

LEADERSHIP OPPORTUNITY | LOS ANGELES, CA

Marlborough

DIRECTOR OF
EQUITY, COMMUNITY,
AND BELONGING



Marlborough

“Central to the mission of our school is our shared belief in and passion for empowering girls and young women to use their immense talents to better our world, and helping them to become trailblazers in their own right.”

— JENNIFER CICCARELLI, HEAD OF SCHOOL



LEADERSHIP OPPORTUNITY

Marlborough School, a premier 7th–12th grade independent school for girls in Los Angeles, CA, seeks a strategic, dynamic, and empathetic leader to serve as its next Director of Equity, Community, and Belonging.

Marlborough is distinguished by its combination of academic rigor and providing a supportive environment, encouraging students to explore their passions, build resilience, and develop into thoughtful, socially responsible leaders. With a strong commitment to both tradition and growth, the school prioritizes diversity, equity, and inclusion (DEI) as essential to fostering academic excellence and community well-being. This position offers a unique opportunity to lead and further Marlborough's commitment to creating a community where every student, teacher, staff member, and family feels seen, valued, and supported.

The Director will report directly to Head of School, Jennifer Ciccarelli, and collaborate closely with the Senior Leadership Team, teachers, staff, students, and parents to advance Marlborough's inclusive

community-building across the school. The Director of Equity, Community, and Belonging is a full-time, year-round role that is part of the Senior Leadership Team. In this role, the Director will lead efforts to foster a culture of belonging, consulting on curriculum, student programs, parent engagement, and professional development initiatives. As head of the Social Justice and Community Partnerships Department, the Director will be a key resource and strategic planner for DEI efforts across the school. Partnering with division heads, department chairs, class deans, and faculty, the Director will address both schoolwide DEI goals and the unique needs of each division. Through ongoing collaboration with Marlborough's Senior Leadership Team, the Director will identify immediate issues and articulate long-term goals to enhance the school's inclusive culture.



Marlborough

By directly engaging with students, the Director will encourage them to lead with purpose, prioritize inclusivity and constructive positive discourse, and build lasting connections within the community. As a highly visible and approachable presence on campus, this leader will have a deep understanding of and enthusiasm for our educational and student-centric environment. They will serve as a positive role model to all students with a strong commitment to advancing girls' education. This position will balance strategic vision with active involvement, empowering both students and faculty to actively shape and contribute to the school's DEI mission. Through these efforts, the Director will build a more cohesive community, serving as a trusted advocate and resource for all students, teachers, staff, and families.

STRATEGIC PRIORITIES

By working in close partnership with the Head of School and other key stakeholders, the Director will prioritize the following:

- Provide guidance on policy development and decision-making related to DEI, ensuring that school practices align with Marlborough's commitment to inclusivity. This includes establishing protocols and

frameworks to create a consistent approach to DEI across all aspects of school life.

- Develop systems and programs that affirm students' identities and empower them as community members. This includes supporting student affinity groups, enhancing social-emotional wellness, and creating spaces for open dialogue and identity exploration.
- Offer insight and support to students, teachers, staff, administrators, and families, regarding DEI-related programs, policies, and practices to help build understanding, engagement, and alignment across the community.
- Work to build faculty and staff capacity through DEI-focused professional development. This includes promoting culturally responsive practices, curriculum integration, and consistency across classrooms and programs to support diverse learners.
- Strengthen engagement with families and other community members, fostering an inclusive atmosphere, and providing educational opportunities to increase understanding and empathy across diverse backgrounds.
- Stay current with best practices and research in DEI, ensuring Marlborough's policies and programs reflect the latest insights in the field.



