



Lick-Wilmerding High School

DIRECTOR OF STRATEGIC COMMUNICATIONS

LOCATION
San Francisco, CA

POST DATE
July 17, 2023

**APPLICATION
DEADLINE**
August 20, 2023

SEMIFINAL ROUND
Week of
September 11

FINAL ROUND
Week of
September 18

**DECISION
ANNOUNCED**
September 29

START DATE
October 2023

REPORTS TO
Head of School

SALARY
\$130,000 - \$150,000

Summary

Lick-Wilmerding High School is a private school with public purpose, serving 550 students in grades 9-12 in San Francisco. Since its founding in 1895 as a vocational school, Lick-Wilmerding has built upon a long tradition of valuing and integrating the liberal arts, sciences, technical arts, visual arts and performing arts to offer a robust college-prep curriculum. Today, the LWHS curriculum is both a catalyst and a vehicle for civic engagement, and the Public Purpose Program offers students the opportunity to contribute their time, talent, and treasure through partnerships with community organizations. Students demonstrate an unparalleled commitment to their communities, the motivation to deeply explore their interests, and a desire to positively impact the lives of others. Despite many changes over the past four years — a global pandemic, leadership transitions, and a campus-wide remodel — LWHS has retained its vibrancy and commitment to being a private school with public purpose.

With a new head of school having just started in July of this year, the director of strategic communications will be instrumental in ensuring that there is a cohesive vision and narrative to the school's messaging, while sharing the successes of the school's programs on a national and global level. Taking a holistic approach to managing internal and external communications will ensure that all community stakeholders remain engaged with and connected to the school. This position will report directly to the head of school and will supervise the associate director of communications. The LWHS community looks forward to welcoming the director of strategic communications in October 2023.

MISSION

A private school with public purpose, Lick-Wilmerding High School develops the head, heart, and hands of highly motivated students from all walks of life, inspiring them to become lifelong learners who contribute to the world with confidence and compassion.



History

1874

James Lick establishes a trust of \$540,000 to endow the California School of Mechanical Arts, now commonly referred to as "Lick."

1894

Jellis Clute Wilmerding leaves \$400,000 to the Regents of the University of California to establish and administer another school, the Wilmerding School of Industrial Arts — a school for boys specializing in building trades and architecture drafting.

1912

George Merrill opens the Lux School for Industrial Training for Girls, using space from the Lick facilities, with a curriculum focused on sewing and textiles, food, health, art, and retailing and merchandising.



1913

Lux opens its own building the following year, on land purchased from the Lick and Wilmerding Schools. The original Lux building still stands today at the corner of 17th and Potrero Streets in San Francisco.

1952

Lux closes, but its early contribution to women's education becomes a national model and significant accomplishment.

1955

Lick and Wilmerding merge to form Lick-Wilmerding High School, and moves to its current campus on Ocean Avenue. It becomes a boys-only school, and begins to develop its outstanding college-preparatory curriculum.



1972

Lick-Wilmerding becomes co-educational once again and, shortly thereafter, begins charging tuition for the first time in its history.

1986

Two Lick-Wilmerding faculty co-found Aim High, a summer school program for public middle school students that would later grow to nearly twenty campuses.

2018

Lick-Wilmerding finishes renovating its main building, the third of three major construction projects since 1997 (first two: library and shops).



Vision for Equity & Accountability

Lick-Wilmerding High School strives to cultivate a diverse, collaborative community of students and adults that is rooted in empathy, equity, respect, humility, and accountability. We commit to uphold the tenets of anti-racism and to interrupt all forms of interpersonal and institutional bias and discrimination. We aspire to create safe, joyful spaces for learning where everyone brings their whole selves, feels known and heard, lifts each other up, and engages in all aspects of life at LWHS and beyond.



Community Norms

SPEAK FROM THE "I" PERSPECTIVE
 LEAN INTO DISCOMFORT
 RESPECT THE MESSINESS OF IDEAS
 SUSPEND JUDGMENT OF SELF AND OTHERS
 HONOR CONFIDENTIALITY
 ACCEPT SILENCE AS PART OF THE PROCESS
 TAKE SPACE, MAKE SPACE, INVITE IN
 SEEK MULTIPLE PERSPECTIVES, TREATING THE CANDIDNESS OF OTHERS AS A GIFT

Sam Mihara '51 Day of Justice

Every spring the entire LWHS community participates in an in-house conference that explores identity, privilege, and oppression planned by students who have attended the NAIS Student Diversity Leadership Conference, the White Privilege Conference or the Creating Change Conference. Workshops are led by faculty, staff, students and local facilitators or activists. Past session topics have included microaggressions, how ideas about gender impact politics, different belief systems, orientalism, and rap as activism, to name a few. While it can be challenging to explore the cycle of oppression, the Sam Mihara Day of Justice ultimately aims to inspire compassion and a commitment to equity within all LWHS community members.



