



DIRECTOR OF INSTITUTIONAL ADVANCEMENT
THE NIGHTINGALE-BAMFORD SCHOOL
New York, New York

The Nightingale- Bamford School

Aspen Leadership Group is proud to partner with The Nightingale-Bamford School in the search for a Director of Institutional Advancement.

The Director of Institutional Advancement will serve as the chief fundraiser for The Nightingale-Bamford School and will be responsible for establishing and implementing strategic fundraising goals for the advancement office that are in alignment with Nightingale's mission and strategic plan, in collaboration with the Board of Trustees, the Advancement Committee, and the Head of School. The Director will be responsible for the oversight and growth of the school's annual fund, major and leadership giving, alumni relations and outreach, and capital campaign, and will lead, manage, and inspire a positive culture of fundraising with donor constituents, trustees, and Nightingale's internal community.

Founded by two bold, visionary educators in 1920, The Nightingale-Bamford School's mission is to inspire girls to go beyond barriers. Tied to this mission is a broader vision of students who are joyful learners who have the intellectual depth and courage to be critical thinkers, compassionate citizens, and agents of their own lives. Nightingale educates girls' minds and hearts and, in so doing, infuses their lives with meaningful relationships, teaching them to value difference as a means of growth, and empowering them to question the status quo with confidence, empathy, resilience, and reason. Nightingale's commitment to social justice and anti-racism requires that all community members engage actively and thoughtfully in work around diversity, equity, and inclusion.

Nightingale enters its second century in full embrace of the philosophy established by its founders. As Miss Nightingale and Miss Bamford believed, girls' schools educate girls best, and a purposeful curriculum is a matter of both mind and heart. At Nightingale, each girl can expect an education that prepares them for success. Led by a fully-engaged and student-focused faculty and administration, they will be ready for whatever the world presents to them. From the moment each girl enters the blue doors, they are acknowledged, understood, and valued. They are encouraged by Nightingale's inclusive community to advocate for themselves, have empathy for others, and take intellectual risks. Nightingale aspires for no student to attend Nightingale anonymously.

To give students opportunities to embrace and celebrate the diversity of cultures, languages, and identities in the community and the world, and become engaged global citizens, Nightingale emboldened its modern language instruction, expanded its international travel program, and created opportunities for its students to participate in exchanges around the world. Recognizing there are areas where girls need to be empowered, Nightingale integrated STEM and STEAM concepts throughout its curriculum from K-XII. It clarified its vision and strategy around athletics and physical education to focus on the health and wellness of the entire child, body, and mind. To continue boosting its curriculum, Nightingale supports expert teaching through enhanced professional development. Its goal is to graduate young women who are prepared and committed to living lives of meaning, and part of that goal means articulating a modern vision for the Upper School experience.

The success and strength of Nightingale's educational experience depend on the collective voices of its diverse community. Nightingale seeks to foster an environment that is diverse, equitable, and inclusionary, and where all community members are recognized and valued. It is committed to increasing diversity in the schoolhouse, including among the student body and the faculty and staff and on the Board of Trustees. Nightingale's goal is to value relationship-building as the pathway to appreciating diversity and building inclusion.

Generations of Nightingale alumnae have led lives of meaning, a testament to the power of its founders' vision. Ensuring that the same opportunities exist for future generations of students is of primary importance. Thus, Nightingale is committed to maintaining wise stewardship of its financial resources, planning now for a sustainable future, including fostering a philanthropy culture that supports Nightingale's current program and its vision for the future.

REPORTING RELATIONSHIPS

The Director of Institutional Advancement will report to the Head of School, Paul A. Burke, and will serve on the school's Leadership Team.

FROM THE HEAD OF SCHOOL

Thank you. No doubt you have many choices and we are honored that you are considering Nightingale.

We are proud of who we are and who we are becoming. We also recognize that our capacity to meet our mission can only be realized if we have an inspiring leader in this critical role. There are few things this spring that I will do for Nightingale that are more important than this search. I can promise that we will let you know both the full dimensions and the incredible potential of this role. Our responsibility, which we take very seriously, is to be open about who we are and what we are seeking, and yours is to help us get to know you better. We look forward to being in that dialogue.

That dialogue, thanks to Aspen Leadership Group, commences with this letter. With it, I have a chance to introduce you to the school and to the position. Nightingale, of course, is far more complex, more interesting, and more dynamic than any one missive, but I will hopefully get us started. The job itself will have a shape and a clear expectation. It will also have room for the person who fills it to evolve that expectation and shape it into a better form, helping us reach heights beyond what we can imagine without you.

Nightingale was founded in 1920 by Miss Nightingale and Miss Bamford. Our origin story is unique because we began thanks to the leadership and the collaboration of two women at the same time. I know of no other school where that is the case.

