POSITION STATEMENT

Greensboro Day School

Greensboro, North Carolina



LEADERSHIP SEARCH

MIDDLE SCHOOL DIRECTOR

Start Date: July 1, 2027

A Leadership Search conducted by **RG175 Search Consultants**
Joe Coleman & Adam Peichert

Overview

There is a special energy that comes from spending time on the campus of Greensboro Day School. Across its expansive 80-acre campus, students of all ages are engaged in learning, exploring their interests, and building meaningful relationships with teachers and one another. The warmth of the community is immediately apparent, as is the sense of pride that students and adults share in their school. With a rich history of academic excellence, a talented and dedicated faculty, and a forward-looking vision for its future, GDS offers an exciting opportunity for an experienced educational leader to help shape the next chapter of its Middle School.

The Middle School is a particularly vibrant part of the GDS experience. Serving students in Grades 5–8, the division embraces the energy, curiosity, and complexity of young adolescence while providing the structure and support students need to thrive. A broad academic program, innovative enrichment opportunities, and a strong commitment to character development allow students to discover their interests, develop confidence, and grow in independence. Faculty members bring deep care for their students and a collaborative spirit to their work, creating a community in which young people feel known, valued, and encouraged to take risks. The next Middle School Director will inherit a healthy and thriving division with much to celebrate and a strong foundation for continued growth.



As GDS continues to grow and pursue the ambitious goals of its 2025–2030 Strategic Vision, the next director will have an opportunity to bring greater coherence and purpose to an already rich Middle School experience. This work will include championing a clear educational philosophy grounded in adolescent development, strengthening academic programming and instructional practices, supporting faculty growth, and ensuring that the division's structures and resources continue to meet the evolving needs of students and families. The school seeks a leader who can balance innovation with thoughtful decision-making, preserve the trust and professional autonomy that faculty value, and bring both academic expertise and a genuine affection for middle school students to the role.

Above all, Greensboro Day School seeks a leader who will embrace the relationships and sense of community that make GDS distinctive. The successful candidate will be a visible and engaged presence, an approachable and collaborative colleague, and a confident advocate for the Middle School within the broader PK–12 community. For an educator who finds joy in the possibilities of young adolescence and believes that academic excellence and student well-being go hand in hand, this is an exceptional opportunity to lead a strong division while helping shape its future.

About Greensboro Day School

Founded in 1970, Greensboro Day School (GDS) is an independent, coeducational day school serving approximately 1,045 students from age two through Grade 12. Located on an expansive 80-acre campus in Greensboro, North Carolina, GDS has established itself as a leading independent school in the Piedmont Triad region, offering a dynamic educational experience that balances academic challenge, personal growth, and meaningful relationships. Students benefit from a talented and caring faculty, a broad range of opportunities in academics, arts, and athletics, and a community committed to ensuring that each student is known, valued, and supported.



The school's educational philosophy combines evidence-based practices and cognitive research with the best of traditional and progressive approaches to teaching and learning. A commitment to learning with public purpose encourages students to connect their classroom experiences with real-world issues and become engaged, responsible contributors to their communities. Under the leadership of Head of School Dr. Tracie Catlett, GDS has continued to strengthen its programs, expand its facilities, and invest in the student experience.

GDS recently adopted its 2025–2030 Strategic Vision, Our Journey to Purpose and Impact, which establishes an ambitious path toward becoming a national leader in independent school excellence and innovation. The plan emphasizes investment in exceptional teachers and programs, a strong culture of belonging, campus innovation and collaboration, financial sustainability, and meaningful community connections. This forward-looking vision provides an exciting foundation for the school's continued growth and development.

Mission
Greensboro Day School develops the intellectual, ethical, and interpersonal foundations students need to become constructive contributors to the world.

Core Values

- Relationships for Life
- Strength in Differences
- Intellectual Curiosity
- Citizens with Purpose
- Culture of Wellbeing





Statement of Community
Greensboro Day School is committed to cultivating a diverse, equitable, and inclusive community of belonging that is safe and welcoming for all. We respect and affirm the dignity and worth of each member of our community.

Community Cornerstones
Respect, Kindness, Integrity, and Responsibility

Learn more about Greensboro Day School:
https://www.greensboroday.org/about

Explore the 2025–2030 Strategic Vision:
https://www.greensboroday.org/about/strategic-plan



The Middle School

The Middle School at Greensboro Day School serves students in Grades 5–8, offering a vibrant and developmentally responsive program that supports young adolescents during an important period of intellectual, social, and emotional growth. With an average class size of 15 students, the division combines academic challenge with individualized attention, meaningful relationships, and opportunities for increasing independence and responsibility. Experienced faculty understand the unique needs of middle school learners and create an environment where students are encouraged to explore their interests, take appropriate risks, and develop the confidence and skills necessary for success in Upper School and beyond.