DEIB Programs & Initiatives

DEI ROUNDTABLE

The LWHS Diversity, Equity & Inclusion Roundtable is composed of the Head of School, Board DEI Committee Co-Chairs, Parent Association VP's of Inclusion, Student Council Co-Presidents, Co-Student Inclusion Chairs, the Director of Student Inclusion & Dean of Equity & Inclusion. The Roundtable convenes to unpack institutional challenges requiring the collective power and coordinated efforts of the entire school community. Participants are dedicated to listening and responding to the needs and feelings of the LWHS community, centering the most vulnerable.

ETHNIC STUDIES WORKING GROUP

The Ethnic Studies working group is a task force composed of student leaders, faculty, staff, and administrators investigating the best way, as a community, to make compulsory engagement with Ethnic Studies a graduation requirement. The ask came from the student body in 2020 in direct response to the limited engagement that students have with non-White histories beyond deficit narratives in the Social Sciences and Humanities. Students also shared the need to have White-identifying members of our community face their histories in order for us to engage in authentic conversations, healing, and accountability.

RESTORATIVE JUSTICE PRACTICES

The Restorative Practices Working Group, founded in the 2020-2021 academic year, is an ever-growing, trained group of faculty and staff members committed to moving our school away from traditional forms of punitive and exclusionary discipline towards practices and processes that foster repair, accountability, and healing care when social rupture occurs. [Watch the video.](#)

FLEXIBLE TUITION PROGRAM

Thanks to its 125 year history of being accessible to students from all walks of life, including 77 years of being tuition free, Lick-Wilmerding High School enjoys the legacy, the resources, and the strategic resolve to push the limits on what it can mean to be a truly accessible independent school. The Flexible Tuition program provides a wide tuition range that include books, course materials, daily lunch, yearbook, athletic uniforms, co-curricular activities, and grade-level retreats. Currently, \$7 million is dedicated to the Flexible Tuition program and more than 33% of students attend LWHS on Flexible Tuition.

Student Affinity Clubs

AIF – Ad Ingenium Faciendum, which means toward the building of character, is an affinity group for young men of color

ASIA – API Students in Alliance

BSU – Black Student Union

LU – Latinos Unidos

KABA – Kabayan [“Fellow Filipino” in Tagalog]

SAME – South Asian & Middle Eastern Club

GSA – Gender Sexuality Alliance

MAC – Multiracial Alliance Club

SQUID – Space for Queers United in Diversity

Unity – an affinity space for queer and trans womxn of color to connect and uplift each other

FM – Pronounced “femme,” is an affinity group for all girls of color

Family Affinity Networks

BSUFN – The Black Student Union Family Network

LUFN – Latinos Unidos Family Network

AAAFN – Asian and Asian-American Family Network

SAAG – South Asian Affinity Group

Faculty & Staff Affinity Socials

BIPOC Social – Semesterly gatherings for faculty and staff who identify as Black, Indigenous, and other People of Color (BIPOC)

LGBTQIA+ Social – Semesterly gatherings for faculty and staff who identify as LGBTQ+

Community Social – Monthly gatherings for all faculty and staff at a local venue



Key Statistics

Founded in
1895

Average class
size:
17



CAMPUS SPACES INCLUDE

- Technical Arts “shops”
- caf eteria
- full-court gymnasium with rock climbing wall
- music studio
- dance studio
- photography studio with darkroom
- 7,100 square foot library

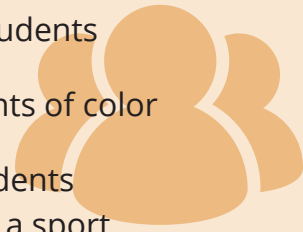


550 total students

68% students of color

85% of students participate in a sport

57% of students participate in performing arts



DIVERSITY

Of the 550 students at Lick Wilmerding High School:

7-14% of each class are first generation-to-college students

11% Black or African American

38% Asian incl. East and South Asian

18% Latinx

61% White, with 36% identifying as multiracial

67 faculty members with an average of

19.2 years of teaching experience

48 with Master’s degrees

3 with PhDs



Multi-year investment and partnership with neighboring City College of San Francisco for use of athletic fields and facilities

Annual financial aid allotment **\$7M**

www.lwhs.org





Strategic Plan

As LWHS celebrates its 125th year, this next chapter of our school builds on recent accomplishments and enduring strengths, including:



Our diverse and vibrant community of learners that mirrors the Bay Area and broadens the perspectives of each community member.