Miss Nightingale never attended a formal school and came to New York City from Brunswick, Georgia. Miss Bamford was from Belfast, Ireland and was one of the first women to attend Oxford. Miss Nightingale led our Lower School, and Miss Bamford ran the older grades. Two women, meeting in New York City from two very different backgrounds, realized a vision to educate the "minds and hearts" of their students. That vision remains with us today. We educate for the whole child. We are a school with genuinely high academic expectations and we also really care for our students. We know them, and they know us. In fact, in 2017 we conducted a massive research project via an appreciative inquiry process to discover our primary lived value. We interviewed women from the 1930s and we interviewed our five-year-old kindergartners. We interviewed everyone in between. We emerged with thousands of pages of data and

one core finding—at Nightingale, relationships are central to all that we do. Relationships change a student. Relationships change a school. Relationships change a world.

Over the past three years we leaned into relationships like never before. We have shown up in every way during the pandemic. A very small handful of schools reopened in person in September 2020 and we were one of them, and it wasn't because our schoolhouse on 92nd Street provides an expanse of space. It was primarily because everyone, from trustees to faculty and back again, put the needs of the students first. We haven't been perfect and we are far from it now, but we are unabashedly a student-centered school, and over time and through the many challenges of the past three years our adherence to putting students first never wavered. We also, as a school, confronted the reality head-on that we have not always been the school that we needed to be for all of our students. The first voices of Nightingale's second century were those voices of our Black students and students of color on social media who asked our school to open its doors more widely, and to listen to them more. We are endeavoring to listen in new ways and to make changes as a result. We do it because we cannot reach our mission if we do not commit to the lifelong and life-affirming endeavor of promoting a true community of belonging. At Nightingale, the work is always about the children, and the work is always ahead.

So, what is the work to be done in advancement at Nightingale?

The work is strategic. Our leadership at the Board and administrative level have done really good work in identifying our key performance indicators. This work lays out in numbers a Nightingale fundraising story. This data is a treasure trove for new leadership, giving the Director a chance to learn about us quickly and to put forth ideas as a result. When asked by others what I most want in this position, I reply by saying that I want a strategic partner.

The work is relational. Success at Nightingale comes to those who are fueled by collaboration and by those who like to know people. Our community is eager to reconnect in old ways and in new ones, too, and advancement will be central to that charge. Nightingale's leadership team knows that I can reframe challenges as being "fun" once we arrive at a plan that appears to be sound. We would like our next advancement leader to see relationship building as more than just necessary, but perhaps even fun. To help with this, we laugh a lot at Nightingale. We take our work seriously without taking ourselves too seriously. We find that laughing helps us do both.

The work is transformational. We are clear that we don't have all the answers. Few endeavors are as humbling as education. We are equally clear on the import of our mission. We believe in what we do. We believe in our students. They are "mind and heart." They are brilliant and kind. They want to do well and don't believe that their success comes at the expense of others. They cheer when their friends succeed. In this role, and in mine too, we get the chance to cheer for them, and more than that we get a chance to do well by them.

I hope that this introduction helps. I cannot pretend to be unbiased, but I also want to be true. I believe that Nightingale is an exceptional school community at a really exciting time. The incoming Director will be given a chance to find meaning in this role. We are ready to help you, to challenge you, and to cheer for you. If this feels and sounds interesting then I look forward to advancing the dialogue and getting to know you in the weeks and months to come. Thank you, again, for your consideration.

—Paul A. Burke, Head of School

THE NIGHTINGALE-BAMFORD SCHOOL'S COMMITMENT TO INCLUSION, DIVERSITY, EQUITY, AND ACCESS

Diversity, equity, and inclusion are at the core of Nightingale's purpose and work. It is committed to ensuring that all students feel empowered to thrive and that all races, ethnicities, religions, sexual orientations, and gender identities are respected and valued.

Nightingale's ongoing commitment to educate the minds and hearts of all who walk through its blue doors is key to developing critical thinkers and compassionate citizens. Its work is a lifelong commitment to fostering a supportive, anti-racist community where all current and future generations of students are celebrated and affirmed.

Nightingale's diversity, equity, and inclusion work is led by the Assistant Head of School for Diversity and Equity, Johara Sealy, and a team of divisional coordinators, all of whom guide members of the Nightingale community into a clearer understanding of each other's roles in the work of equity and justice. Ms. Sealy collaborates with three divisional equity coordinators: Megan Westman (Lower School Librarian) in the Lower School, Zahra Ruffin (Middle School Associate) in the Middle School, and Stefan Bindley-Taylor (English Faculty) in the Upper School.

