



Assistant Head of School (Full Time)

School Description

Located in downtown Boise, Idaho, Foothills School of Arts & Sciences is a Pre-K through Grade 9 independent day school. Since its founding in 1992, Foothills has been committed to providing a progressive learning environment that suits the developmental learning needs of children and adolescents. A project-based program integrated with visual and performing arts helps students develop independent perspectives, academic competencies, social-emotional skills, and a sense of civic responsibility. Annual trips take advantage of Boise's location in the Intermountain West. Foothills places a high value on maintaining a collegial and collaborative atmosphere among faculty members. There is an expectation of continuous growth and improvement for all faculty and support for professional development inside and outside the school.

Assistant Head of School

The Assistant Head of School directs, develops, implements, and coordinates the Early Learner through Grade 9 learning program and supervises faculty. In addition, the Assistant Head of School serves in a leadership role in developing, communicating, and measuring results of strategic planning objectives in concert with the Head of School, Board of Trustees, and other administrators. The Assistant Head of School will work closely with program administrators, the Head of School, the Director of Diversity, Equity and Inclusion, the Business Director, and faculty to help the school realize its mission, philosophy, and vision through its programs. The individual in this position reports to the Head of School.

General Responsibilities

- Oversees programs EL-9th including the progression of learning and consistency of program
- Leads strategic program initiatives with support from program administration & faculty
- Coordinates and facilitates bi-monthly meetings for EL, K, 1-2s, 3-4s, 5-6s, Jr. High; weekly full-faculty meetings; and monthly divisional meetings
- Facilitates periodic class-level and divisional-level parent meetings

- Coordinates response to feedback from relevant surveys (e.g., alumni, parent)
- Coordinates scheduling and logistics of student trips
- Maintains Faculty Handbook and conducts ongoing training in policies and procedures

Curriculum, Pedagogy, and Assessment

- In conjunction with the Curriculum Director, leads review, revision, and ongoing implementation of the Pre-Kindergarten through Grade 9 curriculum and ensures that teaching and learning methodologies and practices are cohesive across divisions and align with the school's mission, values, strategic initiatives, and current educational trends and research
- In conjunction with the Curriculum Director, leads the design, mapping, development, and assessment of the Pre-Kindergarten through Grade 9 learning program, paying special attention to scope and sequence, divisional transitions, student assessments, and student learning outcome data to ensure a consistent experience for students across grade levels, disciplines, and divisions
- With Program Administrators, serves as a partner to teachers in matters of teaching methods, assessment, and curriculum implementation
- Coordinates with Director of Diversity, Equity, and Inclusion on the implementation of DEI objectives
- Identifies opportunities and suggests methods for teacher collaboration, instructional integration, and multidisciplinary unit/course development in order to create a more purposeful and connected curriculum
- Collaborates with the Technology Director on the implementation and evaluation of instructional technology needs
- Student narratives and evaluations: implements expectations and reviews all narratives for consistency and appropriateness
- Oversees the scheduling process across divisions
- Schedules sexuality education and other health education topics with local providers

Recruitment, Hiring, and Retention of Faculty

- In conjunction with the Head of School, Director of DEI, and Program Administration, manages the process of attracting, recruiting, and orienting new faculty by forming and chairing search committees, screening candidates, coordinating prospective faculty visits, interviews, and all aspects of the candidate review process while working to diversify faculty ranks. Final hiring decisions rest with the Head of School
- Develops and leads the orientation of all new faculty

- Manages a faculty mentoring program that includes: training and assigning mentors, developing and overseeing mentoring activities, monitoring mentoring relationships, evaluating the mentoring program's effectiveness
- In conjunction with the Head of School, oversees the implementation and review of the evaluation process for faculty including: classroom observation, setting goals with faculty, managing a cycle of faculty evaluations, sharing of data from relevant surveys with faculty members, coordinating the various inputs for a final prescriptive recommendation and managing the appropriate system for documentation
- Regularly works with the Head of School and Business Director to analyze workloads and develops and maintains a short-term and long-term staffing plan which meets programmatic needs

Professional Development

- Develops, organizes, and promotes a professional development program that includes: professional development days, professional development budgets, reports of faculty who have attended programs
- Develops and maintains a cycle of all-school and divisional topics to be addressed in professional development, building a 3-year calendar of professional days and topics

Strategic Planning

- Ensures the school continues to move toward achieving its strategic goals related to program, communication, problem solving
- Develops strategy with the Head, Admin Team, and Board with input from students, faculty, and parents
- Coordinates with Director of Diversity, Equity, and Inclusion on the implementation of DEI objectives
- Consults with school constituencies in their implementation, monitoring, and evaluation of the plan's implementation