Our commitment to public purpose exemplified by the work of The Center for Civic Engagement.



A diverse, talented, and committed faculty and staff who collaborate, innovate, and model their passion for learning.



Broad interest in the school, enabling LWHS to craft a **learning community that embodies our mission.**



An outstanding academic program and ever-evolving Head, Heart, Hands philosophy that asks students to use knowledge and skills to address the most complex societal issues.



A solid financial foundation and increased charitable giving to support the school and its commitment to access and success for all of our students.



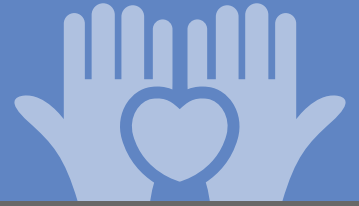
Our nationally recognized technical arts program that builds upon the foundation of the school, teaching students to solve problems and demonstrate resilience.



A beautiful urban campus marked by innovative design, a sustainable footprint, and spaces that foster collaboration and connection.



Head, Heart, & Hands



LWHS prepares its students to thrive in college and to be passionate, self-directed, lifelong learners. Toward these ends, its faculty employ a wide range of teaching methods, intended to help every student succeed. LWHS has a long tradition of valuing and integrating the liberal arts, sciences, technical arts, visual arts and performing arts. The resulting rigorous head, heart, hands curriculum provides students with a “toolbox” with which to build lives of consequence and fulfillment. In order to prepare students to assume responsible adult roles in the world, ethical thinking is explicitly woven through the curriculum. Similarly, problem solving and collaborative skill building, including learning when to lead, when to listen, when to contribute, and when to follow, are integral to a LWHS education. Prizing innovative thought, most distinctively through the integration of science, technology and design, LWHS encourages students to marshal the courage to make mistakes in order to learn and become more resilient. LWHS further believes that mindfulness and healthy ways of being, including seeking balance in one’s life, are essential to living a life of care—for self, family, community, and environment.



A Public Purpose

As a private school with a public purpose, service and community engagement are at the core of an LWHS education. The LWHS curriculum is both a catalyst and a vehicle for civic engagement, offering real world insights and inspiring students to contribute their time, talent, and treasure to work that matters. The larger community—local and global—is an extension of LWHS classrooms, providing students opportunities for thoughtful and effective problem solving and stewardship. In addition, LWHS shares its innovative educational models, as well as its knowledge, networks, and resources, with others who are committed to improving lives, prospects, and possibilities for young people.

The Public Purpose Program is a way for students to truly live LWHS' mission and meaningfully engage with local, national, and global communities. During their four years at LWHS, all students will participate in the Public Purpose Program (PPP), which guides students in several ways, from recognizing how to apply their education and unique talents, to ultimately affecting positive change and social justice.

Center for Civic Engagement

The Center for Civic Engagement connects students to leadership opportunities through various programs on campus such as Student Government, Grade Level Retreats, The Peer Connect Mentor Program, Community Tutoring Program, The Center Internship, and Student Clubs. These leadership opportunities cultivate student leaders who contribute to the world with confidence and compassion. The Center for Civic Engagement also oversees the Public Purpose Program (PPP) which aims to connect every student to the local and global community meaningfully. By the end of a student's tenure at LWHS, they will have considered the significance of community partnership, accumulated hours volunteering with local nonprofits, and initiated academic inquiry into societal injustices.

As a private school with a public purpose, service, and community engagement are central to the LWHS mission. To this end, the school has long-term partnerships with local educational nonprofits and neighborhood organizations in the Ingleside and Excelsior districts, including Aim High, District 7 Youth Council, Excelsior Collaborative, Ocean Avenue Association, Tax-Aid, and Youth Art Exchange. These organizations collaborate with LWHS throughout the year and share campus space for classes, community meetings, and summer programs.

