



Position Statement
Head of Upper Campus Search
Pinewood School

Los Altos Hills, California
Start Date: July 1, 2024



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OVERVIEW

Pinewood School is searching for a Head of Upper Campus to commence service in July 2024. Under the direction of the President and Head of School, Scott Riches, the Head of Upper Campus will oversee all operations and programming for grades seven through twelve, providing a robust, compelling academic experience for approximately 300 students and nearly 75 teachers and staff. The Head of Upper Campus coordinates with the Head of Middle Campus and Head of Lower Campus to ensure "One School" cohesion for a community that matriculates across three campuses in Los Altos, California.

Set back from the buzz and hum of the central cities of Silicon Valley, amidst the pine trees that inspired the school's name, Pinewood School offers a comprehensive educational experience to students who are both driven yet humble in a safe, quiet, and unassuming campus setting. As a diverse, global community, Pinewood School embodies the magic that can occur in a small school with a talented, dedicated faculty and staff. It is not surprising that faculty tenure is long and that a significant number of faculty who have left to teach and lead in other schools find their way back to Pinewood. Pinewood's



community truly feels like a family where each member is known, valued, supported, and cherished – not surprising given that the school was originally founded as a family school and continues to be led by members of the founding family.

Given the history of the school, it is not surprising that traditions, rooted in community engagement and celebration, are central to the school. Originally conceived as an after-school arts program, artistic performance—and the core skill development that is central to the arts—is at the heart of Pinewood. The program enjoys a balance with athletics, boasting an accomplished girls' basketball program, strong school spirit, and healthy competition throughout the year between faculty and students. Expert educators set the tone in small classes with low teacher-to-student ratios.

The next Head of Upper Campus will be a relational leader comfortable guiding a community that cherishes tradition while also looking at the best practices that will define 21st century education in the years ahead. The program and facilities hold true to the heart of Pinewood's inception and original vision while also looking to the future with modernized spaces and programs.



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Through curricular and extracurricular programs, Pinewood students will be:

Well-rounded individuals who:

- explore their strengths through participation in activities that interest them
- embrace new academic and extracurricular challenges
- honor their own individuality and respect the uniqueness of others
- collaborate effectively across disciplines
- work productively in a group setting, whether as leaders or contributors
- become lifelong learners who continue their education in college and beyond

Insightful and critical thinkers who:

- acquire, analyze, and apply information
- develop innovative ideas to evaluate, clarify, and solve problems
- maximize awareness of personal learning styles to fulfill academic potential
- effectively and creatively utilize available resources and technologies
- listen and read actively, respectfully, and critically

Self-motivated individuals who:

- assume responsibility with confidence
- set high goals and standards
- explore their interests and cultivate their passions
- assess their progress on a continual basis, modifying practices as needed
- take risks, see failure as opportunity, and work through challenges with tenacity

Clear communicators who:

- speak effectively in a variety of formats and venues
- incorporate a variety of communication techniques and technologies

HISTORY

Gwen and Vic Riches did not begin with aspirations to start a school, but Pinewood's success is a tribute to the creativity, dedication, and abilities of its founders. Its future is ensured by the continued enthusiasm and energy of the Riches family and the superb faculty, staff, alumni, and families.

Read about the school's inception, founding, growth and development—along with the inspiration behind the school's name—here: <https://www.pinewood.edu/aboutus/our-history>

MISSION AND WISCRS

Mission:

Pinewood students seek knowledge, demonstrate character, build confidence, and experience joy in an uplifting community.

WISCRS:

Pinewood's student learning outcomes—the WISCRS—outline goals for student growth and integrate the school's mission into the daily school experience.

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- organize and present ideas in a logical and well-prepared manner
- demonstrate appropriate written and verbal skills
- understand, observe, and utilize proper social skills in real and virtual environments

Respectful individuals of character who:

- understand and value personal differences
- honor the rights of others to hold differing opinions
- demonstrate integrity and accept responsibility for their actions both in the real world and online
- listen to and consider constructive suggestions
- promote kindness, compassion, and strength of character
- resolve conflicts in a productive and mature manner

Learn more about how Pinewood School achieves its mission and defines 21st Century Learning here: <https://www.pinewood.edu/aboutus/missionvalues>

THE UPPER CAMPUS PROGRAM

Academics:

Pinewood educators foster a culture of learning by sharing their specialized knowledge and passion, sparking curiosity in students and encouraging them to embrace new challenges.

