



Who are we looking for?

The Upper Learning Principal, in partnership with the Head of School and the School's Leadership Team, will serve as lead learner, role model, community builder, and relationship curator of Upper Learning (9-12). The UL Principal will be responsible for the daily operations of the level including managing the budget, talent acquisition, and overseeing the cultural health and well-being of the community. This inspirational leader will serve as the primary supervisor and evaluator of the Upper Learning faculty and will work in partnership and collaboration with the Upper Learning faculty and administrative staff and other school administrators in the oversight and alignment of curriculum and other Upper Learning programs. The UL Principal will set the tone for the level by reflecting high professional standards, integrity, and demonstrated commitment to excellence, within and beyond the classroom.

The UL Principal is expected to be a proven administrator or department leader with the necessary skills for working with a dynamic faculty, a diverse student population, and a dedicated parent community. This leader will be expected to lead and inspire a talented team of professionals and to partner with other leaders and stakeholders within the school to ensure that the strategic direction and vision of Upper Learning is consistent with and reflective of what is happening in the other two levels. The UL Principal should also be a team player who has a warm collaborative nature, positive energy, sense of humor, and can be both a consensus builder and decisive decision maker. This person must understand the importance of accountability and consistency in leading people, managing programs, and creating initiatives. The ability and skill to prioritize and organize the work along with being self-motivated to complete the work is a must given the fast-paced and multi-faceted nature of Upper Learning.

The UL Principal should possess excellent communication skills including outstanding writing and public speaking ability and have the necessary skills to facilitate difficult conversations with students, faculty, and parents. They should have a deep commitment to the regular evaluation of curriculum, academic programming, and faculty growth with an eye towards vertical/horizontal alignment, relevant, intentional, and experiential student experiences, and advance teaching and learning given the ever-changing landscape of education.

The UL Principal will be responsible for helping to create a faculty and staff work environment that allows everyone to feel seen and valued and a student experience that fosters growth, development, and trust. The UL Principal should be a catalyst in both helping people feel welcomed and included and holding students and adults accountable to the expectations and community norms of Galloway. The UL Principal will be expected to lead with purpose and to work with the offices of Admissions, Development, Communications and Marketing, Diversity, Equity, and Inclusion, The Center for Professional Growth and Renewal, and especially the Early and Middle Learning Principals in order to create and uphold the value proposition of a Galloway education internally and externally.

While not a job requirement, our hope is that the UL Principal will also use their considerable skills, expertise, and knowledge to positively influence the local and national educational landscape. Ideal candidates should have a minimum of five years of administrative and/or educational leadership experience in the field of K-12, higher education, or educational nonprofit. A Master's degree is preferred but is not as important as the ability to do your job well.

This role might be for you if you are...

- A thought leader with the knowledge and expertise to work with all school constituencies and to do so with warmth, consistency, inclusiveness, and a sense of humor
- A strategic and focused leader who can maintain exceptional attention to detail while staying adaptable in high pressure situations
- A master communicator who can vividly tell our story and make known the value proposition of a Galloway educational experience and who can be a highly visible, approachable, and strategic leader who values the importance of positive, effective, appropriate, and accurate communication
- A community builder who will work in partnership with Admissions to establish and maintain positive relationships with area schools, consultants, principals, and educational organizations to attract appropriate students and families
- A highly skilled creative collaborator who has the ability and vision to lead, manage, supervise, support, and advance all matters related to the administration, faculty and staff, operation, budget, policies, procedures, facilities, and structures of the entire Upper Learning program with calm and grace
- An educational enthusiast and aficionado who can develop, maintain, and ensure that all policies and guidelines for faculty, staff, and students are in keeping with the mission and educational best practices
- A believer in the beauty that all types of diversity and perspectives bring to a community who can recruit top, diverse candidates for consideration for employment
- A leader with integrity and character who knows how to manage faculty, student, and family expectations in a manner that is honest, caring, and empathetic and can handle sensitive information with confidentiality, discretion, thoughtfulness, and diplomacy
- A highly skilled decision maker who can discern the need for individual action versus broad input
- A lifelong learner committed to continuous improvement and reflection both personally and professionally
- A team player who can work in cooperation with other academic leaders to provide strategic leadership and to support and advance the strategic mission of the school
- A colleague who can find joy and fun in the work

Interested?

If you embody the qualities, skills, experience, and expertise outlined above, then you might be a great fit to successfully lead this very important part of our school community starting no later than July 1, 2025.

You can apply by emailing materials to ulprincipalsearch@gallowayschool.org. Materials for applying include a resumé/curriculum vitae, personal statement/cover letter, a list of three references with name, title, relationship, and contact information. You are also encouraged to include hyperlinks to applicable examples of your work or any other documents/artifacts from your experience that you think represent you and or tell your story in an authentic and real way.

All materials should be emailed no later than February 1, 2025.

Who are we?

The Galloway School, an independent day school in Atlanta, Georgia, serves a diverse student body of approximately 800 students in PreK3 through grade 12, representing 618 families in 77 zip codes. The school is located on an 8.2-acre campus in the middle of Chastain Park in Buckhead.

"The Galloway School is a community where learning is joyful, individuals are valued, and self-discovery is encouraged. Galloway students confidently embrace challenges while developing the knowledge, skills, and cultural competence to thrive as enlightened contributors in their chosen pathways"

For more than 50 years, Galloway has provided pioneering, experiential learning structures that empower students to take charge of their own educational experience, promote a lifelong love of learning, and equip students to be change-makers in their community and beyond. Our founder, Elliott Galloway, wanted *"to make life more meaningful for children by helping them to become competent and self-motivated individuals."*

There is a reason that, among the independent schools in Atlanta, Galloway stands out, with a one-of-a-kind learning model and educational approach that values the intrinsic gifts and identity of every individual. Our philosophy encourages academic excellence while maintaining a student-centered focus. Our students set and achieve goals based on individuals striving for excellence, rather than in competition with others. Students pursue a strong academic curriculum and are guided by teachers and staff to make their own decisions about their education. The value placed on the unique qualities of each child is reflected in small classes, personal interaction between students and teachers, and flexibility in planning the best learning approach for each child. Teaching and learning is a community enterprise: students, staff, faculty, administration, and parents are all partners in this venture.