Aim High

Aim High is an award-winning summer program for middle school youth that combines rigorous academics with a fun and highly supportive learning environment. Founded in 1986 at Lick-Wilmerding High School with just 50 students, Aim High is committed to closing the opportunity and achievement gaps in Northern California through its transformative summer learning program. Aim High envisions every middle school student having access to joyful summer learning, inspired and innovative teachers, and the support they need to succeed in school and life. This transformative summer enrichment program has empowered thousands of middle schoolers from low-income neighborhoods, igniting their love of learning and yielding real results—98% of Aim High alumni graduate high school and go on to college.

Over the last 35 years, Aim High has expanded across the Bay Area in every direction, as far as Napa and Tahoe-Truckee. Today, with more than 17,800 students having been served since its founding across 18 campuses, Aim High is a Northern California institution. Lick-Wilmerding is proud and inspired to support and incubate innovative educational ideas and programs like Aim High, to help the school continue to make a huge impact in the greater landscape of public education.



The Shops



Technical Arts

With hands-on processes and projects at the core, LWS Technical Arts teaches at the junction of Design & Engineering & Craft in service of Connection & Community & Purpose. Lick-Wilmerding Technical Arts is more than the “hands” part of the school. Courses in **Jewelry, Code, Wood, Sewing, Metal, Digital Fabrication, and Electronics** are a place to skill up and connect with your and your peers’ humanity. It’s a place to learn about designing, prototyping, and building things together that bring **joy, confidence, and meaning**. Regardless of future study or career, Technical Arts classes teach students about project management, working in teams across differences, persistence in the face of challenge, being resourceful, object and experience design, and craftsmanship. Classes emphasize hard and soft skills and help form whole and flexible young adults, of all identifiers, for a changing world.

Visual Arts

Visual Arts teachers encourage students to **explore their imagination, tap their experience and knowledge about the world, and trust their unique vision** without fear of failure. We stress visual literacy, conceptual thinking, experimentation, craftsmanship and commitment. We ask our students to **explore, take risks, persevere and deepen their visual perceptions** honestly, reflectively and carefully. Our intention is to inspire them to be curious, creative and courageous, but also disciplined and attentive. We hope that through the development of their visual literacy our students will become more confident in the uniqueness of their vision.



Athletics & Performing Arts



Athletics

Currently, the Athletics program at LWHS is comprised of 36 teams representing 16 different sports at the Varsity, Junior Varsity, and Frosh/Sophomore levels. More than 75 percent of the student body participates in athletics throughout the academic year.

CCSF Partnership

LWHS students have access to City College of San Francisco's Health and Wellness Center, an expansive athletic complex located across the street from the LWHS campus. The Wellness Center houses multiple weight rooms, cardiovascular facilities, basketball courts, a 25 yard indoor swimming pool, all-weather track, eight tennis courts, and a turf soccer and lacrosse field.

Performing Arts

The Performing Arts department educates students in the craft, theory, and philosophy of the performing arts for the purpose of promoting personal and societal transformation. We provide students with an artistic platform in which they have the support to create, engage, and explore, fostering students' individuality, creativity, empathy, human connection, and discipline. We are committed to the representation of all perspectives and presenting work with a cultural, social, and historical foundation to empower students to develop their personal aesthetic, as well as reflect on their role as it extends beyond the classroom.



Lick-Wilmerding Voices



Heather Platt
Annual Fund Manager

Heather joined LWHS as the annual fund manager in 2018. Building upon her career in fundraising for a variety of political and nonprofit campaigns, Heather is excited by the school's focus on civic engagement and public purpose. She notes that having the opportunity to collaborate with – and learn from – such a passionate and welcoming community of students is a highlight of working at the school. Heather looks forward to working with the director of strategic communications as a collaborative thought-partner to develop robust marketing materials that inspire donors to support the amazing and important work of Lick-Wilmerding.



Davion Fleming
Director of Admissions

Davion joined Lick-Wilmerding as the director of admissions in 2021. After studying philosophy in college, Davion always imagined he would be a teacher of philosophy or history. However, his career took an unexpected yet fortuitous turn into college admissions, followed by five years of working in independent school admissions in the Bay Area prior to joining LWHS. Davion is inspired by the students at Lick-Wilmerding, and enjoys seeing how people with seemingly disparate backgrounds come together in pursuit of making a positive impact on their communities. He finds working in admissions deeply rewarding, as it provides many students the chance to receive an education that might not have otherwise been accessible. Davion looks forward to working closely with the director of strategic communications to share the story of Lick-Wilmerding with both current and prospective families.