Small classes, with an average size of 14 students, allow teachers to get to know every student as an individual. By rising to the challenges their teachers pose, students build the confidence, initiative, and tenacity to tackle increasingly complex concepts.

A full outline of the curriculum is available here: <https://www.pinewood.edu/academics/grades712>

Athletics:

Embracing Pinewood's value of providing limitless opportunities for our students, Pinewood Athletics offers a highly competitive sports program that welcomes all students to participate.

Pinewood School believes that athletics contributes to the growth of each student's character. The mission of Athletics is to provide competitive opportunities that emphasize the lifelong values of sportsmanship, individual effort, teamwork, dedication, and integrity.



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View the full program here: <https://www.pinewood.edu/athletics/uppercampusathletics>

Arts:

Arts hold a special, central place at Pinewood School given that Pinewood's Founder started the community as an after-school arts program. As students learned to see their world from new angles—by performing, singing, and dancing on stage, as well as by painting, drawing, and sculpting—their performance improved in all areas of their education. Today, on every Pinewood campus, the Founder's philosophy shines through more vibrantly than ever. Students from kindergarten through 12th grade study drama, take part in plays and musicals, and learn a variety of increasingly complex visual arts techniques. The results speak volumes. Pinewood students express themselves confidently, respectfully, and vividly, not only with their peers, but with adults. This ability gives them a huge advantage when they enter college—and for the rest of their lives.

Learn more about how the arts play a role in all aspects of Pinewood School here: <https://www.pinewood.edu/arts/theartsatpinewood>

RESPONSIBILITIES

The Head of Upper Campus reports to the President and Head of school. The Head of Upper Campus is charged with the comprehensive responsibility for all activities involving students and faculty at upper campus. Their specific responsibilities include the following:

- To maintain congruency between the school's board-approved mission statement and all activities of that campus
- To act as the educational leader of the campus, responsible for its day-to-day operation; to direct the activities of the members of the school instructional and the non-instructional staff in the performance of their duties.

- To function as the chief articulator of that campus' programs, expectations, behavioral guidelines, and other information necessary to ensure that all constituencies are fully informed consistent with their individual roles.
- To observe, supervise, and help evaluate the faculty in the development and implementation of curriculum; in conjunction with the Director of Curriculum; to supervise the teaching process, and to review and evaluate the academic programs.
- To provide an orderly, controlled environment in which learning can take place, a school climate which is supportive and which reflects high morale.
- To be aware of the educational, physical, social, and psychological needs of the members of our school community, and to develop plans for meeting these needs.



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- To oversee and direct the activities of the department heads, student organizations and activities, and faculty committees.
- To make recommendations to the President and Head of School regarding the hiring and retention, and the assignment of faculty
- To establish programs for the evaluation of classroom teachers, to ensure that teachers are familiar with and adhere to school policies in all areas of the school operation.
- To conduct monthly regular faculty meetings which will deal both with routine school matters and with the stimulating exchange of ideas on issues of educational/ philosophical interest and concern.
- To oversee the coordination of the co-curricular and extra-curricular activity programs of the school
- To be responsible for establishing guidelines for proper student conduct and dress; to maintain student discipline consonant with school policies; to monitor students' adherence to established school rules
- To be a visible presence in all areas of the school; to work toward a resolution of all problems—both routine and unique—as they arise; to keep the school President and Head of School informed of the general programs, activities, and problems of the school.
- To prepare a master school class schedule and to assign teachers and students to classes and other obligations.
- To serve as a consultant to teachers in matters of classroom management, teaching methods, and general school procedures.
- Work with the Director of Admissions for the testing, interviewing, and evaluating of applicants for enrollment.



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OPPORTUNITIES AND CHALLENGES

The next Head of Upper Campus at Pinewood School should be prepared to collaborate with a visionary and dedicated President and Head of School, and school leadership team, to fulfill the school's mission, uphold the community's core values, and lead Pinewood's Upper Campus confidently into the future. This involves embracing current challenges and seizing new opportunities. These challenges and opportunities include, but are not limited to:

As the lead administrator on the campus, the Head of Upper Campus will model, coach, and guide the community in embodying the practices of a 21st Century Educator in a college-prep environment. This involves dedicating efforts to envisioning and implementing what is possible in independent school education while sustaining the traditions on which the program was conceived.