THE POSITION

ESSENTIAL FUNCTIONS

- Creates and implements a mission-aligned vision for community and educational experiences related to diversity, equity, and inclusion.
- Leads the development and implementation of policies, procedures, and programs around issues of cultural competency, a sense of belonging in the students.
- Collaborates with faculty and the school's academic administrative team to further develop and strengthen the school's multicultural curriculum.
- Provides support, coaching, and training to faculty on matters involving culturally competent teaching and other faculty needs related to equity and inclusion.
- Oversees faculty and staff professional development efforts related to diversity, equity, and inclusion.
- Provides the Marlborough community with information and insight into curricular and community work related to diversity, equity, and inclusion.
- Leads and cultivates cross-cultural and identity-based student programming such as affinity groups for employees and students.
- Works with Parents' Association and Alumnae Leadership Board on programming for their constituencies.
- Oversees the Department of Social Justice and Community Partnerships, which includes supervision of two full-time positions.
- Models compassion and supportive regard for all members of the Marlborough community, recognizing that each individual occupies a different location in her/his/their multicultural journey.
- Partners with the Admissions Office to continue recruiting a diverse and inclusive student and family body.
- Assists in recruiting, hiring, mentoring, and retaining faculty and staff in support of a diverse and inclusive school community.





QUALITIES AND ATTRIBUTES

This position requires a leader who can balance strategic vision with hands-on engagement, fostering relationships with students, families, and colleagues, while aligning DEI priorities with Marlborough's mission and values. An approachable, highly collaborative presence on campus, the Director will serve as a role model and resource, empowering students, faculty, staff, and families to participate actively in creating an inclusive and equitable community.

Additionally:

- Demonstrate strong coalition-building skills and the ability to influence others positively
- Possess a student-centric focus and the ability to build a strong rapport with students
- Balances different perspectives and advocates for all groups
- Possess a holistic understanding of identity-related issues, including race, gender, religion, nationality, socioeconomic status, disability, and more
- Navigate and manage conflict effectively
- Possess the ability to give grace while moving initiatives forward with resilience kindness and compassion
- Prioritize and manage multiple demands while maintaining focus on student experience
- Possess a proactive and innovative mindset

THE POSITION

QUALIFICATIONS AND REQUIREMENTS

- A master's degree in a relevant area of study and a minimum of five years of administrative experience leading diversity, equity, and inclusion work at the middle or high school level
- Understanding of and a delight in the development and thriving of middle and upper school students
- Strong commitment to and belief in girls education
- Experience as a classroom teacher and/or advisor
- Ability to lead and/or participate in training in diversity, equity, and inclusion at nationally recognized seminars and workshops
- Strategic thinking skills with a record of accomplishment in implementing effective and sustainable educational, cultural, and social programs in diversity, equity, and inclusion in secondary school settings
- Strong leadership and interpersonal skills, which permit one to work effectively with colleagues and constituents, to solve problems, and to represent Marlborough in the broader community
- High level of discretion and proven record of maintaining confidentiality and exercising sound judgment
- Experience facilitating and leading discussions with small and large groups of people
- Experience in conflict resolution and the ability to manage discomfort and tension that may arise when addressing inclusivity issues
- Strong oral and written communication skills, including public speaking and workshop facilitation
- Strong organizational skills needed to interface with several academic and non-academic departments

VISION

Our vision of the future is a world where equity leads education.

MISSION

Every day we get closer to our vision by creating the conditions in which learning sparks purpose.

VALUES

- Stand with Others
- Champion Inclusion
- Aim High
- Trust in Yourself
- Act with Integrity
- Be Kind
- Cultivate Purpose

EQUITY STATEMENT

At Marlborough, equity isn't just a word—it's our driving force. We are committed to fostering a diverse, inclusive, and equitable community so that every student feels seen, heard, and valued. At Marlborough, every student is empowered to reach their full potential. This dedication shines through in our academic and student programming, and it is a responsibility that every faculty and staff member takes seriously in their own work.

To learn more about Marlborough's commitment to diversity, equity, and inclusion, [click here](#).



Founded in 1889, Marlborough School is an independent girls college-preparatory school for grades 7 through 12 located in Los Angeles, California.

