

st Luke's
SCHOOL



Position Statement
Director of Development Search
St. Luke's School
New Canaan, CT
Start Date: July 1, 2023



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OVERVIEW

The St. Luke's motto, *"Enter to learn, Go forth to serve,"* captures the spirit of an exceptional school, in service of graduating students who are motivated and well-prepared to make a difference in the world. With a well-deserved reputation for both academic excellence and genuine care for each student, St. Luke's has found a sweet spot that sets it apart from many of its Fairfield County, CT public and independent school peers.

As a community that deeply values the power of relationships among students, teachers, and parents, St. Luke's leverages those partnerships to provide an outstanding education that is characterized by high standards and a commitment to fostering positive character growth in its students.

Founded in 1928 and located on a beautiful, wooded hilltop in New Canaan, CT, St. Luke's is a secular, coeducational day school serving 585 students in grades 5 through

12. Students hail from 36 towns in Fairfield County (CT) and neighboring Westchester County (NY). The campus sits on 40 acres and includes both well-designed classrooms and outstanding facilities for athletics and the arts. Great care has been taken to maintain and update the campus to ensure that it supports both the depth and breadth of the School's program as well as facilitating the strong sense of community that all at St. Luke's hold dear. As one of the parents states, "It is a well-run school, with smart people making thoughtful decisions."

MISSION

At St. Luke's, the entire community truly embraces the School's mission: *"An exceptional education that inspires a deep love of learning, a strong moral compass, the commitment to serve, and the confidence to lead."*

St. Luke's advances its mission by fostering an inclusive learning environment where students develop as well-balanced,

confident leaders who can succeed in a diverse, globally integrated world.

Exceptional leaders understand the essential value of diversity and inclusion. They surround themselves with people of varying beliefs, backgrounds, and skill sets. Everyone benefits when exposed to a broad base of experiences. St. Luke's strives to deepen students' understanding of differences in race, ethnicity, gender, ability, religion, sexual orientation, age, and socioeconomic status. The school fosters empathy and respect for all.

The goal is not tolerance of differences but a celebration of the unique and varied contributions each makes to the community.

The school's strategic plan, *Prepared To Thrive*, was produced in 2021 and is predicated on one clear goal: to ensure a St. Luke's education remains exceptional into the future. Equally clear is the question: What will students need to thrive – now and into the future? For more details on the strategic plan, please visit the school website: stlukesct.org/thrive

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PROGRAM

The pedagogy, curriculum, and culture at St. Luke's have been designed to encourage curiosity, open mindedness, understanding, reflection, and integrity. From the semi-self-contained 5th grade through 12th grade, the School's program represents the faculty's desire to inspire, challenge, and prepare students to think and to lead. To that end, there are several signature initiatives at St. Luke's that exemplify these goals:

- *The Center for Leadership* allows students to practice what it means to be ethical and empathic leaders through four leadership lenses: Design Mindset, Inclusive Ethos, Global Perspective, and Service Orientation. Among the leadership experiences that are available to students are Leadership Lab, Lunch and Lead, Meditations, and Social Justice, allowing students to develop and grow their leadership voices in various ways and in particular areas of interest.
- *DesignLab* promotes creative problem solving through hands-on, project-based learning. The facility inspires student projects, and with six laser printers, a laser cutter, CNC routers, table saw, and other tools, the sky's the limit in terms of what St. Luke's students are able to build. The annual Hackathon challenges students from St. Luke's and other schools to identify a problem, begin to imagine how to solve it, and then to build a working model over the course of a weekend.
- *J-Term* is a week-long immersive learning experience in the 9th grade that culminates in an exposition where students present complex issues and possible solutions.
- *The Scholars Program* allows selected students to dive into topics that fascinate or inspire them as a Classical, Global, Literary, or STEM Scholar. Under the supervision of faculty mentors, students conduct extensive research in one of four broad thematic areas and make formal presentations of their findings.