Following the strategic guidance of the President and Head of School, and in partnership with the two other Campus Heads, the Head of Upper Campus will work to ensure that the scope and sequence of Kindergarten to Grade 12 is clear, comprehensive, and provides a cohesive "One School" experience across the Pinewood community.

Pinewood School students are well-rounded, both accomplished and humble. The Head of Upper Campus will appreciate that, given the size of the community and campus, special relationships can be built where every member of the upper school community is known and celebrated.

The Head of Upper Campus must be a visible, available leader who is engaged with faculty, students, and families. To this end, the leader must be well-aligned with the academic philosophy of the

school and faculty team, attuned to the age-appropriate developmental needs of students in a junior high and high school setting, and an expert planner and communicator who can clearly synthesize and articulate the value of all that is happening on a busy campus and in a robust program.

Demonstrating a growth-mindset leadership approach, the Head of Upper Campus will work with the other campus leaders to consider the future development of the program. A keen understanding that "best practice" and "emerging practices" are not always aligned, and that a stable, successful program is built on careful consideration of data, research, and results.

Pinewood School benefits from continued strategic guidance by members of its visionary Founding family. The Head of Upper Campus will join the community as a leadership partner, contributing their expertise and academic proficiency to the future development of the community and its programs.



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LEADERSHIP ATTRIBUTES AND QUALITIES OF THE NEXT HEAD OF UPPER CAMPUS

Leadership Attributes:

The successful candidate for the position of Head of Upper Campus at Pinewood School should be a mission and values-driven leader, embodying and demonstrating most, if not all, of the following leadership attributes and qualities:

- Have demonstrated success and experience as a respected and successful teacher and teacher-leader.
- A team player who is eager to collaborate with fellow team members and establish deep connections with faculty and students.
- Prioritize listening, making intentional and consistent decisions, and communicating thoroughly while involving all relevant parties. Understanding the balance between building consensus and making clear decisions is crucial.
- A servant, community-first leader who recognizes the depth of expertise of the team and approaches partnerships with a learner's mindset.
- Understands and respects the core traditions on which Pinewood School has been built, while possessing a growth-mindset to propose changes for a school that doesn't rest on the notion of "that's the way we have always done it."



- Able to clearly articulate the importance of being relational, community-conscious as a leader, while at the same time not change adverse, able to articulate a vision for the future and make decisions to move the team forward.

Qualities:

- Compassionate
- Kind
- Intuitive, empathetic with a high emotional EQ
- Visible
- Energetic
- Servant-leader
- "Teacher's teacher"
- Expert communicator
- Strong sense of convictions
- Inclusive

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SALARY RANGE

Commensurate with education and experience, the full-time annual salary range for this position is \$200,000 - \$240,000. Pinewood offers comprehensive benefits to employees. Our benefits include medical insurance, dental insurance, vision insurance, a retirement plan with an employer match, life insurance, and more. Pinewood promotes a healthy work-life balance among our community by offering employees a generous holiday and PTO policy that includes school breaks during the academic year. Find a full list of our employee benefits [here](#).



APPLICATION PROCESS

Candidates interested in applying to be the Head of Upper Campus at Pinewood School may apply online at: [h\[ps://rg175.com/candidate/signup](https://rg175.com/candidate/signup)

The application includes:

- Letter of Interest that addresses: Why Pinewood School and why now?
- Resume
- Personal Statement/Education Philosophy
- List of Five References with contact information (References will not be contacted without prior notice)

While the application deadline for this search is flexible, we anticipate that the search will move quickly. You are encouraged to submit materials promptly, if interested.

If you have any questions about the search, please contact the consultant from Resource Group 175 who is supporting the search: adam.peichert@rg175.com

Thank you for your interest in Pinewood School. We look forward to hearing more about your interest in this rare opportunity for an outstanding educator.

Pinewood School maintains a strict policy of nondiscrimination in regard to employment. All aspects of employment at Pinewood are governed on the basis of competence, merit, and qualifications, and will not be influenced in any manner by race, color, religion, sex, age, national origin, ancestry, veteran's status, disability, or any other classes referred in applicable state and federal laws.