsity competition.

Middle and Upper School students are required to participate in at least one sport per year and are encouraged to take full advantage of the athletics program by participating in more than one sport.

DIVERSITY, EQUITY, AND INCLUSION

Penn Charter seeks to build a community representing diversity in race, religion, ethnicity, socioeconomic background, gender, sexual orientation—as well as learning style, opinion, and hometown.

When you walk through Penn Charter's red doors, there is a reason our formal-looking school suddenly feels down to earth: the people. Penn Charter was founded not for some people but for all people. That is as true today as it was in 1689. Penn Charter was one of the first schools to open to children of all religions and races, among the first to educate girls and to offer financial aid. Despite that history, our community is not immune from the racism, sexism, homophobia, and intolerance that challenge this city and nation. Our **diversity, equity, and inclusion (DEI) work** is ongoing, unfinished.





In July 2020, Penn Charter formed **two DEI task forces**—one on Race & Equity and a second on Gender Equity, Sexuality, & Consent—with the goal of identifying and addressing the policies, procedures and practices that uphold systemic racism, sexism and other oppressive and discriminatory attitudes and beliefs. Each task force is made up of Penn Charter board members, senior administration, faculty, staff, students, OPCs and parents. And each task force is responsible for recommending action steps to the board, Head of School, and/or other school leadership groups, as appropriate, to improve Penn Charter’s educational program, school culture and work environment as related to race and gender. The task forces have surveyed the community, held listening sessions and focus groups, and communicated about their progress; final reports from the two task forces are expected in Fall 2022. An early outcome of this work was the hiring of a new **Health, Wellness and Human Sexuality** educator who teaches comprehensive sex education and is leading a review of the school’s pre-K to 12 health education curriculum. Two additional health, wellness and human sexuality educators are in the process of being hired to ensure a comprehensive approach on these issues across all divisions.

PENN CHARTER’S TEACHING & LEARNING CENTER

The **Teaching & Learning Center** (TLC) was created to provide the professional development needed to reach the goals in our current **Strategic Vision**, which encourages faculty to teach for the future; to embrace creativity, collaboration, global partnerships, and innovative curriculum and technologies; and ultimately, to guide our students to “live lives that make a difference.”

The center gives teachers easy, on-campus availability to learning, knowing that time and access to professional development is a major challenge for faculty whose days are more than full with teaching, coaching, advising, and extracurriculars. The TLC recognizes that faculty have varied needs as learners, so the center is structured to allow faculty to learn what they want to learn, when they want to learn (often over lunch or during a free period), and how they want to learn. Faculty can choose to learn about topics of their choice through one-to-one mentoring sessions, workshops, classroom/school visits, Critical Friends Groups, and online learning. Penn Charter teachers teach each other in the TLC and we engage outside resources as well. Over the years the TLC has grown to include programming with and for parents and students as well as a partnership with nearby Thomas Jefferson University.

In March 2022 alone, the TLC offered 37 sessions. And, in the year before the pandemic, visits to the TLC peaked at just below 1,500, a figure that reflects multiple visits by individual teachers. In the first spring of the pandemic, and through that next academic year, the TLC—which operates from a small room in the Upper School library—facilitated meaningful professional development to ensure a smooth transition from in-person to online and concurrent teaching.





THE CENTER FOR PUBLIC PURPOSE

Another achievement of the Strategic Vision, Penn Charter’s **Center for Public Purpose** (CfPP) was established to build on the school’s strong tradition of service learning, which for decades has called upon school leaders and teachers to embed service within the curriculum.

From pre-K to 12, in the educational program and extracurriculars, the CfPP works closely with classroom teachers, with student clubs, and with individual students to develop curriculum and engage students in experiential learning and community-based work addressing some of the most pressing social issues in metropolitan Philadelphia. By incubating ideas, connecting communities, sharing dialogue, and supporting good works, the Center for Public Purpose is both a physical and figurative representation of the school’s desire to imbue Penn Charter students with the capacity and confidence to make the world a better place.