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- St. Luke's *Advanced* courses are Upper School courses that are custom designed by St. Luke's most capable teachers to provide college-level coursework in certain subjects where AP curriculum underwhelms. These classes enable St. Luke's students to challenge themselves academically and experience true college-level learning.
- *Faculty Growth and Renewal*, while not an aspect of curriculum per se, is central to St. Luke's pursuit of curricular and pedagogical excellence. In the name of continuous improvement, this unique program encourages faculty to seek and accept feedback and to use it to ensure that they are improving their craft and serving their students well.

The curriculum at St. Luke's is designed to inspire and challenge students, while building the skills and attitudes necessary for success in college and beyond. While outcomes are important, faculty and students alike embrace the idea that knowledge itself is a worthy prize. Beginning in fifth grade, passionate teachers engage students in classes characterized by dynamic discussions and challenging projects. Faculty desire to know each student's skills, motivations, and aspirations and to

challenge them to stretch and grow throughout their middle and high school years. Academic standards are high, but with close faculty-student relationships at the center of the St. Luke's experience, students feel supported in facing difficult moments and learn the resilience necessary for long-term success. As one parent put it, *"Every student has their person. Whether it is a teacher, coach, or advisor, all the students know there are adults in the community who know and support them and to whom they can turn to no matter what."*

ATHLETICS

Athletics play an important part in the St. Luke's experience. Upwards of 90% of students elect to play at least one interscholastic sport each

year. With 20 varsity sports teams and 23 Middle School teams, there are plenty of opportunities to play. Athletic Director Matt Ward notes that the value of athletics at St. Luke's is *"to learn through mistakes and through challenges and to perform at a high level, while not forgetting what's really important, which is character, class, and sportsmanship."* All student athletes benefit from first-class facilities, including two gyms, four turf fields, four international squash courts, five tennis courts, and a new Center for Wellness and Fitness. Outside facilities, such as the Country Club of New Canaan for golf and SoNo Ice House for hockey, enhance St. Luke's athletic resources.



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ARTS

The arts are a greatly valued and award-winning area of the School's program, in which students are able to further existing passions and talents and to develop new ones. Visual Arts offer studio classes in ceramics, drawing, painting, photography, and digital design in purpose-built studios. Performing Arts include music offerings such as band, chorus, chorale, and digital music production. In total, there are six bands, 11 choral ensembles, and four a capella groups at St. Luke's. The Theater Department offers classes in acting and theater design and puts on eight productions annually in the state-of-the-art Seldin Performing Arts Center and Wyckoff Family Black Box Theater.

COMMUNITY

Talk with anyone about what sets St. Luke's School apart and they will inevitably mention the community. As one teacher put it, "Everyone at St. Luke's is known, needed, and cared for." St. Luke's values in a culture of kindness. The "Be Kind Plaza" at the School's entrance serves as a reminder to all who enter of this important community expectation. St. Luke's puts

a premium on the power of constructive, supportive relationships to inspire all members of the community to treat each other with consideration and respect.

Whether from New Canaan or up to an hour away, students and families are drawn to St. Luke's by the opportunities of a robust program associated with a large school and the cozy feel of a small school. Students cherish their close relationships with faculty and the connections they build with each other. They feel known by the Head of School who greets them on many mornings, and they appreciate access to a school administration that is responsive to their needs. The recent change to a later start to the school day is a palpable demonstration of St. Luke's commitment to student well-being and an administration that listens to student voices. Students are engaged and involved at St. Luke's and in their own communities, living the School's mission and motto. St. Luke's is a place that accomplishes what many other schools strive for: students who perform at high levels without feeling as if they are in competition with each other.

With the migration from New York City by a number of Manhattan-based families during COVID to New Canaan, CT and Fairfield County, St. Luke's is nestled in an affluent suburban community known for its historic Main Street and terrific public schools. New Canaan offers parks, restaurants, cultural attractions and more for its residents, many of whom commute roughly 90 minutes by train to nearby New York City.

