

# HEAD OF UPPER SCHOOL SEARCH

## NOBLE AND GREENOUGH SCHOOL

Dedham, Massachusetts

nobles.edu

Start Date: July 2023



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# The Nobles Community

Nobles teaches students to uphold the foundational principles of honesty, respect for self and respect for others. Through these principles, Nobles cultivates character and intellect together. Nobles maintains that diversity in community generates critical, creative and socially conscious thinkers. The community fosters unity through assembly, the daily gathering, where students express their talent and ingenuity on stage in front of a respectful, supportive audience of peers and teachers. The school's emphasis on humility, humor, and concern for others is essential to its vibrant intellectual community.

## At a Glance



Established  
**1866**



Enrollment (Grades 7-12)  
**632**



Upper School enrollment  
**523**



Student-faculty ratio  
**6:1**



Students of color  
**45%**



Financial aid awarded  
**\$7.1 million**



Faculty who teach in the Upper School  
**120**



Campus size  
**187 acres**

Average class size: 14

Boarding students living on campus 5 days per  
week: 48

Total faculty: 144

Faculty of color: 32%

Faculty with advanced degrees: 71%

Students receiving aid: 25%

Annual operating budget: \$54 million

Endowment: \$200 million

Clubs in the Upper School: 60

Independent School League (ISL) titles in the  
last five years: 38

Annual theatre productions: 5

Participation in student travel or study away:  
81%



## Overview

The Noble and Greenough School is situated on 187-acres of picturesque tree-covered countryside bordering the Charles River and is conveniently located just 10 miles from downtown Boston. Commonly known as “Nobles,” the school is a nonsectarian day and five-day boarding school for students in grades 7-12, offering challenging and integrated academics; extensive opportunities for service, cross-cultural immersion, and hands-on learning; a robust Afternoon Program of arts and athletics; and a forward-thinking focus on students’ social and emotional wellness. During their time at Nobles, students gain a tremendous depth of knowledge, an ability to think critically and inclusively, and unique experiences in local and global leadership that enable Nobles graduates to step forward boldly and confidently.

Since its founding in 1866 by George Washington Copp Noble, the thriving Nobles community has inspired its students to reach their highest potential. Strong relationships between students and faculty underpin the Nobles experience. Each student is surrounded by dozens of adults who know them well—who teach them in class, coach them on the field, serve as their advisor, and direct them on the stage. The dedicated faculty members at Nobles push students to be their best selves, supporting them when they struggle and cheering their many incredible successes. The oft-cited reminder to students to “never worry alone” is evidence of this culture of support.

The school takes pride in its emphasis on wellness; diversity, equity, and inclusion; and character development. This all adds up to a very special community, marked by honesty and respect—but also humor and fun. Nobles students go on to lead lives that are purposeful and impactful, making an imprint on the world around them in deep and lasting ways. The foundational purpose of inspiring leadership for the public good is carried out visibly throughout the school’s program.

The Noble and Greenough School seeks its next Head of Upper School to assume the role in July 2023. The Head of Upper School will join an exceptional leadership team led by Head of School Dr. Catherine Hall, who is Nobles’ seventh Head and first female leader in the school’s 155-year history. The Head of Upper School holds comprehensive responsibility for curricular and non-curricular activities involving students and faculty in grades 9-12 and is responsible for the program and personnel of the Upper School.



## Opportunities and Challenges

The Nobles Upper School has enjoyed consistent growth in recent years and currently enrolls over 500 students who thrive under the guidance of a dedicated faculty and benefit from excellent programs and facilities. “Relationship before task,” a mantra at Nobles, captures the school’s dedication to knowing, caring for, and cultivating the potential of each student. While the student body and faculty have grown, underlying systems and structures have not always kept pace. Blessed with a long-serving professional community, strong enrollment, robust endowment, and the ability to offer generous financial aid, Nobles faces the work ahead from a position of strength. During the 2022-23 school year, the School will move forward in its development of a bold and ambitious strategic plan, ensuring that the School can continue to hire and retain the faculty it needs, enroll and support the students who will thrive at Nobles, and deliver on the program and experiences it promises to families, securing its mission for decades to come.

In a new Head of Upper School, Nobles seeks a humble, kind, and confident leader who invites reflection on how to improve the Upper School while respecting the values and traditions that have made Nobles the school it is today.