PUBLIC PURPOSE

THE PENN CHARTER CAMPUS



Penn Charter rests on a sprawling, green 47-acre campus in the East Falls section of Philadelphia. The nation's sixth-largest city and hub of the northeast corridor, Philadelphia offers a diverse population, vibrant cultural life, top-notch entertainment, major league sports, rich history, and abundant opportunities for Penn Charter students and faculty to explore.



Penn Charter's campus continues to grow and evolve in line with the Strategic Vision and the campus transformation that vision inspired, which is organizing around an athletics corridor and the concept of a new Academic Village.

The Academic Village will unite the Upper, Middle, and Lower School divisions, which operate in their own buildings, each of which is designed to meet students' academic and developmental needs. **The David L. Kurtz Center for the Performing Arts**, which opened in 2010, is a LEED certified building with a green roof and features a 650-seat theater, hydraulic orchestra pit lift, sprung dance floor, choral room, performance studio, instrumental room with four individual practice rooms, recording studio, scene shop and costume room. The construction of a new lower school, set to break ground in 2022, will bring all three divisions together in a vibrant Academic Village where pre-K to 12 students, staff, and faculty from all divisions will regularly crisscross paths.

The athletics corridor provides student athletes with access to resources that match their talents. With a total of four buildings designated for sports, Penn Charter offers athletes six grass playing fields, two synthetic turf fields, one all-weather track, seven tennis courts, ten squash courts, four basketball courts, one climbing wall, and one swimming pool. Penn Charter opened the new, 87,000-square-foot **William A. Graham IV OPC '58 Athletics & Wellness Center** in September 2021, elevating both athletics and wellness and providing an important new community hub that was quickly embraced by students and adults in the community.

The Head of School resides in a well-appointed home adjacent to the campus.





FINANCES AND FUNDRAISING

The next Head of School will join the Penn Charter community at a time of great financial strength; a **\$125 million capital campaign**, expected to be successfully completed in Fall 2022, has funded educational innovation and transformed academic, arts, and athletics facilities.

Penn Charter's alumni are remarkably engaged with the school, and unlike many peer schools, the majority of philanthropy to the school comes from alumni, as opposed to parents.

Thanks to decades of prudent financial stewardship and investment, Penn Charter benefits from an endowment with a value of \$114.9 million as of June 30, 2021, and is in a strong financial position. The school dedicates more than \$12.8M annually to financial aid, both through need-based aid and a generous tuition remission for both faculty and staff. Penn Charter's financial aid budget is among the largest in its peer group and financial aid is distributed across all three divisions. This commitment to access lies deep within the school's DNA: a document dating from 1697 makes a commitment to educating both rich and poor.

FINANCIAL SNAPSHOT

Tuition 2022-2023

- Lower School: **\$25,250 - \$32,750**
- Middle School: **\$37,750**
- Upper School: **\$41,975**
- Financial aid awarded: **\$12.8M**
- Percentage of new students receiving financial aid: **41%**

Key Financial Information FY 2020-21

- Gross Tuition and Fees: **\$33.9M**
- Annual Operating Expense Budget: **\$33.0M**
- Annual Fundraising & Gifts: **\$5.2M**
- Endowment Payout: **\$5.4M**
- Salaries, Wages & Benefits: **\$23.2M**
- Endowment Market Value: **\$114.9M** as of June 30, 2021
- Long-term Debt: **\$54.1M**



COVID-19 RESPONSE

Although not immune to the hardships and loss caused by the Covid-19 pandemic, Penn Charter was blessed with community support and resources that made it possible to offer in-person instruction for as many school days as possible in 2020-21 and 2021-22. In the summer of 2020, the school hired 24 new teachers and a third nurse; rented 17 tents to create outdoor spaces for classes, meetings, and lunch; and invested heavily in air purifiers and sanitation. After a spring during which teaching and learning happened remotely, the school was able to welcome students back to campus for the first time in six months. An emergency "Preserving Our Community Fund" was raised to support Penn Charter families experiencing financial hardship because of the pandemic.