The Diversity, Equity, and Inclusion team believes strongly that advancing equity work, within and beyond the blue doors, is a shared responsibility and lifelong journey. Beginning with self-reflection and emphasizing community care, the equity coordinators work within their respective divisions to cultivate and sustain an inclusive, intentional, and equitable community. In collaboration with the Assistant Head of School for Diversity and Equity, the coordinators offer an equity-centered perspective on all aspects of programming designed to empower members of the community in joyful learning, critical thinking, and personal agency. Their work includes building programming, developing curriculum, holding office hours for students and professional community members, supporting student-led initiatives like the inclusivity boards and affinity spaces, and working towards professional community accountability through leadership and coaching.

PRIMARY RESPONSIBILITIES

The Director of Institutional Advancement will

- serve as a member of the school's Leadership Team, acting as a strategic partner in collaboration with other Leadership Team members and the Head of School;
- lead and empower a team of advancement professionals by helping them establish goals that align with the strategy of the school, while providing performance feedback and professional development opportunities as needed;
- lead successful fundraising efforts through the procurement of significant major gifts;
- lead a capital campaign;
- effectively engage trustees and the Head of School in the cultivation and solicitation of principal gifts;
- collaborate with the Board of Trustees by contributing to the success of board committees; and
- create ways to foster an inclusive fundraising culture by demonstrating a commitment to diversity, equity, and inclusion and employing a fundraising model that includes the whole Nightingale community.

LEADERSHIP

Paul Burke

Head of School

Mr. Paul Burke was unanimously named the seventh Head of School at Nightingale and took on the role in July 2012. Mr. Burke, like Miss Nightingale and Miss Bamford before him, embraces the philosophy that educating girls is a matter of both mind and heart and that girls' schools educate girls best. He believes that a school where everyone is known encourages students to take intellectual risks and establish their own voices.

Mr. Burke's time as the Head of Nightingale's Upper School provided him with rich relationships within the Nightingale community, which gave him a robust understanding of the strengths of its past and the needs of its future. This experience informed Mr. Burke's commitment to creating a more diverse and equitable community as well as keeping the entire school within one building. Nightingale embarked on an ambitious schoolhouse expansion under his new leadership that added 20 percent more space and reimaged nearly every corner of the building. It was essential to preserve the tradition of students of all ages under one roof to foster strong relationships, a vital component of the Nightingale mission, while also pursuing the vision of a 21st-century schoolhouse. With the expansion complete, Mr. Burke turned his energy and leadership to designing and implementing a new strategic plan in 2017. In 2020 and the start of Nightingale's second century, Mr. Burke has embraced a renewed commitment to creating a truly equitable, inclusive, and antiracist school.

Mr. Burke's path to Nightingale took him through various academic institutions that shaped his views and informed both his approach to the world and his career choices. He graduated from Williams College, where he majored in American history and American studies. After college, he became the college counselor at the Salisbury School, an all-boys boarding school in western Connecticut. After three years in Connecticut, Mr. Burke returned to school to earn a master's degree in educational administration through the prestigious Klingenstein program in private school leadership at Teachers College, Columbia University. While there, he was inducted into the Kappa Delta Pi honor society. After Columbia, Mr. Burke joined Packer Collegiate Institute in Brooklyn, where he spent eight years as a college counselor, history teacher, and for his last five years there, a dean of students.

President of the Board of the National Coalition of Girls' Schools, Founding Board Member for Riley's Way Foundation, and Summer Steps, Mr. Burke has previously served on the Board of Packer Collegiate Institute and The Browning School.

Claire du Nouy

Associate Head of School

Ms. Claire du Nouy is the Associate Head of School. A graduate of Swarthmore College, Ms. du Nouy holds an MA in developmental psychology from Columbia University, Teachers College. Ms. du Nouy has been a part of the Nightingale community for over 20 years. After teaching at York Prep earlier in her career, Ms. du Nouy first arrived at Nightingale in 1997 as a member of the modern languages faculty, where she designed curriculum for the newly-formed French program for Class V and VI girls. She taught French in the Middle and Upper Schools until 2002 when she left to run the Oxbridge summer program in Paris and to oversee Middle and Upper School admissions at Marymount. Fortunately for Nightingale, Ms. du Nouy returned to East 92nd Street in 2006 as Upper School Dean of Students, a position she held until becoming the Head of the Middle School in 2014. Additionally, in 2019, Ms. du Nouy was named Associate Head of School, focusing on stewarding the academic curriculum, providing faculty leadership and mentoring, and managing the processes by which instruction is administered to students. As of Fall 2020, Ms. du Nouy transitioned from her dual role to focus on her position as Associate Head of School.