GOVERNANCE AND SCHOOL LEADERSHIP

- St. Luke's School is governed by a 27-member [board of trustees](#). The Board Chair is Jennifer L. Foster with two ('17 '23) of her three sons graduating from St. Luke's. Jennifer is the Co-Chief Investment Officer at Chilton Investment Company. She did her undergraduate work at Boston College and has her MBA from Harvard Business School.
- The Board of Trustees works alongside the Head of School to craft and oversee the School's mission, vision, and its short and long-term strategic goals, review and support important school policies and plans, ensure resources are adequately provisioned and effectively managed for the short and long-term, establish and maintain bylaws and ensure the School's compliance with applicable laws and regulation, and promote and advance the School's mission. Trustees do not have authority over the day-to-day operations of the School.
- The Board of Trustees meets regularly

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throughout the academic year. In addition to attending Board meetings, many members typically serve on multiple Board committees. Trustees are expected to contribute actively to the work of the Board, attend meetings, and provide guidance and expertise as needed. As leaders in the School community, Trustees are expected to support the School through their advocacy and ambassadorship, their time and expertise, and their philanthropic efforts.

- The Eleventh Head of School is Dr. Mary Halpin Carter. She was appointed Head of School in October 2021, coming from a ten-year tenure as Head of School at The Derryfield School (Manchester, NH) which serves 400 students in grades 6-12. Her career at Derryfield included roles as the Director of Admission, Academic Dean, Head of the Upper School, Dean of Faculty and Academic Programs, and Assistant Head of School for Faculty and Academic Programs.
- Her Ph.D. in Education is from the University of New Hampshire where she concentrated on school leadership. Her dissertation was "Independently Innovative: Teachers and Change in Successful Schools." Mary received a Klingenstein Fellowship at Columbia University, has a Masters in Education from the Harvard Graduate School of Education, and did her undergraduate work at Dartmouth College with an A.B. in History. Prior work experience includes Newton North High School, The Pingree School, and Harvard-Radcliffe Colleges.



- Her work as a development officer for the Harvard-Radcliffe Colleges Fund was preceded by her work as co-chair of the fundraising effort for her Dartmouth reunion.
- Parents and students appreciate her approachability (helped by her loyal dog) and decisiveness, especially over the recent past with post-pandemic issues. Her predecessor was deservedly well-regarded and well-loved but Mary has, in the words of a number of parents, "crushed it."

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ST. LUKE'S SCHOOL AT A GLANCE

Founded:	1928
Grades:	5 through 12
Campus Size:	40 acres
Enrollment (2022-2023):	585 students (from 36 local communities); 22% identify as students of color
Alumni:	3,280
Operating Budget:	\$32M
Endowment:	\$38M
Financial Aid:	\$4.5M; 17% of students receive financial assistance

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FACULTY

St. Luke's emphasis on hiring, supporting, and retaining outstanding faculty is at the core of its reputation for excellence. Experienced, dedicated, and long-serving, the faculty are valued for their collective passion, enthusiasm, joy, and ability to connect with students. Furthermore, teachers at St. Luke's appreciate the School's support for innovation and its emphasis on continuing professional growth and renewal. Students benefit from their teachers' expertise, the care they provide in and out of the classroom, and the way they live the values of the School. St. Luke's School faculty are exceptional. They are deeply committed to the School and its mission, grateful to be a part of its warm and welcoming community, and excited to have the opportunity to share their knowledge and love of learning with children.

The faculty are dedicated to bringing their best skills and commitment to each child. They play

many roles, from the more obvious one of working with students in creative and inspiring ways to the less obvious of volunteering to cover a colleague's duty, serving on a committee, coaching a sports team, or attending weekend admissions open house events. As one of the parents commented, "The faculty go out of their way for the students – coming in early, staying late, spending extra time ... the teachers said, 'We just have to learn how your son learns best'. That's what the teachers are like."

St. Luke's faculty are committed to the learning process, as illustrated by the hundreds of combined hours they spend in professional development workshops furthering their own learning. They explore topics like differentiation, formative assessment, and writing across disciplines. 70% of the faculty have advanced degrees, and most are highly experienced in the classroom. They are important members of the School community.



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FINANCES AND FUNDRAISING

The School's budget is \$32M with approximately \$4.5M of that designated for financial aid. The endowment stands at \$38M. Tuition currently ranges from \$45,160 (5-8) to \$47,640 (grades 9-12). The School has \$11.4M of debt.