Transparent communication helped keep the community informed and as safe as possible.



THE ROLE OF HEAD OF SCHOOL

Penn Charter's next Head of School will report to the 21-member Board of Trustees and work collaboratively to advance the school's mission and values and uphold its enduring commitment to graduate young adults who possess the knowledge and skills to thrive in a complex global environment and the motivation to make a difference.

The Head of School is responsible for managing the day-to-day operations of the school and maintaining focus on strategic goals. School directors and others on the Administrative Team meet regularly with the Head in established working groups (School Directors Group, Administrative Planning Group, Admissions Group, College Counseling Group, Athletics Group).

The following is a list of reports to the Head in the 2021-2022 school year:

- Associate Head of School
- Assistant Heads of School (2)
- Chief Development Officer
- Chief Financial Officer
- Chief Communications Officer
- Director of Enrollment Management

Other administrators meet bi-weekly with an associate or assistant head of school in a distributive model of leadership. The Head also meets monthly with the co-chairs of the Parent and Caregiver Community (Penn Charter's parent association equivalent), building strong ties with that important stakeholder community.

The Head serves as a key spokesperson and ambassador for Penn Charter, raising funds on behalf of the school and administering an operating budget.

The start date for the next Head of School will be July 1, 2023.

OPPORTUNITIES AND CHALLENGES

Penn Charter is a school of excellence and desires to take advantage of this moment of transition to look toward its future and build upon its regional and national leadership position.

The incoming Head will be welcomed by an engaged and dedicated community of students, faculty, staff, parents, caregivers, alumni, and trustees, with whom the next school leader will cultivate positive, supportive, and trusting relationships. In addition to providing operational and strategic leadership to Penn Charter, the incoming Head of School will have the opportunity to:

Maintain a deep connection with the school's Quaker values

Penn Charter's approach to leadership and decision-making are rooted in its **Quaker heritage**. Collaboration, openness, and a respect for all voices are characteristic of these processes and the focus is on reaching consensus rather than abiding by majority rule. Accordingly, we make decisions in a searching manner and are strengthened as a school, as a community, and as individuals when we engage in discussion and share in the decision-making process. Great attention is paid to developing inclusive processes that respect every voice and that give all members of the community the chance to engage. Listening is a key part of leading at PC and the Quaker values of respect, responsibility, community, questioning, diversity, stewardship, and service continue to guide the school today.

Sustain community commitment around a shared vision

Having realized and achieved many of the goals articulated in the **2012 Strategic Vision**, Penn Charter is at an exciting point in its storied 333-year history. The next Head of School will be called to evolve the existing strategic plan to ensure the future of the school and its continued position as a leader in independent school education. This work will incorporate learning from the two task forces mentioned above, building on a strong commitment to diversity, equity, and inclusion. Success will require a careful balance of Penn Charter's rich history and traditions with a growth mindset and relevance for today's students.

Build community post-COVID

The COVID-19 pandemic served as an accelerant to a variety of issues facing communities across the country. For Penn Charter, this period of duress primarily displayed itself through a reduced opportunity for shared spaces and decision-making (typically an important part of the school's Quaker ethos). As a result, the Penn Charter community finds itself with the opportunity to enthusiastically leverage the passion and energy of the community to strengthen and rebuild connectivity and trust among all constituents through transparency, clarity, active listening, and reinforcement of shared purpose. To support this work, the next Head will also have the opportunity to recruit, retain, mentor, and support an exceptional and diverse faculty, staff, and administrative team, providing stable and enduring mentorship to the school as it transitions into a post-COVID era.

