
HEAD OF SCHOOL

Episcopal Day School

Pensacola, Florida
July 2012
www.edsc.org



Summary

Southern Teachers Agency has been retained by the Episcopal Day School of Christ Church Parish (EDS) to lead the search for their next Head of School. EDS offers academic excellence in a Christian environment providing emotional, intellectual, physical, social, and spiritual nurturing to its students. Originally founded in 1856 and operated continuously since 1952, EDS serves 465 students from early childhood through grade eight. Although EDS is committed to preparing the 21st century learner, it is also deeply devoted to providing a loving, caring Christian atmosphere. Weekly chapel services, Smart Boards in every classroom, sports teams, clubs, service learning, and arts electives ensure that EDS students receive a superior, whole-child education.

Pensacola is the westernmost city in the Florida Panhandle, just sixty miles east of Mobile, Alabama. Known for some of the most beautiful, white-sand beaches in the world, Pensacola is also a community steeped in history. Pensacola was first settled in 1559 by the Spanish Conquistador Tristan de Luna y Arellano, making the city the site of the oldest European settlement in the United States. The weather of Pensacola is temperate, rarely exceeding 100 degrees in the summer and boasting an average high in January of about 60 degrees. Pensacola's economy is driven by the Naval Air Station Pensacola, health care, and tourism.

The Head of School at Episcopal Day School reports to Board of Trustees and is responsible for all operations of the school. In partnership with the Board and with the support of the Admissions/Advancement Director, the Director of Operations, the Technology Director, the Academic Dean, and the Dean of Students, the Head of School ensures that EDS provides a superior education to its students while making certain that the school is financially sustainable and mission-driven.

Episcopal Day School seeks candidates with strong leadership and community-building skills. As an early childhood through grade eight school, EDS desires a Head of School who is able to communicate with and bring together a wide range of constituents. EDS enjoys a tremendous reputation in the area and benefits from committed teachers, parents, church officers, parishioners, and students. The Head of School's success will be enhanced by harnessing these great resources.

To Apply



Episcopal Day School has selected Southern Teachers Agency to lead the search for their next Head of School. For application instructions, please see page 8 of this Position Profile.

The Opportunity

Episcopal Day School's greatest strength is its sense of community. The school is proud of its work creating good citizens. Each day, students recite the following pledge:



"We, the students of Episcopal Day School, pledge to act as ambassadors for Christ by caring for others, trusting one another, and respecting faculty and our fellow students. We will take responsibility for our actions, be fair to others, forgive our fellow students, be loyal to our commitments, and have patience with others. We will uphold qualities of good citizenship and act as students of God."

It is this attitude of caring that pervades the school community. The halls are pristine and smiles are warm and prevalent. Students greet adults and one another politely. When guests visit classrooms, teachers pause, have students acknowledge visitors, and explain the content of their lessons. These are the traits of a community with pride and civility, and EDS is just such a community. Parents say that their kids love to be dropped off in the morning and have happy stories when they are picked up in the afternoon.

The quality of the community is a direct result of the actions of its stakeholders. Students take pride in EDS and parents volunteer their time in support of the school. They are participatory in their children's education in the best ways. Faculty members, who are all qualified according to FCIS standards, are committed to the school and what is best for children. It is an expectation that teachers know every child's name and that they understand their work goes beyond the walls of their classrooms. Faculty turnover is low, and there is a custom of coming together when things need to be accomplished. Teachers embrace the diversity of their students, and yet the school has many rites of passage that unite community members and give them a sense of belonging.

Another key strength of EDS is its location. Situated in the heart of downtown, EDS is not a suburban school disconnected from its city. Instead, its history and operations are intertwined with the culture of Pensacola. An urban setting presents challenges, but the school has always seen the opportunities of its location as being a great benefit to the school.

This is a time of growth in the history of EDS. The recent addition of the second campus, home to the Early Learning Center (ELC), provides EDS with additional students and a continuum of service from six-weeks through grade eight. Though this new division is only two-years-old, all indications are that families who attend the ELC have every intention of remaining at the school throughout, providing stability in enrollment and continuity in education. The recent purchase of buildings adjacent to EDS by Christ Church Parish suggests further shared growth in the future.

The next Head of School at EDS will find a school poised to take the next step. Enrollment is as strong as it has ever been and finances are sound. Christ Church and its Rector are willing partners in the success of the school. Though challenges exist, they are all of the best kind, as outlined below.

Performance Objectives

Southern Teachers Agency conducted a broad survey of constituents, asking them to rate the most important strategic and leadership priorities for the next Head of School. The following all received mention from more than 50% of respondents.

- Nurturing the EDS community's culture and values
- Recruiting, retaining, evaluating, and compensating quality faculty and staff
- Providing educational leadership and knowledge for academic excellence
- Developing organizational and financial plans for the school

Taking this information, the search committee has determined that the following objectives will be priorities for the Head of School in the next three to five years.