The School's strategic plan identifies four major areas: well-being, student-led learning, Leadership Lab and faculty excellence. Groups are working to identify specific funding ideas. The School's 100th anniversary is approaching and there is initial planning for a large capital campaign. Work has begun on an inclusive Master Facilities

Planning Process led by Centerbrook Architects to be completed by summer 2023.

Total giving in 2021-2022 was impressive with nearly \$3.7M raised despite the effects of the global pandemic and major leadership transition. Annual Giving in 2021-2022 was a record-setting \$1.8M with over 93% parent participation. There was 100% participation among the faculty/staff, Board of Trustees, the Parents' Association Executive Board and the Alumni Board. There was 99% new parent participation.

Annual Giving has been fairly steady (in the \$1.5-1.7M range) for the past decade and represents over 7% of the

operating budget. The Class of 2022 Senior Gift refurbished the former Art House; and the Mark Davis (former Head of School) Impact Fund raised \$1.5M for financial aid.

Donor capacity at St. Luke's is considerable. The advancement office needs to navigate the terrain of changing demographics, high expectations, and where St. Luke's School is headed as the School embarks on this next exciting chapter of school history. This position is about finding resources for the faculty, staff, and students at St. Luke's School; but it is also about being an active part of the community and having collaborative conversations to keep St. Luke's School at the forefront of education.

An example of the innovative approach being taken with students and alumni is the Center for Leadership Advisory Council. A part of this program is the Global Scholars Program and Global Partnerships & Exchanges program which connects students and leaders in a variety of professional endeavors. Trustee Chris Wearing, who is the Vice-Chair of Teneo Holdings, helms this effort. Teneo is a global advisory firm that partners exclusively with CEOs and senior leaders of many of the world's largest companies and organizations.



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THE POSITION OVERVIEW: DIRECTOR OF DEVELOPMENT

The Director of Development (DOD) needs to be ambitious in setting aspirational goals and have an “innovator’s mindset” in finding ways to achieve these goals in close partnership with the Head of School, Mary Carter. This collaboration with the Head of School is especially important in building out the development strategy, creating milestones and targets, and executing the plan.

The goal for the DOD is to optimize programs of giving that attract the maximum gift support possible to the institution while helping engage diverse audiences of stakeholders and advance the spirit of community that marks a St. Luke’s School education.

The School seeks a strong, strategic, fair-minded, open-hearted, communicative, leader. There is energy, optimism and a readiness by those close to the School to add a confident, even-handed, ethical, open leader who lives the values of the School and wishes to enthusiastically join the traditions that hold the community together. Among these values is the desire to uphold the community commitment to diversity, equity, inclusion, and justice as an institutional lens for advancement work.

The successful candidate will be an outstanding professional who thinks strategically, communicates a clear and compelling case for support of the School’s mission, is comfortable with the School’s demographics, follows up on details, and develops and thrives in a team environment. In addition to finding financial resources to strengthen financial sustainability, there are non-monetary goals as well: extending the impact of the School, creating goodwill in the community, strengthening the School’s excellence and reputation, and advancing relationships.

The DOD will be tasked with plans for the extension of the School’s needs, both operational (annual giving) and capital (facilities, endowment, programmatic). This person must be fluent in major gift work to maximize the total philanthropic relationship of major gift donors and prospects (both annual giving and other) to the School. This means strategizing to generate higher levels of support and implementing individual multi-year fundraising plans that focus on renewals and increased gifts. It also means establishing long-term relationships with major gift donors and converting prospects into donors, while working collaboratively with colleagues and school leaders to meet the School’s advancement objectives and mission.

The DOD will manage a staff of six. There are two openings currently:



Associate Director of Development and Director of Alumni Engagement. Existing personnel are: Cindy Dill, Director of Annual Giving and Senior Gift; Linsey Peterson, Communications & Stewardship Manager; Jenn Mason, Associate Director of Individual Giving; Jennifer Branstrom, Development Data Manager. Everyone in the office will need to have the goal of elevating the development office’s performance and productivity as it prepares to re-energize and strengthen the annual fund, fundraising events, and community engagement, and then lay the plans for a major gifts program as part of a hoped-for capital campaign and move forward a final strategic plan and master facilities plan.