Promote educational excellence

As the educational landscape evolves, the next Head of School will be presented with an opportunity to rethink and reshape what education looks like moving forward into the future. The faculty has collaborated this year to identify skills and competencies that will serve as a guidepost and touchstone for exemplary current and future teaching and learning, and a “Portrait of a Penn Charter Learner” is almost complete. Using the Portrait, the next Head will be able to mold and transform Penn Charter’s curriculum and programmatic offerings across divisions. Opportunities abound with the Upper School moving away from Advanced Placement (AP) courses and a new physical space with which to reimagine Lower School programming in the context of project-based learning and studio classes. In addition, with the opening of the brand-new William A. Graham IV OPC '58 Athletics & Wellness Center, the next Head will have the opportunity to lead the creation of programming that integrates vigorous academics, social-emotional learning, and health and wellness to support student learning and well-being.

Champion initiatives that promote diversity, equity, inclusion, and belonging

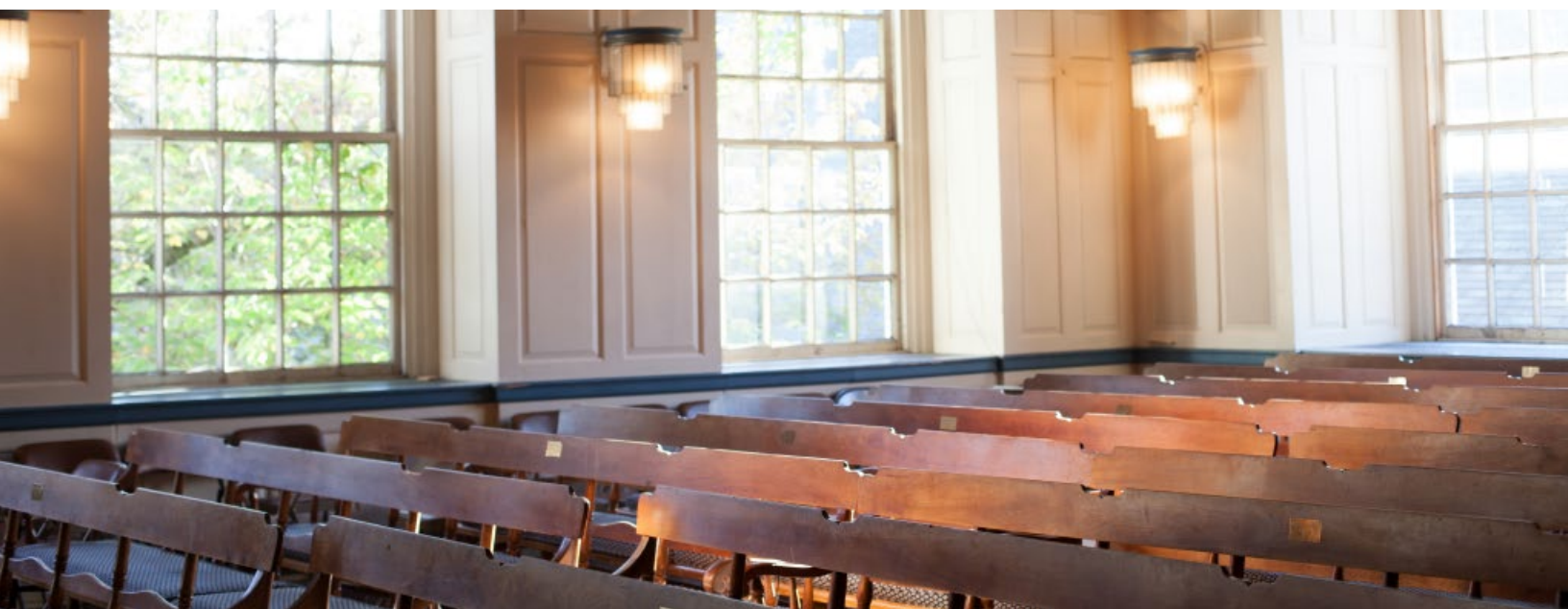
The next Head of School will progress the school’s demonstrated commitments to racial and gender diversity, equity, inclusion, and belonging, and deepen our identity and values as a Friends school and community. The successful Head will serve as a model for the community, embracing and integrating new contributions and perspectives, thereby demonstrating how they are critical to the school’s core values.

