

MIDDLE SCHOOL HEAD (GR. 5-8) SEARCH

THE NIGHTINGALE-BAMFORD SCHOOL

New York, NY
nightingale.org

Start Date: July 2025



**Carney
Sandoe**
& ASSOCIATES

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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



Middle School enrollment
239



Financial aid awarded
\$6.6M



Student-teacher ratio
6:1



Endowment
\$100.1M



Faculty in the Middle School
49



Faculty with advanced degrees
78

Total enrollment: 716

Lower School enrollment: 232

Upper School enrollment: 245

Total faculty and staff: 195

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 Nightingale Middle School holds a particularly dynamic space for students to make the transition from their foundational learning years to ones of deeper intellectual analysis; with curiosity shifting from basic to ponderous to the ridiculous. Students are inspiring- making new discoveries each day, as they learn to understand the world around them with more mature eyes. It is a time where teachers urge students to try out their voices in new and dynamic ways. They are taught to assert their opinions with clarity and confidence. They become more organized scholars, bold performers, and socially caring community members.

The next Middle School Head will be a unifier, a weaver and a beacon. Holding the best aspirations of the Nightingale experience, the MSH will work to create cohesion in the broad middle school program, ensuring that it both meets the distinct needs of the 5th-8th graders, while guiding the division members—students and adults alike- to embrace the often less linear and predictable journey through the tween years.



The Middle School Head position is funded in part by The Claire du Nouy Fund for Joy in Middle School Leadership. Established last year, this endowed fund preserves the philosophical approach to learning that Ms. du Nouy espoused her entire career—that joy is inextricable from the most effective teaching—and helps Nightingale acquire, nurture, and retain outstanding leaders in Middle School who are able to continue her legacy. An extraordinary leader, educator, and colleague, Ms. du Nouy had a deep love of the Middle School—years during which she said, “a student’s joy of learning grows in harmony with inspired confidence and an emerging independence.” Under her transformative leadership, Nightingale’s Middle School became a destination of its own, celebrating intellectual curiosity, the joy of discovery, and the excitement of taking risks.

Opportunities and Challenges

The Nightingale Middle School has benefitted from the expansion of its dynamic program: the minimester, major and minor courses, enriching activities like athletics, theater and debate. Supporting the rapid developmental growth of students in the division, these opportunities are structured to allow connection points and stretches for students as they move through the division. The range of strategies to support the students in grades 5-8 are many: the demands of this often challenging and fragile time period require the school to find the balance between focusing on the tending to of the one and the many. A new schedule to be launched in Fall 2025 will take some adjustment, with hopes that it better supports the broad program of the division while easing the challenges of many transitions and shifts the students must experience.

The work of the Middle School Head will include:

- Introducing and supporting the implementation of the new schedule
- Working to create clearer communication channels both within the division, as well as from the lower and upper school programs
- Supporting teachers to be successful in delivering strong content, implementing equitable and varied assessment tools, and being effective managers, advisors, coaches and mentors
- Working to establish systems and structures that support clarity and equity among faculty of “extra duties” that create the dynamic, broad program of the division
- Managing communication between the school and students’ caretakers, establishing trust, respect, appropriate boundaries and connections



Qualifications and Personal Attributes

Candidates should have extensive experience and demonstrable skill as a classroom teacher and school leader and alignment with Nightingale-Bamford's values. They will embody many of the following qualities:

- Joy and enthusiasm for working with students in grades 5-8.
- A highly relational and collaborative leadership style that invites feedback, respects the perspectives and talents of others and fosters a culture of curiosity, sharing, and trust.
- Deep understanding of, compassion for, and the ability to connect authentically with students in early adolescence and to provide partnership and support for their parents and guardians.
- Experience leading diverse communities, skill in building inclusive communities, and the ability to respectfully navigate diverse cultural and social situations.
- An orientation to approach their work with curiosity, patience, purpose, and humor and to be a visible and present educational leader.
- Strong interpersonal skills, high EQ, thoughtful self-awareness and a style built on approachability, responsiveness, and clear and intentional communication.
- Experience in onboarding, supporting, and developing the professional growth and evolution of educators, and commitment to ongoing learning, professional growth, and reflective practice for oneself and others.
- Excellent communication skills, especially engaging and confident public speaking, close listening, and clear and dynamic writing abilities.
- The confidence and humility to advocate for and embrace new ideas, welcome feedback, and build consensus.
- The strategic skills necessary to advance projects and build and manage systems and processes.
- Highly organized, yet also flexible and adaptable.
- Experience collaborating and partnering with colleagues across divisions, departments, and offices.
- A joyful spirit, optimistic outlook, and sense of humor.

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

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The full-time equivalent salary range for this position is \$215,000-270,000. The starting salary is based upon, but not limited to, several factors that include years of experience, education level, and expertise.