The DOD will manage a portfolio of high-level prospects and donors, developing comprehensive annual and multi-year plans for major gifts, planned giving, and annual giving. Utilizing the best of St. Luke’s School’s resources — a committed Board of Trustees, an experienced and well-regarded Head of School, an active development committee, supportive faculty, a devoted parent

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and alumni community, and a strong capacity for giving—this highly knowledgeable and experienced fundraiser will need to bring a demonstrated passion for independent education and a commitment to advancement excellence. This is a full-time, 12-month position.

St. Luke's School's current development program focuses on annual giving, major gifts, events, collaborations with the Parents' Association, and overall stewardship and community outreach in all constituent groups including: current parents, parents of alumni, alumni, grandparents, and friends. Targeted outreach takes place via publications, direct mailing, one-on-one meetings, community gatherings/forums, fundraising events and social media/web.

While a strong program in many ways, the development office needs to rise to the level of exceptional quality as seen in other areas of the School. Practical improvements of improving the onboarding of new parents to St. Luke's, accelerating the development office calendar to capitalize on momentum at the start of the school year, better use of the annual report as a stewardship piece and momentum-builder, and a more defined menu of major gift opportunities are among the immediate areas of opportunity. The incumbent is retiring but has

expressed his availability to be an asset for the incoming DOD as he has outstanding relationships he has built which can be useful.

The candidate should be someone with a track record of achievement developing and advancing fundraising strategy with measurable success, a comprehensive knowledge of fundraising best practices, have a desire to have a significant impact on the School's growing program, and have a restlessness to make the development office exceptional.

RESPONSIBILITIES

Relating to Strategy and Fundraising Goals

- Work closely with the Head of School in setting and meeting fundraising goals for the various activities for which the department is responsible; participate in the annual budgeting process to help determine fundraising goals and metrics for the Development Office.
- Closely work with the Director of Annual Giving to ensure a successful and increasing Annual Fund program.
- Oversee Annual Giving, funding priorities, volunteer training, capital giving, leadership giving, planned giving, alumni relations, stewardship, donor research; lead and support the Development Office to reach annual goals in each of these areas.
- Solicit top annual gifts from a portfolio of prospects.
- Review, develop, and implement appropriate donor/volunteer recognition programs.
- Provide accurate and timely communications to prospects, donors, and volunteers.
- Manage a team of development staff and provide direction and input on implementation of the goals.
- Oversee and manage the Development Office budget.
- Continue a productive and positive work environment for development staff, inclusive of regular team meetings, individual meetings with staff, retreats, supervision and evaluation, and professional growth.
- Oversee donor record keeping and reporting systems to ensure accurate tracking of fundraising and accounting.
- Examine and implement a stronger alumni program encompassing alumni of recent and more historical past; and wider family networks (i.e. grandparents, parents of alumni).
- Manage weekly agenda for one-on-one meeting with Head of School.

- Design a multi-year roadmap for building a donor pipeline using wealth screening and predictive analytics.
- Use data to inform planning and to lead change with a balance of decisiveness and collaboration.
- Solicit a portfolio of capital campaign gifts in the range of \$50,000 to \$5 million.
- Serve as liaison to top campaign and annual volunteers in their roles as solicitors.
- Provide materials, collateral, strategy, and support around all of the Head of School's donor prospect meetings, attending donor meetings as appropriate.
- Oversee all capital campaign activities, including selection and support of the campaign steering committee, volunteer management, campaign expenses, etc.
- Produce capital campaign analyses and goals for Head of School and the Board of Trustees.
- Partner with parent leadership to support volunteer engagement; identify and recruit a pipeline of volunteers for leadership positions related to fundraising efforts (annual gala, St. Luke's School Parents' Association committees, etc.)
- Work closely with the Parents' Association executive team and committees as well as grade parents in a collaborative and non-patronizing manner to support their annual events and initiatives and build community. Attend meetings as needed to ensure productive and positive volunteer/school interactions.
- Research and prepare grant applications and required stewardship reports for foundations as needed.
- reputation across social media, printed communications, and website.
- Contribute development content for the School website.
- Collaborate with the Director of Marketing & Communications to create the Annual Report, development-related publications, and campaign communications.
- Assist and advise the Head of School on speaking points at development events, cultivations, and solicitation meetings with development prospects, capital projects, trustee development work, strategic planning, campaign strategy, Annual Fund, alumni relations, and special events.
- Work closely with the Director of Enrollment Management for the support of a New Parent Leadership gift drive.
- Support the Admissions Office in new family onboarding and orientation.
- Ensure productive working relationships with other school administrators, aligning and integrating development work with the other areas of the School and supporting fellow team members in their goals and aspirations.
- Serve as an active member of the Senior Administrative