Nurturing the EDS community's culture and values

There are many shared values at EDS and the strength of the school lies in that core. As with any school that is growing, some systems and processes at EDS that worked well under one model need updating and improving now that they are a two-campus school with more students and more staff. The Head of School will enhance its culture and values by improving communication, transparency, and follow-through. Working with a superb support staff, the Head of School will provide leadership and communicate with constituents in timely, meaningful, and attentive ways.

Recruiting, retaining, evaluating and compensating quality faculty and staff

Clearly, the quality of the faculty at EDS is superb. It is made up of highly qualified, motivated, and experienced teachers who are committed to their students. There has been very little turnover of the faculty, which indicates members' ability and job satisfaction. This longevity is even more impressive given that faculty salaries at EDS do not always compare favorably in various benchmarks. The next Head of School will explore ways in which to attract, compensate, and retain superb teachers. EDS is only as strong as its academic program, and the faculty is the heart of that program.



Providing educational leadership and knowledge for academic excellence

EDS strives to prepare students so that they have the widest range of academic options open to them in high school and beyond. Much attention, rightly so, has been given to the development and integration of the ELC. The Head of School will ensure that all divisions and programs at EDS compete favorably against others in the Pensacola area.

Developing organizational and financial plans for the school

EDS is scheduled to host an FCIS accreditation visit in October 2012. Though the bulk of the work in preparation for that visit will be finished before the new Head of School begins, that process will reveal key areas of attention in the coming years. As with any school, enhancing the EDS development program is important for ensuring the long-term sustainability of the institution. Therefore, continued outreach to constituents, such as alumni and grandparents, and the continued expansion of the annual fund are priorities. EDS is committed to remaining highly affordable, which makes the maximization of fundraising operations all the more important to support the school mission.

The Position

Job Description

The Head of School reports to the Board of Trustees. Responsibilities include the following:

- The Head of School shall be a member ex officio of all standing committees of the Board of Trustees.
- He or she shall be the representative of the Board in its relations with the faculty, staff, students, and the patrons of the school.
- The Head of School shall select and hire properly qualified persons to serve as members of the faculty and administration
- The Head of School shall have direct supervision of the faculty and staff and shall coordinate the activities of the entire organization. The Head of School shall hold regular meetings of the faculty and staff and see that the general policies of the Board are understood and followed.

General duties of the Head of School include (but are not restricted to) the following:

- To embody, manifest, and advocate the mission of the school.
- To articulate the vision for the school and its future.
- To monitor and address all matters of school climate and culture.
- To manage the sometimes competing demands of the various constituencies of the school.
- To provide to the Board of Trustees various scenarios and possibilities for the Board to consider as it does its work focusing on the strategic future of the school.
- To work with the Board of Trustees, its chair, and its committees in carrying out established school policies; to review those policies and make recommendations for changes; to attend meetings, prepare reports, maintain Board records, and keep Trustees informed on all aspects of the school's operation.



- To supervise all programs of the school (academic, athletic, ethical, and other extracurricular programs); to monitor curriculum, grading, testing, and reporting to parents; to prepare for and conduct periodic program evaluations; to submit reports to external agencies as required; to establish disciplinary policies and standards of conduct.
- To supervise the business manager in the preparation of preliminary and final budgets; to monitor income, expenditures, collections, and cash flow; to maintain appropriate financial records; to oversee the employee benefit program.
- To supervise the admissions director in determining programs for the recruitment of students, including marketing and outreach, information dissemination, applicant testing and interviews and acceptance and decisions.
- To represent the school to all of its constituents including neighborhood, parents, students, alumni, business community, faculty, and staff.
- To supervise the development director and development efforts to cultivate and effect generous support of the school.
- To handle all matters regarding employment, retention, and dismissal of personnel; salaries and contracts; job assignments and performance evaluation; and orientation and training. To prepare employee handbooks, and maintain appropriate personnel records.
- To represent the school in its relations with state and federal agencies and with local, state, regional, and national educational organizations and accrediting agencies.
- To act as liaison with the other organizations to ensure fulfillment of the school's contractual obligations; to coordinate schedules, arrange for rentals, and coordinate procedures where the interests of both organizations are involved.
- To supervise and/or assist with all other aspects of the school's operation, including (but not limited to) facilities maintenance and operation, food service, transportation, summer programs, development and fund raising, and alumni affairs.