Ravi Lau
Director, Public Purpose Program

As both an LWHS alum and current parent, Ravi first worked at Lick-Wilmerding after graduating college to help establish the school's community service program. After pursuing a career in nonprofits, he returned to LWHS in 2022 as the director of the Public Purpose Program. Ravi says that returning to LWHS allowed him to contribute to the school's mission and be part of the transformative and community-focused work of public service. He appreciates the sense of openness, curiosity, and passion embodied by the faculty, staff, and students at LWHS and hopes the director of strategic communications will feel inspired to reflect upon and celebrate all of the school's diverse voices and stories, while courageously sharing their own.



Background & Opportunities



Founded in 1895, Lick-Wilmerding High School is a private school with public purpose. First established as a mechanical arts school for boys, over the past century the school has evolved to become a coed college prep school that builds on its legacy of providing accessible education to a diverse group of students in the Bay Area. Each day, 550 students from all walks of life fill the halls. Walls are adorned with posters touting mission-driven statements like “The Orient is no Occident.” The school’s curriculum is centered around the “head, hands, heart” philosophy, which integrates public service into each student’s four years at Lick-Wilmerding. The Public Purpose Program and Center for Civic Engagement provide leadership and volunteer opportunities for students in the community, and build partnerships with local nonprofits, which are welcomed onto Lick-Wilmerding’s campus to gather and build community.

In addition to the many opportunities to pursue civic engagement, students participate in outstanding performing arts and athletics programs, as well as the nationally-renowned “Shops” program. The Shops offer a diverse array of both technical and performing arts classes, from metallurgy and digital fabrication to drama. Lick-Wilmerding elevates the voice of its students, who in turn become voices of their communities. With nearly 20 different student, faculty, staff, and family affinity groups, diversity, equity, inclusion, and belonging are a part of everyday life at Lick-Wilmerding. Accessibility has a long-standing history at Lick-Wilmerding: for nearly 80 years after its founding, the school provided tuition-free education. Today, the flexible tuition program ensures that students from a wide range of socioeconomic

backgrounds are afforded the opportunity to attend Lick-Wilmerding.

Like many other independent schools, Lick-Wilmerding has undergone a period of transition over the past five years. In fall of 2018, Lick-Wilmerding completed an award-winning campus renovation that retained the historical facade of its Ocean Avenue building, and replaced and expanded the main classroom building. This campus renovation increased the school’s capacity by 60 students and featured the Center for Civic Engagement more prominently in the school’s new lobby. The new building has transformed the campus into a vibrant and welcoming space poised to invite students, faculty, staff, and community nonprofits to the Lick-Wilmerding campus.

A year after the new buildings opened, the pandemic necessitated a shift to remote learning, and the logistics of leading the school through the pandemic took precedence. In 2022, Lick-Wilmerding welcomed an interim head of school following the tenure of a head of school who had been with the community for over a decade. Leading communications through these changes, and coordinating the multi-media needs of virtual learning required a hands-on, tactical approach to providing support to the community. At the same time, the succession of the new building, the pandemic, and two major leadership transitions showed the school the equal importance of having a strategic approach to communications, which is reflected in the new iteration of this director-level communications role.

With a soon-to-launch new website and a new head of



school, the director of strategic communications will have the chance to elevate the school's communications to a strategic level, and reconnect with the story of Lick-Wilmerding to share it among all of its constituencies. The director of strategic communications will report directly to the head of school, who will be a collaborative and supportive partner in learning and sharing the mission of Lick-Wilmerding High School. As the head of school builds relationships with the community, the director of strategic communications will serve as a deft writer and thought-partner, making sure that all communications reflect a cohesive vision of the school's legacy, and of its future.

As the communications department is interwoven with every aspect of the school's programs, there is a high volume of requests that come through the office. This requires a delicate balancing of priorities, which will be shared with an associate director of communications who has just begun. Between these two positions, the communications department will play a supportive role in ensuring that content is produced for the multitude of student groups, virtual meetings are transcribed and recorded for accessibility, and that communication is developed and coordinated strategically among all departments and channels of the school. The associate director's focus on content production, graphic design, and social media strategy will allow the director of strategic communications to focus on developing a strategic approach to the school's communications

channels, and to develop a cohesive voice and narrative that guides the school's branding.

There will also be an opportunity to audit existing workflows and methods of accessing information to ensure that the process for requesting content, communicating important event information, and sharing important school information is clear and consistent. Revising the weekly newsletter by segmenting information by stakeholder groups will ensure important information doesn't get lost or muddled. Yet as Lick-Wilmerding is a school that values meeting others where they are, an empathetic and inclusive approach to change management will be essential.