Relating to other members of the Senior Administrative Team

- Collaborate with the Director of Enrollment Management and the Director of Marketing & Communications, and other administration staff to ensure consistent messaging of the School's narrative and expand and enhance the School's visibility and

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Team representing the development needs of the School in relation to the overall leadership of the institution.

- Ensure the coordination and direct liaison with the Business Office on all items related to Development Office fundraising and expenses.
- Remain up-to-date on major issues to serve as an effective ambassador to the School community.
- Serve as a leader for the School community, participating in daily life and the operation of the School in a present and hands-on manner, extending oneself beyond the responsibilities of the role.
- Assist the Head of School with other duties as required.

Relating to the Board of Trustees

- Work closely with the Board of Trustees as well as its development, finance, and strategic planning committees to formulate goals and strategies for present and future fundraising needs. Participate in New Trustee Orientation.
- Oversee Trustee Annual Giving solicitation every year as well as capital solicitations of trustees.
- Prepare and distribute development reports to Development Committee Chair to foster involvement and understanding of the Development Office in advance of Board meetings.

REQUIREMENTS/ QUALIFICATIONS

- B.A. degree required; advanced degree(s) preferred.
- Minimum of five years development experience.
- Commitment to St. Luke's School's mission.
- Leads from the front, confronts challenges head-on with appropriate openness, building trust across all constituent groups within the School community.
- High level of energy, flexibility, warmth.
- Personable, positive, helpful personality; customer service mindset.
- Sensitivity, discretion, and a sense of humor.
- The personality, energy, intellectual integrity, warmth, visibility and leadership ability to inspire a school community; positive, passionate, can-do spirit.
- Understanding of independent school communities and culture, including an eagerness to work hard as both leader and team member.
- Demonstrated ability to conceptualize, plan, and cohesively integrate a full range of development programs.
- A proven track record of progressively challenging fundraising success, including annual operating support, major gifts, capital campaigns and planned giving.
- Significant experience overseeing alumni programming designed to support the comprehensive needs of a broad constituency.

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- Strong written and personal communications skills and vision for expanded communication opportunities.
- Experience in event and community engagement planning and execution.
- Ability to support advancement services: research, prospect tracking, stewardship, gift entry, gift acknowledgement, and data entry.
- Strong management experience required with the ability and interest to work closely with staff members to achieve individual and department goals and build a team.
- Outstanding analytical skills and proven success in using data-analytics and prospect wealth screening resources to develop programs and drive results.
- Demonstrated ability to build successful fundraising initiatives and appeals using current best-practices and new technologies to produce outstanding results.
- Strong and demonstrated success in leading, managing, and dealing diplomatically and comfortably with a diverse community of parents, students, alumni, volunteers, partners, and colleagues and have the presence, demeanor, and communication skills necessary to represent all of St. Luke's School's constituency effectively; excellent responsiveness to all constituencies.
- Vision, creativity, flexibility, and the capacity to develop a departmental strategic plan for raising philanthropic support to execute the School's strategic plan.
- Core belief in leading diversity, equity, and inclusion work forward in schools.
- Strong understanding of current digital communications, social media, fundraising software, and email-based solicitations.
- Excellent oral and written communication skills with experience collaborating with a communication staff in the writing of persuasive gift appeals.
- The ability to meet deadlines within context of a complex office/school/ community calendar.
- Active engagement in professional development and understanding of current best practices.
- Demonstrated ability to use good judgment and maintain confidentiality.
- Detail-oriented with excellent organizational skills.
- Ability to manage and prioritize multiple responsibilities simultaneously.
- Ability to manage competing demands, and adapt to frequent or unexpected changes.
- Active listener and skillful communicator who is approachable, empathetic, and compassionate.
- Effective manager of people and resources who hires well and delegates appropriately.