The academic program offers a strong foundation in English, mathematics, science, social studies, and world languages, complemented by coursework in the fine arts, physical education, and character and citizenship. Students study Spanish and Latin, with Mandarin available beginning in eighth grade, and pursue sequential mathematics and language courses appropriate to their readiness and demonstrated abilities. Learning extends beyond traditional classrooms into the school's Andreve Teaching Garden, Outdoor Classroom and Learning Pond, Makerspace & Robotics Labs within the Gail Isaacson Center for Engineering & Innovation, the Center for Visual Arts & Design, and Sloan Theatre, where students engage in hands-on exploration, creative problem-solving, and collaborative learning.

Choice and enrichment are important elements of the Middle School experience. Through the Bengal Enrichment and Academic Teams (BEAT) program, students explore interests and develop talents through academic competitions, clubs, and specialized activities. Opportunities include FIRST LEGO League Robotics, Science Olympiad, Model United Nations, Debate, mathematics competitions, and Battle of the Books, alongside enrichment offerings in entrepreneurship, financial literacy, gardening, and the performing arts. These experiences encourage intellectual curiosity, creativity, teamwork, and leadership while helping students discover new interests and build friendships.

Recognizing that the transition from Lower School to Middle School represents a significant developmental milestone, GDS has intentionally designed fifth grade as a supportive introduction to the division. The Fifth Grade Forward program helps students develop essential organizational, study, executive functioning, and digital citizenship skills, while a rotating arts and world language program introduces them to new subjects and experiences. Throughout the Middle School, faculty advisors, counselors, and learning support professionals work together to ensure that students are known and supported, with individualized academic enrichment and assistance available to meet a range of learning needs.

Community, character, and belonging are central to Middle School life. The school's Community Cornerstones of Respect, Kindness, Integrity, and Responsibility are reinforced through the Honor Code, character and citizenship programming, and daily interactions. Grade-level Building Community Retreats at the beginning of each year foster friendships and strengthen connections, while weekly Monday assemblies bring the division together for celebrations, student leadership opportunities, and shared experiences. The advisory program provides students with trusted faculty mentors who support their academic, social, and emotional development.

Students also enjoy a broad range of opportunities in athletics, visual and performing arts, and experiential learning. Middle School students may participate in Bengal athletic teams beginning in fifth grade, while offerings in theatre, chorus, band, orchestra, and visual arts encourage creative expression and collaboration. Signature experiences, including Building Community Retreats, the Middle School Musical, student leadership initiatives, eighth-grade ME Speeches, and a five-day eighth-grade trip to Washington, D.C., help students build confidence, deepen relationships, and connect their learning to the wider world. Together, these experiences create a Middle School community that balances academic ambition with personal growth, joyful engagement, and a strong sense of belonging.

Learn more about the Middle School program: https://www.greensboroday.org/academics/middle-school

Explore the Arts: https://www.greensboroday.org/arts

Explore Athletics: https://www.greensboroday.org/athletics

Key Responsibilities

Reporting directly to the Head of School and serving as a member of the school's Executive Leadership Team, the Middle School Director provides educational, instructional, and operational leadership for Grades 5–8. The Middle School Dean of Student Life, Counselor, Learning Support Services Coordinator, and Administrative Assistant, each report to the Middle School Director and play an integral role in the leadership, daily operations, and overall success of the Middle School.

Working closely with faculty, administrators, students, and families, the Director ensures a vibrant, developmentally appropriate program that challenges and supports young adolescents while fostering intellectual curiosity, personal growth, and a strong sense of belonging. In collaboration with schoolwide leadership, the Director is responsible for:

- Providing strategic and instructional leadership for the Middle School, ensuring a dynamic academic program aligned with GDS's mission, Community Cornerstones, and PK–12 educational vision.
- Leading curriculum development, instructional practices, assessment, and student support programs that promote academic excellence and the intellectual, social, and emotional growth of students.
- Recruiting, mentoring, supervising, and evaluating Middle School faculty and staff while fostering a collaborative professional culture of reflection, innovation, and continuous improvement.



- Collaborating with the Associate Head of School for People & Program, Dean of Academics, Dean of Campus Life, and other school leaders to strengthen alignment, communication, and continuity across divisions.

- Serving as a visible, engaged presence throughout Middle School life, including classrooms, assemblies, arts, athletics, and community events.

- Supporting schoolwide strategic priorities and contributing to institutional planning, enrollment, community engagement, and the continued development of the GDS educational experience.

Opportunities and Challenges

The next Middle School Director at Greensboro Day School will inherit a thriving, student-focused division with a talented and collaborative faculty, a strong sense of community, and an impressive range of academic and extracurricular opportunities. Building on this foundation, the next director will have the opportunity to bring fresh perspective, deep expertise in adolescent education, and thoughtful academic leadership to a program that has grown in both enrollment and complexity. Among the opportunities and priorities for the next leader are:

Champion a Clear and Compelling Middle School Vision
Build on the division's strong culture of belonging, exploration, and individualized attention to articulate a cohesive educational philosophy grounded in the developmental needs of young adolescents. Strengthen the progression from the supportive fifth-grade transition through increasing independence, responsibility, and academic readiness for Upper School, while celebrating the distinctive experiences that make these years meaningful.