Marlborough is the oldest independent girls' school in the Southern California region. Over the century that has followed its founding, Marlborough has grown and changed in many important ways. Today's student body is representative of the talent and diversity of greater Los Angeles, academic and athletic programs have expanded, college matriculation is highly competitive and distinguished, and campus facilities have kept pace with the educational innovation taking place inside the classrooms.

Central to Marlborough's vision that equity leads education is the belief in and passion for empowering young women to use their immense talents to better the world and become trailblazers in their own right. Bolstered by world-class faculty and staff, Marlborough students are challenged and inspired to work towards their own personal best and, in doing so, have an almost endless array of courses, extracurriculars, electives, and programs to spark their curiosity, deepen their compassion for one another, and lead lives of purpose.

THE PROGRAM

Marlborough is divided into two divisions, the Middle School (Grades 7, 8, and 9) and the Upper School (Grades 10, 11, and 12). The curriculum is centered on a required core of studies, believed to be fundamental for all students, and elective courses, designed to fit

THE SCHOOL

the interests of individual students. Classroom groups are small enough to permit individual attention, and students have the opportunity to take regular, honors, or Advanced Placement level courses.

Middle School students are required to take a minimum of six courses each semester, while Upper School students are required to take a minimum of four academic courses each semester. Special Studies courses are taken in addition to the four required courses. Most Upper School students take five academic courses and elect other non-academic courses to complete their course plans.

From robotics and coding to entrepreneurship and research, every course and program at Marlborough is designed to ignite intellectual inquiry and to build the problem-solving, creativity, collaboration, and communication skills that students will need to innovate, invent, and lead in college and beyond.

[Click here](#) to learn more about the academic program at Marlborough.

CAMPUS & GEOGRAPHY

Located in Los Angeles' Hancock Park neighborhood, Marlborough has a long-standing tradition of empowering young women. What began as a single building in a barley field has grown into a campus that spans approximately six acres, where students flourish, further their love of learning, discover their passions, and make lifelong friends.

Los Angeles is the most populous city in California and lies adjacent to the Pacific Ocean to the west, extends north into the San Fernando Valley, and borders the San Gabriel Valley to the east. With an ethnically and culturally diverse population, a vibrant economy, and a world-renowned arts and entertainment scene, LA is an exciting place to live and work.

To learn more about this dynamic city, [click here](#).

AT A GLANCE 2024-25

530

Enrollment

55%

% Students who identify as people of color

144

Number of faculty/staff

44%

% Faculty/staff who identify as people of color

73%

% Faculty with advanced degrees

14

Average class size

8:1

Average Student-Teacher Ratio

\$4.8M

Tuition support allocated annually

23%

Students receiving tuition reduction

PROCEDURE TO APPLY

Marlborough School is an equal opportunity employer (M/F/D/V). The school recruits, employs, trains, compensates, and promotes without regard to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, disability, veteran status, genetic information, or any other basis protected by applicable federal, state or local law.

Marlborough School is a diverse, inclusive community that strives to maintain diversity in all areas of employment.

Interested candidates should submit via https://bit.ly/Marlborough_DirEquity_AppForm the following materials confidentially in one, single PDF file:

- A cover letter indicating the candidate's particular interest in and qualifications for the position
- A current resume
- A statement of educational philosophy
- The names, addresses, and telephone numbers of five references, including at least two recent supervisors. References should speak to the applicant's ability to be an effective educator and administrator, to work successfully with children, and to work collaboratively and collegially with adults (references will be contacted only with the candidate's permission). Please indicate your relationship with each reference (i.e. supervisor, colleague, or direct report).

Salary Range: \$160,000–\$180,000

Please address any questions by email to julie@strategenius.org or by phone at 415-881-7105.



SEARCH CALENDAR

Applications will be reviewed on a rolling basis with a priority to those submitted by
March 1, 2025

Early March 2025
Semifinalist Interviews

Mid-Late March 2025
Finalist Interviews

Late March 2025
Announcement

July 2025
Start Date

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