Serve as an ambassador for Penn Charter regionally, nationally, and internationally

The next Head will further develop shared partnerships utilizing the resources of the Philadelphia area and other Quaker and independent schools in the region, promoting Penn Charter’s reputation as a thought leader in the educational landscape. The Head of School will articulate the vision for Penn Charter as a leader in regional and national dialogues about the future of education and will forge meaningful linkages with overseas institutions to ensure that Penn Charter graduates develop intercultural competence and humility as part of their education.

Steward Penn Charter’s philanthropic community

With the tremendous success of the [How Far?](#) comprehensive capital campaign, the next Head of School will need to invest time and energy in stewarding donors, building philanthropic community, and developing the relationships that will result in successful future fundraising campaigns.



QUALIFICATIONS AND CHARACTERISTICS

The incoming Head of School at Penn Charter must be a proven leader with broad-based skills and a record of important accomplishments. The next Head of School must be able to connect with and inspire others and embody the testimonies and principles of Quakerism with authenticity and integrity.

This role demands a high level of cultural competence and commitment to diversity, equity, inclusion and belonging in building relationships with students, faculty, staff, and all community members.

Strong financial management and focused discipline is required to ensure stewardship of the school's financial health.

While a successful candidate may not possess all the relevant experiences and attributes, the following are amongst the most critical foundations for success for any applicant for the Head of School position at Penn Charter:

- Experience leading, or operating, in a large complex academic institution with a broad, and diverse, constituency base
- Commitment to, and understanding of, the principles of Quaker education, faith, and practice
- Development of core academic programs aimed at advancing the rigorous educational objectives of the institution
- Experience setting strategic objectives, including the ability to operationalize and allocate resources in support of institutional goals
- Successful development and implementation of programs to advance diversity, equity, inclusion and belonging across the schoolhouse, and within the community
- A strong record of attracting, mentoring, and retaining educators and leaders; a strong record of enrollment management



- Ability to provide strong and stable leadership during times of change or crisis
- Demonstrated commitment to building strong relationships with students and supporting students in pursuing passion, purpose, and excellence in and outside the classroom
- Ability to lead an organization with balanced confidence, humility, and a sense of humor; demonstrated ability for self-reflection and learning from past experiences
- A genuine passion for student-centered learning, derived through classroom or associated experiences
- A consensus-building mindset delivered through excellent communication and listening skills
- Ability to engender confidence in all members of the Penn Charter community and build trust with all constituencies
- Experience building philanthropic relationships across all constituencies, and a strong fundraising record

An advanced degree is preferred and candidates possessing one will be given priority.

APPLICATION PROCESS

The search committee for Penn Charter’s next Head of School will begin accepting nominations and reviewing applications immediately.

Application materials will include a letter of interest, current resume, statement of educational philosophy or leadership, and a list of three to five professional references, including contact information. References will not be called without explicit permission from the applicant. Materials should be submitted—electronically and in confidence—to: PennCharterHoS@storbecksearch.com.

William Penn Charter School is being assisted in this search by Storbeck Search.

For additional information, please contact:



Sherry Coleman, Managing Director

Nishant Mehta, Managing Director

Melissa Scott, Senior Search Associate

Lisa Solinsky, Senior Search Associate

PennCharterHoS@storbecksearch.com

For more information about William Penn Charter School, please visit <https://www.penncharter.com/>.

Prior to hiring, we ask all potential employees to be vaccinated and protected from the life-threatening impact of COVID-19. At Penn Charter we have supported our community’s efforts to eradicate the spread of COVID-19 by facilitating access to COVID-19 vaccinations for all current employees and eligible students.

William Penn Charter School provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local laws.

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