Job Description: Dean of Inclusive Excellence
Classification: Full Time, Salaried, Exempt (12 month)
Reports to: Assistant Head of School

Job Summary:

The Dean of Inclusive Excellence will be an experienced educational leader who personifies the School’s mission. This role will serve as a member of the administrative team, reporting to the Assistant Head of School. Consistent with Foxcroft’s commitment to “encourage all members [of the community] to pursue knowledge, recognize their personal biases, view a topic from multiple perspectives, and demonstrate respect for diverse viewpoints,” the Dean of Inclusive Excellence carries primary responsibility for supporting faculty and refining Foxcroft’s curriculum, pedagogy, and assessment through the lens of equity and inclusion.

This is an exceptional opportunity to help lead a highly regarded independent school with an unwavering commitment to student success.

Because this is a new position, the Dean will have the opportunity to shape this role based on the needs of the community. Core responsibilities are likely to include:

- Serving as a coach, advocate, and support for faculty, ensuring that every member of the faculty is fully seen and fully known.
- Leading the department heads group and guiding their work to ensure a culturally responsive curriculum that celebrates an array of identities and lenses; inclusive pedagogy that allows all students to thrive; and equitable assessment and grading practices that reflect current best practices in assessment.
- Overseeing faculty recruitment, on-boarding, and retention efforts, with an eye towards building a faculty that mirrors the diversity of the student body.
- Building a cohesive culture of learning that extends from the classroom and residence hall, to the stage and playing fields, and partnering with the teachers, coaches, and dorm teams who are integral to all aspects for the school.
- Partnering with the Dean of Students and the Associate Director of Enrollment, Access, and Inclusion to align programs and strengthen an authentic sense of belonging.
- Helping to further develop and refine existing curricula for leadership and wellness, through the lens of diversity, equity, and inclusion.
- Supporting faculty through involvement in the faculty growth and evaluation system.
- Designing and delivering professional development at the individual, small group, department, and full faculty levels.
Opportunities and Challenges

Recognizing that excellence in teaching and learning is inextricably linked to a commitment to equity and inclusion across all aspects of the student experience, the Dean of Inclusive Excellence will partner closely with the Head of School and Assistant Head of School in supporting faculty as they design and facilitate inclusive, personalized, and authentic learning experiences.

The inaugural Dean of Inclusive Excellence will face challenges and opportunities including:

- Shaping a new and aspirational but not yet fully defined position.
- Aligning stakeholders in shared visions for diversity, equity, and inclusion and for teaching and learning.
- Leveraging and building upon schoolwide work around personal identity and capitalizing on a DEI audit (to commence spring 2021) to deepen the cultural competence of faculty.
- Equipping and empowering faculty to intentionally design communication, curriculum, pedagogy, and assessment to ensure that they meet the needs of students with a range of identities, backgrounds, and learning needs.
- Building synergies across programs and departments, fostering a cohesive learning environment across the 9-12 continuum.
- Partnering with the admissions office, communications office, and alumnae office to showcase the School’s commitment to teaching and learning with an equity lens.
- Communicating goals, outcomes, and metrics around best practices in teaching and learning and in DEI, and bringing a data-informed lens to decision-making.

Desired Qualifications and Qualities

The most competitive candidates will offer most or all of the following qualifications and qualities:

Professional Qualifications

- Ability to embrace the opportunities and ambiguities for this inaugural position and to work collaboratively with others to shape and define the role; an entrepreneurial spirit.
- Demonstrated expertise in supporting faculty in current best practices in curriculum, pedagogy, and assessment, including foundational knowledge in mastery learning, assessment for equity, and student-centered pedagogy.
- Knowledge of best practices in equity and inclusion work and the requisite skillfulness to support student and faculty growth in this area and to facilitate critical conversations in the design of more inclusive curriculum and programs.
- The ability to articulate mission-aligned vision and strategy and the tactical skills necessary to deftly manage the systems and processes necessary to implement strategy, thoughtfully pacing change and engaging stakeholders collaboratively and empathetically.
- An understanding of the unique and compelling aspects of a residential community and an all-girls education in supporting students’ growth and development.
- Experience using data and research to inform the School’s continuous growth and improvement.

Leadership Style

- A collaborative style that is warm, supportive, and relational.
- Exceptional interpersonal skills and the ability to communicate with inspiration and clarity.
- A history of thoughtful innovation moderated by a skillful and sensitive approach to change.
• The confidence and humility to advocate for new ideas, invite disagreement, and welcome feedback, engaging in challenging conversations with grace.

Personal Qualities

• Willingness to engage fully in the life of the School, including living on-campus; teaching, advising, and/or leading student organizations; and serving as an on-call administrator.
• Commitment to a navigating one’s personal and professional life with the highest level of integrity.

Other Qualifications:
All prospective employees must be able to clear a background and fingerprint check and TB screening.

Physical Work Environment:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position an incumbent is required to regularly remain sedentary for long periods of time in meetings and while processing information and paper work both manually and on a computer.

The employee is required to stand; walk; use hands and arms to reach and hands to type and manipulate a computer keyboard and mouse. Specific vision abilities required by this job include close vision, distance vision and ability to adjust focus. Additionally, the incumbent must be able to converse in clear English both written and orally, over a telephone and in person. The employee is regularly required to listen, physically direct, and speak.

Occasionally, incumbent may be required to lift up to 25 pounds, traverse uneven terrain and climb stairs while moving about campus, bend and stoop. Work hours may vary and include days, nights, and weekends. The noise level in the work environment is usually moderately quiet; however, variations in noise level may occur when the employee attends school functions such as assemblies, school dances, and other events.