Qualities

First and foremost, the faculty and Board are eager for an exceptional leader who will provide vision and support. When thinking about the traits of a successful leader at EDS, the community generated the following list:

- Self-confident
- Decisive
- Consensus-building
- Warm
- Respectful
- Vigilant
- Spiritual
- Encouraging
- Calm
- Hard working
- Collaborative
- Fun
- Professional
- Committed

Skills

The EDS community is well aware that no head of school can be all things. However, one theme that emerged in conversations about the next Head of School is the need for a leader who has the willingness to support professionals in their work and the talent for being able to listen, to disagree, to empower, and to engender respect. Given the performance objectives laid out, the most successful candidates will have also demonstrated success in the following areas:

- Curriculum
- Communication
- Listening
- Delegation
- Financial acumen or the ability develop it
- Fundraising
- Customer service
- Technology



Experience

EDS seeks candidates who have familiarity with best practices educationally, organizationally, and financially. The most competitive candidates will also have experience in the following areas and institutions:

- Independent schools
- Episcopal schools
- Teaching, preferably multiple ages
- Management
- The world

The School

History

Episcopal Day School (EDS) of Christ Church Parish is a parochial school owned and operated by Christ Church. Founded in 1856 and operated continuously since 1952, the school functions as an integral part of the total ministry and program of Christ Church. In 2009, Episcopal Day School expanded and purchased the former St. Michael Catholic School property. EDS converted the property into its Early Learning Center (ELC), which officially opened in August of 2010. Today, enrollment on both campuses is 465 students and is at capacity in most classes.



Episcopal Tradition

Episcopal Day School is a Christian school that serves children and families with diverse religious, cultural, and economic backgrounds. Roughly 25% of EDS students are Episcopalian, and the school practices a gentle spirituality that emphasizes God's love for man and man's love for Him and one another. The school teaches tolerance and respect of others' beliefs and invite all who attend EDS (Episcopalians, non-Episcopalians, Christians and non-Christians, and people of no faith tradition) to see clarity about their own beliefs and honor those traditions more fully in their own lives.

Board of Trustees

The Board consists of 12 voting members who are appointed by the Rector and Vestry of Christ Church Parish and serve three-year terms. The Head of School serves as a non-voting member of the Board; no other employees of the school may serve on the Board. The composition of the Board is balanced, as dictated by the by-laws, and includes no more than seven members with children enrolled at EDS and at least eight who are members of Christ Church.

Campus

Episcopal Day School and the Early Learning Center are located in the heart of historic downtown Pensacola amidst nearby learning opportunities. Its two campuses are within walking distance of each other and include the following:

- Three technology centers incorporating both Apple and Windows platforms
- Two libraries
- Art studio
- W.E.D.S. television studio
- Four playgrounds
- Gym
- Commercial kitchen
- Auditorium
- Butterfly garden
- Food garden

School Finances

EDS consistently has a balanced budget with a modest surplus. The annual budget is approximately

AT A GLANCE

Founded: 1952

Grades: Early childhood through eighth

Total Enrollment: 465

ELC Enrollment (Infant-PK4): 129

LS Enrollment (K-4): 174

MS Enrollment (5-8): 162

Boys: 54%

Girls: 46%

Diversity: 9%

Students Receiving Aid: 3.5%

Total Faculty & Administration: 40

Female Faculty: 85%

Male Faculty: 15%

Average Faculty Experience: 13.5 years

Average Faculty Tenure: 7.5 years

Faculty with Postgrad Degrees: 30%

Annual Budget: \$3.4M

Highest Tuition: \$6,440

Total Debt: \$870K

Annual Fund: \$35K

Accreditations: 2007 (FCIS)

Board of Trustees: 12

\$3.4M, which is supplemented by revenues from Annual Fund and other fundraising or gifts; the budget includes a reserve fund. Approximately \$25K is given in financial assistance annually and the school has a small endowment. EDS pays debt service of \$60K annually for the 2010 purchase of the Early Learning Center campus.

The Community

Located at the western end of the Florida Panhandle, Pensacola is the cultural, historical, recreational, business, and medical center of a region that boasts a population of over 412,000. Pensacola may be best known for its miles of beautiful, white-sand beaches alongside one of the largest and most dynamic military bases in the country and for being home to the Blue Angels. In the historic downtown location of EDS, one finds museums representing 450 years of history alongside cutting-edge technology firms. Unlike much of the state, Pensacola enjoys seasonal changes.



The winters are mild and the summer heat is tempered by the southerly prevailing winds from the Gulf of Mexico. In Florida, aggregate costs for real estate, energy and taxes are below most states in the country and Florida features no personal income tax.

Application Process and Timeline

For most thorough consideration, applicants for the Head of School position should submit the following:

- A Southern Teachers Agency application, available at www.SouthernTeachers.com
- A cover letter describing their interest in pursuing this position at Episcopal Day School
- A current resume
- A statement of educational philosophy
- A list of references, including present and recent administrators/board members

Applications should be sent via email to

Mr. Jamie Estes
Estes@SouthernTeachers.com

Timeline

Initial interviews with the consultant at Southern Teachers Agency will be ongoing. Semifinalists will interview in February, and finalists will interview in March. Selection of the Head of School will be made by late March. The new Head of School will begin work on July 1, 2012.