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Are You the Right Person for the Job?

- Do you have a growth mindset? Are you comfortable with an experimental and entrepreneurial work environment? Do you think creatively and encourage innovation? Are you a curious person?
- What examples can you provide of how you have demonstrated forward-thinking abilities? How have you shown your mental nimbleness?
- Can you encourage and actively support change and innovation while retaining the core values and traditions of a school?
- Do you have the vision and strategic thinking to lead, strengthen, and maximize an institution that wants to “get things right”, wise, professional in its operations, and committed to continual improvement?
- Are you a person of strength, gentleness, and authenticity?
- Are you committed to getting to know the children and the families well, i.e. on a first-name basis? Do you enjoy getting to know, meet, and engage families?
- Are you a person of high energy?
- Are you reasonable and level-headed?
- What is your vision of independent school education, especially in the area of access and affordability?
- Are you an excellent listener?
- Do people enjoy spending time with you?
- Do you know how to thoughtfully communicate your appreciation for people?
- Do you have the ability to inspire, lead, develop, and attract talented staff?
- Do you know how to prioritize your responsibilities? Do you know how to use technology to maximize your time? Do you know how to delegate?
- Can you handle the considerable range of tasks from major gift solicitations to helping with the smallest details of an event?
- Do you have the ability to lead, develop, and manage well in all directions?
- Are you willing “to roll up your sleeves” for all the work that is needed?
- Do you get things done?
- Do you understand the cadence and rhythm of a school year? What are examples of how you work with your colleagues in a collegial manner?
- Do you have a track record of success as a fundraiser and implementing a strategy? What is your level of experience in communicating the narrative of an institution?
- Have you had experience in a capital campaign?
- Do you have business and financial savvy?
- Do you have facility, humility, and desire with equity and inclusion work required to embrace and support a diverse and dedicated community of faculty, staff, students, parents, and alumni?
- Are you comfortable with the locational realities of New Canaan



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in its adjacency to New York City as a nearby major metropolitan center, knowing that St. Luke's School and New Canaan have a culture and personality all their own?

Work Environment & Complexity

Duties and tasks in this position are varied and complex. The position works on whole problems or projects. This position directs projects and the challenges are resolved with complex and precedent setting solutions. This position requires a high degree of collaboration. This position operates in a professional school environment. The functions of this position are performed in a typical office environment with no known hazards.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, such as the ability to see, hear, speak and understand English, and use a computer. This position is active and requires standing and walking, including stairs.

Travel

Occasional overnight travel will be expected in this position. A valid driver's license and passport are required.

The successful candidate will receive a compensation package

that includes a competitive salary plus generous tuition remission, and health and retirement benefits.

This job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee. Other duties, responsibilities, and activities may change or be assigned at any time with or without notice.

Application submission screening and interviews will be completed on a rolling basis until filled.

St. Luke's School seeks candidates who will add to the diversity of the community. The School will always be maintained as a non-sectarian institution. The School is an equal opportunity employer. The School complies with all legal requirements in connection with admissions and access to programs, facilities, and employment practices regardless of

race, color, religion, sex, gender identity, sexual orientation, national origin, genetics, age, or disability.

Background Check

Prior to submitting your resume for this position, please read it for accuracy. RG175 verifies academic credentials for its candidates and conducts a thorough review of candidates' social media presence. St. Luke's School will conduct thorough background checks prior to finalizing an offer.

Prospective Candidates should send a detailed letter of interest, updated curriculum vitae or resume, and copy of original writing on any subject of interest to the candidate that can be written for this exercise or provided from something written previously.

These materials are to be **sent in one, consolidated PDF** to: James E. Pattison, jpattison@rg175.com