Supervisory Responsibilities and Administrative Leadership

- Leads the Program Administration Team
- Serves as a member of the Administrative Team
- Communicates and collaborates with Advancement and Admissions to support the school's enrollment and advancement goals
- Reports to the Board of Trustees regularly on educational programs and strategic priorities
- Oversees the implementation of the NWAIS accreditation process, assigning primary implementation to a member of the Program Administration or Administration Teams

- Coordinates student discipline (ensures consistency of classroom-level techniques for guiding student behavior; leads recordkeeping and parent communication in instances where issues move beyond the classroom level)
- Performs other duties as assigned

Desired Qualifications and Skills

- Bachelors degree and an advanced degree in an educational/related field
- Experience in developing and implementing student-centered educational programming and/or curriculum
- Experience working in independent schools is preferred, along with experience as a division director, department chair, or another educational leadership position.
- Knowledge of best pedagogical practices, innovative teaching methods, and assessment is required
- The successful candidate will have an educational ideology consistent with that of the school
- Strong verbal and written communication skills and exceptional organizational skills are required
- Strong problem solving skills
- The candidate must have a leadership style that perpetuates collegiality and collaboration while exhibiting enthusiasm and a positive attitude

Personal Qualities

- Commitment to professionalism and excellence
- Commitment to continuous growth and improvement
- Organized and able to manage multiple tasks
- Socially conscious; wants to make a difference in the world
- Sense of humor, engaging, optimistic
- Student-centered
- Effective communicator, orally and in writing
- Collaborative, flexible
- Creative and passionate
- Accessible, approachable

Foothills School of Arts and Sciences is an equal opportunity employer.

Non-discrimination Policy: Foothills School of Arts and Sciences does not discriminate on a basis of age, race, religion, national or ethnic origin, gender, sexual orientation, disability, or other classifications protected by law, in all of its operations.

To apply for this position, please email a cover letter and resume to:
Nick Cofod

ncofod@foothillsschool.org

Foothills School of Arts and Sciences

Vision

To provide a *transformative* progressive education.

Mission

At Foothills School of Arts and Sciences, we ignite a passion for learning through a progressive approach to education. In this vibrant learning community, education is an active and collaborative experience. Through a challenging inquiry based curriculum, Foothills students explore their ideas and develop curiosity, creativity, critical thinking, and confidence. Embracing each individual's unique strengths and contributions, we guide children to know themselves and to understand their role in a global community.

Foothills Programmatic Pillars

The Pillars, and programs associated with them, support the implementation of our vision and mission. They describe defining features of our program and will serve as a guide when developing new programming.

Curiosity and Critical Thinking:

We foster curiosity and invite inquiry by providing space for students to pose questions and follow their interests. We believe the experiential and hands-on nature of project based learning is the best way to nurture a love of learning, prepare for future challenges, and develop meaningful and relevant connections among subjects.

Personalized and Student-Centered Learning

We know our students as individuals, support their unique paths, and personalize their education so they develop into their best selves. We believe that fostering deep, safe connections between students and teachers encourages authentic self-expression, increased engagement, and better learning outcomes.

Community and Citizenship:

We cultivate empathy, compassion, and advocacy by weaving social and emotional learning and mindfulness into our curriculum and daily interactions. We encourage students to take initiative as caring citizens of both our school community and the larger global community.

The Arts and Sciences

We believe the study of the arts and sciences is essential to understanding the world we live in and our place within it. Through our math, science, visual and performing arts, literacy, Spanish, and humanities programs, we integrate all four pillars to provide a comprehensive and challenging academic program.

Values

To empower our students, we value:

- Individuality - respecting students' unique strengths, talents and challenges
- Creativity - inspiring expression, curiosity and critical thinking
- Community - promoting communication, cooperation and collaboration

Diversity Statement

Foothills School believes that a diverse school community is essential to education and that such a community includes a spectrum of differences in race, religion, national or ethnic origin, gender, sexual orientation, socioeconomic status, age, and learning style. To this end, Foothills' admissions and hiring practices strive to recruit, enroll/hire, and retain as diverse a population as is feasible in the community.

Foothills School believes that each student, parent, staff member and visitor is entitled to an equitable and safe environment, which promotes acceptance and appreciation of oneself as well as others. The school creates an environment where individuals feel included, respected, and able to express their opinions while at the same time learning from others' perspectives. In addition, we believe that a diverse environment develops in students the skills and attitudes they need to understand each other and to act with justice and compassion - skills that will prepare our students for our diverse world.