Johara Sealy**Assistant Head of School for Diversity and Equity**

Ms. Johara Sealy has spearheaded Nightingale's strategic diversity, equity, and inclusion initiatives for the past four years. A graduate of Bryn Mawr College, Ms. Sealy believes in the transformative power of empowering young girls and women and is committed to creating spaces where all students are seen, heard, and valued. Ms. Sealy also holds a master's degree in educational leadership, politics, and advocacy from New York University's Steinhardt School of Education.

Having received a comprehensive education and cross-cultural exposure through attending an international school during her formative years, Ms. Sealy is a living testament to the benefits of an inclusive and multicultural learning community. She credits her passion for equity work to her educational experiences. Ms. Sealy is committed to collaborative change and is passionate about leveraging the multiplicity of voices and experiences in the Nightingale community to build and sustain positive relationships.

Sebnem Giorgio**Chief Financial Officer and Chief Operating Officer**

Ms. Sebnem Giorgio joined Nightingale in March 2020. In her role as the Chief Financial Officer and Chief Operating Officer, she oversees finance, facilities, human resources, and IT. She has had similar leadership roles in nonprofit organizations over the past twelve years. In her last role, she was the Chief Financial and Administrative Officer of DREAM (formerly Harlem RBI), a public charter school in New York. Prior to transitioning to nonprofit organizations, Ms. Giorgio spent over ten years as an investment banker at Morgan Stanley and Merrill Lynch. She is the Treasurer of the Board of the nonprofit America Needs You.

Ms. Giorgio graduated summa cum laude with a BA in economics and German studies from Ohio Wesleyan University, where she was elected to Phi Beta Kappa. Originally from Turkey, Ms. Giorgio is a proud graduate of an all-girls independent school in Istanbul. She enjoys traveling internationally with her husband and two children and discovering the best coffee shops wherever she goes.

Ms. Sealy guides the members of the Nightingale community into a clearer understanding that everyone has roles to play in the pursuit of equity and justice. She encourages and motivates the community members to be positive and effective agents of change on this journey.

PREFERRED COMPETENCIES AND QUALIFICATIONS

The Nightingale-Bamford School seeks a Director of Institutional Advancement with

- a commitment to the mission of The Nightingale-Bamford School—to inspire girls to go beyond barriers;
- a shared understanding of the mission of the school and a demonstrated commitment to the core principles of diversity, equity, and inclusion;
- experience as a skilled manager and leader of people;
- cultural competence and an ability to understand, appreciate, and work with constituents across varied backgrounds and cultures;
- an ability to organize a dynamic constituency toward a common goal;
- effective communication skills, both oral and written, including an ability to communicate complex issues as well as to maintain open communication channels with relevant stakeholders;
- an ability to set and execute goals that align with the strategic vision of the department;
- warmth and a sense of compassion;

- a team-based approach and an ability to lead with integrity, empathy, and diplomacy and operate with a high level of emotional intelligence;
- a highly organized, self-motivated, detail-oriented, creative, strategic, and professional approach with an ability to manage multiple projects under tight deadlines;
- high professional and ethical standards for handling confidential information;
- exceptional interpersonal skills and an ability to work collaboratively with all levels of constituents;
- an ability to manage large groups of constituents including employees, trustees, volunteers, and committee members; and
- knowledge of and comfort operating within New York City's philanthropic communities.

A bachelor's degree is required for this position as is at least five years of experience in a leadership position directing fundraising efforts for philanthropic or nonprofit mission directed organizations.

SALARY AND BENEFITS

The salary for this position is \$250,000 annually. The Nightingale-Bamford School offers a comprehensive package of benefits.

LOCATION

This position is located in New York City.

APPLICATION INSTRUCTIONS

All applications must be accompanied by a cover letter and résumé. ***Cover letters should be responsive to the mission of The Nightingale-Bamford School as well as the responsibilities and qualifications presented in the prospectus.*** Review of applications will begin immediately and continue until the successful candidate has been selected.

It is the policy of The Nightingale-Bamford School to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, creed, religion, national origin, citizenship, age, sex, sexual orientation, gender identity, gender expression, military status, marital status, familial status, caregiver status, predisposing genetic characteristics, actual or perceived domestic violence victim status, disability, veteran status, or any other characteristic protected by applicable law. The school's employment practices and decisions adhere to the principles of non-discrimination and equal employment opportunity. This commitment to equal opportunity applies to and is reflected in all school activities, including, but not limited to, recruiting, interviewing, hiring, staffing, training, promotions, compensation practices, employee benefits, social programs, discipline, and termination of employment. The school maintains zero tolerance for violations of this policy and expects all employees to abide by and support this policy without reservation.

To apply for this position, visit:

[Director of Institutional Advancement, The Nightingale-Bamford School.](#)

To nominate a candidate, please contact Patrick Key, patrickkey@aspingleadershipgroup.com.

All inquiries will be held in confidence.