The Head of Upper School will have a broad and evolving portfolio, including stewarding academic vision and program, shaping Upper School culture, mentoring faculty, and designing systems and processes that strengthen communication and collaboration. Specific opportunities and challenges include:

### **Care for adult community**

When asked about the strength of Nobles and why they devote their professional talents to this school, faculty describe talented colleagues, inspiring students, and a strong sense of community. Nobles teachers support a boarding-school range of programs and infrastructure, including a five-day boarding option and a full range of afternoon athletics and arts programs, and they spend very full days immersed in intentional work. Caring for the care givers will be an important role for the next Head of Upper School, who will prioritize knowing and celebrating the exceptional work of the Nobles faculty and will be present, visible, and engaged in the daily life of the Upper School.



### **Balance autonomy, coherence, and community wellness**

The Head of Upper School will monitor and manage the natural tension between faculty autonomy and programmatic coherence. While respecting teacher passion and creativity, the Head of Upper School will skillfully communicate broad institutional goals and help departments find equilibrium between individual faculty interests and desired learning outcomes that support each student’s potential. In seeking equilibrium, Nobles aspires to “smart rigor,” in which students seek academic challenge and nurture intellectual curiosity in an environment which also allows them to thrive emotionally and be of service to others. A deepening relationship with Stanford’s Challenge Success and a new daily schedule, likely to be implemented for the 2023-24 school year, will further support this work.

### **Clarify and strengthen roles and systems**

Over the past decade, the Upper School has grown, but its systems and processes have not always kept pace, which has resulted in a lack of clarity around roles and systems of accountability. Overlapping responsibilities as well as gaps result in redundancies or confusion over who is ultimately responsible for moving an initiative or project forward. Clarifying reporting structures, delegating, and skillfully managing Upper School people and resources are essential skills for the next Head of Upper School, as is the ability to explain the rationale and the goals behind changes to current practices. The Head of Upper School will support long-term planning and collaboration while being nimble and confident enough to evaluate and address the immediate needs of the community as they arise.

### **Recruit, hire, support, and retain deeply talented, diverse, mission-aligned faculty**

The model of hiring multi-faceted educators has been a hallmark of Nobles experience and the foundation of strong relationships between teachers and students. While this model has served the school well, demands on faculty and pressures to specialize have increased, as have concerns about work-life balance and wellness. The next Head of Upper School will explore creative ways to manage and sustain the multi-faceted educator model. The strength and health of the school depends on the strength and health of its faculty, and the Head of Upper School plays a central role in recruiting and hiring, welcoming and supporting new faculty, and nurturing faculty growth and development.



### **Shepherd equity, inclusion, and belonging with courage and humility**

The Head of Upper School will meet constituents where they are, manage nuanced conversations, and join with the leadership team to strengthen equity, inclusion, and belonging. The Head of Upper School will lead with a balance of urgency and grace, setting high expectations while allowing space for learning, trepidation, missteps, and recovery, inviting people to engage in this work from a place of respect, humility, and improvement, not perfection.

## **Qualifications and Personal Attributes**

The ideal candidate(s) will offer most or all of the following qualifications and qualities:

- Attention to current educational research and ability to combine that understanding with an appreciation for Nobles' mission, values, and history;
- Eagerness to engage actively with students and faculty and willingness to prioritize visibility amidst the demands of a busy professional schedule;
- Strong interpersonal skills and the ability to communicate with inspiration and clarity;
- A collaborative leadership style built on approachability, responsiveness, and transparency;
- The ability to articulate vision and strategy and the tactical skills necessary to deftly manage the systems and processes necessary to implement strategy;
- Classroom teaching experience and a track record of supporting and developing teaching faculty;
- Personal and professional commitment to diversity, equity, and inclusion work and the requisite skills to support critical conversations in the design of ever more inclusive culture, curriculum, and programs;
- Experience recruiting, hiring, supporting, retaining, and leading talented, diverse, and mission-aligned faculty;
- The confidence and humility to advocate for new ideas, invite disagreement, manage difficult conversations, and welcome feedback;
- Ability to navigate complexity and ambiguity; and
- An appreciation for the humility and vulnerability embedded in humor and laughter, as well as the ways it can deepen community and shared experiences.

# Learn More

Click on the links below to learn more about Noble and Greenough School.

[School Website](#)

[Diversity, Equity, and Inclusion](#)

[School History](#)

[EXCEL](#)

[Community Principles](#)

[College Matriculation](#)

[Virtual Guided Tour](#)

[About Boston, Massachusetts](#)

[Virtual Aerial Campus Tour](#)



# To Apply

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position;
- A current résumé;

Selected candidates may also be asked to provide the following:

- Responses to writing prompts;
- A statement of educational philosophy OR a piece of professional writing such as a speech, article, letter or blog post;
- A list of five professional references with name, phone number, and email address of each (references will not be contacted without the candidate's permission).

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