Continue to Evaluate and Strengthen the Academic Program
Work collaboratively with faculty to assess the coherence, quality, and sustainability of a rich and varied academic experience. Consider how core academics, advisory, experiential learning, and the Bengal Enrichment and Academic Teams (BEATS) program complement one another, ensuring that instructional time and faculty resources are used purposefully. Guide ongoing conversations about assessment practices, scheduling, and the appropriate integration of technology to support meaningful learning at each grade level.



Support Faculty Excellence and Professional Growth
Preserve the professional trust, creativity, and collegiality that characterize the Middle School faculty while establishing clear expectations for instructional excellence and continued growth. Through regular classroom engagement, meaningful feedback, thoughtful evaluation, and targeted professional development, foster a culture in which teachers feel supported, challenged, and accountable for delivering an exceptional educational experience.

Strengthen Student Support and Developmental Practices
Ensure that the division's systems for academic, social, and emotional support continue to meet the evolving needs of a growing and diverse student population. Collaborate with learning specialists, counselors, faculty, and school leadership to evaluate resources, strengthen executive-function instruction, and provide developmentally appropriate structures for student independence and accountability. Maintain the school's compassionate, relationship-centered approach while ensuring consistency and clarity in expectations.

Enhance Communication, Coordination, and Community Connections
Build on the strong relationships among students, families, and faculty by strengthening communication and collaboration throughout the division. Establish consistent expectations for family communication, support students and parents entering the Middle School at different grade levels, and encourage greater coordination of assessments and student workloads. Create meaningful opportunities



for student voice while strengthening partnerships with the Lower and Upper Schools to ensure a cohesive PK–12 experience.

Provide Visible, Collaborative, and Purposeful Leadership
Serve as an engaged and accessible presence in the daily life of the Middle School, building relationships and earning the trust of students, faculty, and families. Work closely with the school's leadership team to align divisional priorities with the broader mission and strategic direction of GDS, advocating thoughtfully for the resources and structures necessary to sustain excellence. Balance openness to new ideas with sound judgment, clear decision-making, and the willingness to navigate difficult conversations, ensuring that promising initiatives translate into meaningful and sustainable improvements.

Qualities of the Ideal Candidate

Greensboro Day School seeks an experienced, student-centered educational leader who brings a deep understanding of adolescent development, a commitment to academic excellence, and a genuine enthusiasm for working with middle school students. The successful candidate will be a visible, approachable, and collaborative presence who values relationships, respects the expertise of faculty, and balances thoughtful innovation with clear expectations and purposeful action.

The ideal candidate will demonstrate the following qualities and characteristics:

- **Deep Expertise in Middle School Education**: A strong understanding of adolescent development, middle school pedagogy, curriculum, and instructional best practices, with the ability to articulate a compelling educational vision for students in Grades 5–8.
- **Student-Focused Leadership**: A genuine affection for young adolescents and a commitment to nurturing their intellectual, social, and emotional growth while balancing appropriate independence with clear expectations and accountability.
- **Academic Credibility**: A knowledgeable instructional leader who is comfortable engaging in classrooms, providing meaningful feedback, supporting faculty growth, and guiding conversations about curriculum, assessment, and teaching practices.
- **Relational and Visible Leadership**: An approachable, energetic, and engaged presence who enjoys the daily life of a middle school, builds authentic relationships, and connects naturally with students, faculty, and families.
- **Collaborative Spirit**: A team-oriented leader who values the perspectives and expertise of others, encourages shared ownership, and works effectively with colleagues across divisions and throughout the broader PK–12 community.





- **Clear and Consistent Communication**: A thoughtful and proactive communicator who establishes clear expectations, builds trust with families and faculty, and approaches challenging conversations with transparency, empathy, and confidence.

- **Humility and Authenticity**: A self-aware leader who listens carefully, welcomes different perspectives, acknowledges mistakes, and recognizes when to seek advice or support.

- **Sound Judgment and Decisiveness**: A confident and principled decision-maker who can navigate complexity, address difficult issues directly, and balance compassion and flexibility with consistency and accountability.

- **Strategic and Organizational Thinking**: An effective systems thinker who understands the interconnected nature of curriculum, scheduling, staffing, and student support, and can translate ambitious ideas into practical and sustainable improvements.

- **Adaptability and a Spirit of Innovation**: A curious, forward-thinking educator who embraces opportunities for meaningful improvement while respecting the traditions, relationships, and successful practices that define the GDS community.



How To Apply

Candidates interested in applying to be the Middle School Director at Greensboro Day School may apply online at:

https://rg175.com/candidate/register

The application includes:

- Letter of Interest that addresses: Why this opportunity at Greensboro Day School and why now?
- Resume
- Personal Statement/Education Philosophy

Applications will be reviewed as they are received this fall, with candidates encouraged to submit their materials by November 30, 2026, for fullest consideration. Initial conversations with consultants from Resource Group 175 will be ongoing, with a plan for the school team to begin interviews in December. We anticipate a hire being made in early 2027, with the next Middle School Director beginning in July 2027.

You are encouraged to submit materials promptly if interested.

If you have any questions about the search, please contact the consultants from Resource Group 175 who are supporting the search:

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Thank you for your interest in Greensboro Day School. We look forward to hearing more about your interest in this exciting opportunity.