

ASSISTANT HEAD FOR TEACHING AND LEARNING SEARCH

THE NIGHTINGALE-BAMFORD SCHOOL

New York, NY
nightingale.org

Start Date: July 2025



**Carney
Sandoe**
& ASSOCIATES

CARNEYSANDOE.COM

Mission Statement

Nightingale inspires girls to go beyond barriers.

Our vision is for Nightingale students to be joyful learners who have the intellectual depth and the courage to be critical thinkers, compassionate citizens, and agents of their own lives; in doing so, we advance equity for the betterment of all.

To achieve this mission and vision, we will educate girls' minds and hearts by:

- *Infusing their lives with meaningful relationships;*
- *Teaching them to value difference as a source of strength and means of growth;*
- *Empowering them to question the status quo with confidence, empathy, resilience, and reason.*

At a Glance



Founded
1920



Enrollment
716



Financial aid awarded
\$6.6M



Student-teacher ratio
6:1



Endowment
\$100.1M



Total faculty and staff
195



Faculty with advanced degrees
78

Lower School enrollment: 232

Middle School enrollment: 239

Upper School enrollment: 245

Students receiving aid: 18%

Annual operating budget: ~ \$50M

Student clubs: 125

Opportunities abroad: 12



Overview

Nightingale is more than just a school: it is a vibrant and inclusive community where intellectual rigor meets personal growth. Founded in 1920 with a belief in the power of purpose-driven education, Nightingale has built a curriculum that balances the mind and heart, fostering curiosity, resilience, and leadership. Over a century later, that guiding philosophy endures through a faculty and professional community that celebrates diversity, champions kindness, and inspires students to exceed expectations both in and beyond the classroom, all while instilling a lifelong love of learning. As one faculty member noted, “Nightingale-Bamford is a school on the move.” A blend of tradition, innovation, and unwavering purpose is palpable as one walks its halls, observes classes, and engages in conversations with members of the school community. It is also a joyful and connected place that one colleague described as “the happiest place I’ve ever taught,” while yet another voiced that students “have tremendous intellectual capacity and really think about what it means to be in community with one another.”

The Assistant Head for Teaching and Learning provides visionary leadership to promote and advance Nightingale’s world class K-12 educational program. This is an educational leadership role with supervision over academic leaders and responsibility for curriculum development, instructional practices, and professional development for faculty, ensuring alignment with the school’s mission and educational goals, and staying current with best practices in education broadly and within the K-12 girls’ school landscape.

Opportunities and Challenges

Nightingale-Bamford has focused its efforts on enhancing the school’s excellent academic program with providing a range of opportunities for students to explore a broad range of co-curricular activities. Alongside the academic program, Nightingale prioritizes giving students a strong sense of personal and relational health and connection, and offers a wide range of skills and exposures that will enrich students’ development. From Nightingale’s Technology and Community Class in the early years to upper school electives/minors like Chaos Theory, Math for Social Action, Case Studies in American Public Policy, and True Crime/False Justice, the dynamic program challenges the intellect and the sensibilities of students. It seeks to provide “windows and mirrors” to meet students where they are passionate and stretch them to discover new ways of thinking. Health courses and Community Engagement opportunities are also a strong focus throughout a student’s experience at Nightingale, recognizing that excellence as a student is fundamentally connected to one’s health, sense of agency, and feeling of connectedness and belonging.



Having a rich amount of program offerings is almost a natural extension of the “can do” spirit at Nightingale; yet it also requires faculty and administration alike to consider what is core, grapple with the equitable allocation of resources, and consider the ongoing professional growth necessary for teachers to continue their own educational growth in the name of providing an excellent education to Nightingale’s students. Conversations about alignment, capacity, and curation result from the process by which Nightingale considers adding or improving courses, and adjustments need to be made when deemed important.

The Assistant Head for Teaching and Learning will play a critical role in working to affirm the “right size” and direction of the program. They will provide leadership and partnership with the community of educators and be a central keeper of the pulse of the broadly-defined academic program.

Curriculum Development and Implementation:

- Lead the design, development, and implementation of a cohesive, inclusive, and innovative curriculum that aligns across all grade levels with the school’s mission, values, and educational standards.
- Provide leadership to department chairs and academic leaders and collaborate with division heads and faculty to integrate interdisciplinary learning opportunities.

Instructional Leadership:

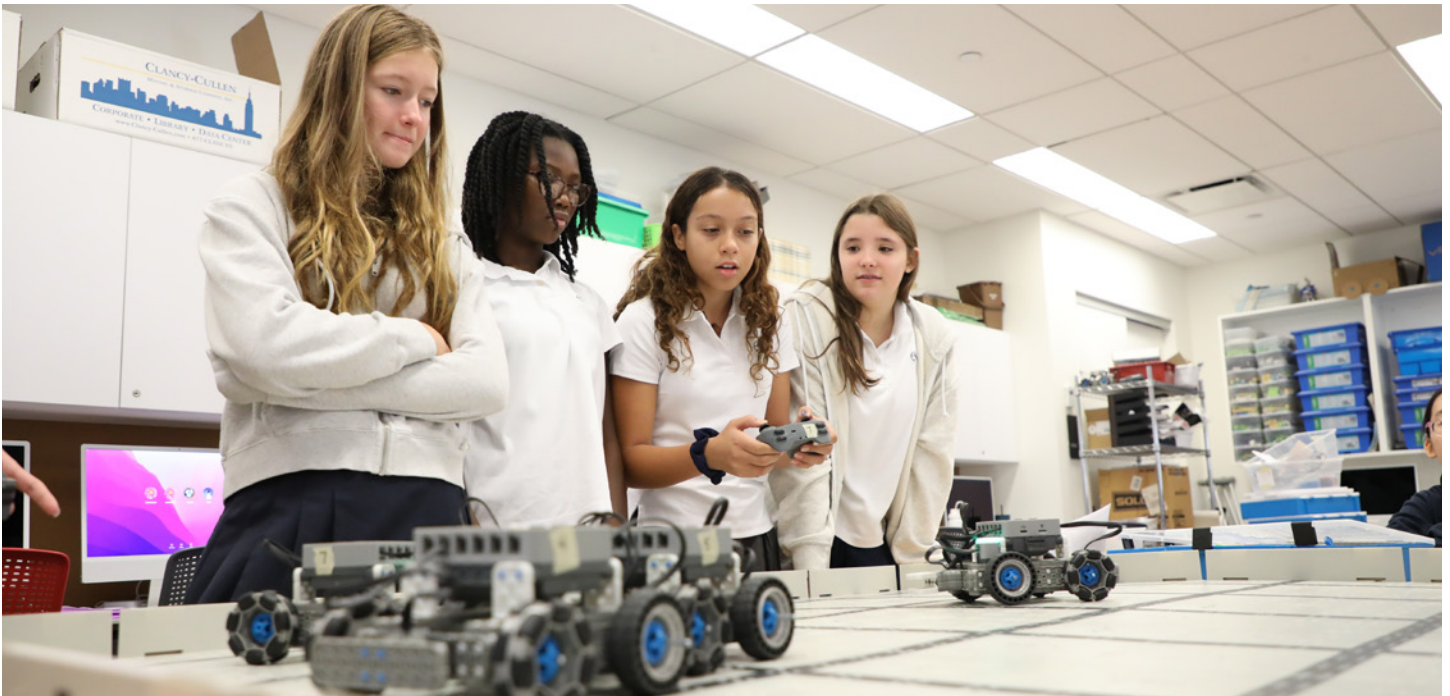
- Foster a culture of reflection and feedback as foundations of continuous improvement in teaching practices.
- Focus on the recruitment and retention of exceptional teachers, providing intentional and timely onboarding and ongoing mentorship and support.

Professional Development:

- Develop and oversee a comprehensive professional development program for faculty that enhances teaching skills and pedagogical knowledge.
- Be a resource on current best practices in girls’ education and incorporate these into professional development initiatives.

Student Assessment and Evaluation:

- Oversee the development and implementation of assessment strategies to monitor student progress.
- Promote the use of data-driven decision-making to inform instructional practices and curriculum adjustments to enhance student learning outcomes.
- Ensure the use of formative and summative assessments to support student learning.



Collaboration and Communication:

- Model collaboration as a tool for achieving more dynamic and effective way to maximize the strength and creativity of the community of educators.
- Provide meaningful updates and information to parents, the board, and external constituencies that encourage a stronger understanding of the power of the curriculum and instructional practices.

Inclusive Classroom Environment:

- Play a central role in fostering a school culture that values diversity, equity, and inclusion through the development and implementation of strategies to promote an inclusive and equitable classroom environment for all students, particularly in the context of a diverse girls' school that includes students identifying across the gender spectrum.
- Collaborate with the Assistant Head for Diversity and Equity to provide training and resources for faculty on culturally responsive teaching practices to ensure alignment with schoolwide inclusion initiatives.

Innovation and Technology:

- Stay abreast of educational trends, research, and best practices of the integration of technology in the classroom to enhance learning experiences.
- Create a culture of innovation by encouraging innovative teaching methods and the exploration of new instructional pedagogies and technologies.

Best Practices in Girls' Education:

- Champion and advocate for the incorporation of best practices that support the academic, social, and emotional development of girls.
- Stay informed about the latest research and best practices specific to girls' education and implement programs and strategies that address the unique learning styles and needs of girls.



Qualifications and Personal Attributes

- Nuanced understanding of the academic, student life, and operations dimensions of a multi-division independent school and particular alignment with Nightingale-Bamford’s commitment to educating girls and young women;
- Deep knowledge of current best practices and innovation in curriculum, pedagogy, and student learning;
- A track record of supporting and developing teaching faculty;
- The ability to articulate vision and strategy, the tactical skills to deftly manage the systems and processes necessary to implement strategy, and the organizational fluency to manage multiple streams of information and respond to situations as they emerge;
- Personal and professional commitment to diversity, equity, inclusion, and belonging 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;
- Experience recruiting, hiring, supporting, retaining, and leading talented, diverse, and mission-aligned faculty;
- A history of thoughtful innovation moderated by a skillful and sensitive approach to change;
- The ability to navigate complexity, in part through effective prioritization, delegation, and management of systems;
- Exceptional interpersonal skills and the ability to communicate with inspiration and clarity across a wide range of audiences;
- A minimum of 5-7 years of teaching experience;
- The confidence and humility to advocate for and embrace new ideas, invite disagreement, and welcome feedback;
- Proven experience in curriculum development and instructional leadership;
- A sense of humor in a traditional sense is not required, but it doesn’t hurt. We place a premium on the importance of having fun even as we work hard.

Learn More

Click on the links below to learn more about The Nightingale-Bamford School.

[School Website](#)

[School Profile](#)

[Our People](#)

[College Matriculation](#)

[The Blue Doors Magazine \(Summer 2024\)](#)

[About New York, New York](#)

[Schoolhouse 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

As the process moves forward, selected candidates may be asked to submit:

- Responses to writing prompts specific to this search
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission)

John Faubert

Consultant

john.faubert@carneysandoe.com

Heather Flewelling

Consultant

heather.flewelling@carneysandoe.com

The full-time equivalent salary range for this position is \$315,000- \$335,000. The starting salary is based upon, but not limited to, several factors that include years of experience, education level, and expertise.