As a member of the leadership team, the director of strategic communications will have the opportunity to work closely with other departments – especially the admissions and development office – to ensure that the message of Lick-Wilmerding is shared with a unified voice to prospective families and donors. Lick-Wilmerding is deeply committed to being accessible and inclusive of a diverse group of students and faculty, and the director of strategic communications should demonstrate a personal commitment to the principles of DEIB and feel grounded in their own identity. The outgoing director of communications and media will be in place until early October, which will allow for a seamless handoff when the incoming director of strategic communications begins later this fall.



Raj
Mundra
Head of School

With over 30 years of experience in independent schools, Raj brings a wealth of leadership experience and global perspective to Lick-Wilmerding High School. Reflecting on his appointment as the new head of school, Raj shares:

“ I am thrilled and honored to join the Lick-Wilmerding community as your Head of School starting in the summer of 2023. As I am learning about the school, so many students and adults have shared stories of opportunity, support, connectedness and challenge. I continue to hear and feel a lot of love, joy and pride! Everything about the school – the space, light, schedule, graduation requirements, sustainable facilities, admissions approach, athletic spirit, faculty recruitment, arts performances, and budget – all support student belonging and learning. That level of alignment is powerful and palpable. ”

We invite you to watch our [interview](#) with Raj, who discusses the importance of finding a mission-aligned director of strategic communications to join the community at LWHS.



Areas of Focus

Telling the Story of LWHS

For the majority of its history, Lick-Wilmerding has considered what it means to integrate accessibility and the principles of diversity, equity, inclusion and belonging into its academic programs. In many ways, Lick-Wilmerding is an exemplar in its commitment to this pursuit of DEI, service and citizenship. By building authentic relationships with current students, alumni, faculty, and staff, the director of strategic communications will develop an intimate understanding of the many achievements of the LWHS community, and creatively share these stories for a broad audience. The director of strategic communications will find ways to publicize and celebrate the school's unique programs within the greater Bay Area and national independent school landscape, and work to ensure that these stories are seen and shared among the internal community as well.



Communications and Brand Strategy

As a new head of school joins the Lick-Wilmerding community this summer, the director of strategic communications will have the opportunity to refine and share the unified voice and narrative of the school – both internally and externally. The forthcoming launch of a new website will also lay the groundwork for the incoming director to consider how the school can share its story widely with the community. Taking a holistic approach to how communication is shared with parents, students, and faculty by creating custom newsletters and expanding multichannel marketing will also be key projects for this role. Through close partnerships with the admissions and development offices, the director of strategic communications will help develop communications and branding materials that can be shared with external stakeholders to promote the school.

Streamlining Workflows

As the communications department is entwined with nearly every aspect of the school, there is a high volume of requests for content production and information from both internal and external stakeholders. The director of strategic communications will need to take a systems-minded approach to establishing priorities and workflows that ensure clear, consistent, and easily accessible information based on diverse end-user needs. The director of strategic communications will collaborate with fellow administrators, students, and parents, to share accurate and timely information about the myriad of campus events and programs.



The Director of Strategic Communications is...



Strategic  

Empathetic 

 **Curious** 

Detail-oriented

Relational 

Creative 

Ethical

 **Culturally competent**

Flexible



Duties

Strategic Communications

- Develop and implement a strategic communications plan to advance the brand, mission, program, and goals of the school through both internal and external communications.
- Collaborate with the head of school, department leads, and other key stakeholders to oversee consistent, accurate, on-brand, and on-message internal communications about school policies, news, and other critical content.
- Create written communications on behalf of the school and school leaders that establish a consistent voice and narrative, and address the needs of the audience.
- Partner with school leaders to develop and implement a crisis communications plan, and communicate ongoing risk management strategies to the school community.

Marketing & Content Production

- Ensure and apply consistent, high-quality brand and messaging to all departmental communications, activities, and events at the school, and among professional and volunteer leadership.
- Define and lead all outreach initiatives, publications, social media marketing, and other external messages in alignment with the school's communication guidelines and brand identity.
- Collaborate with the associate director of communications to design and produce all creative materials in print and digital format.
- Lead the strategy and development of all school websites, and implement effective information management processes.

Leadership

- Report directly to the head of school, and serve as a member of the LWHS leadership team.
- Supervise the associate director of communications, and provide outstanding mentorship, feedback, support, and professional growth to direct report(s).
- Effectively communicate schoolwide change initiatives and priorities to all stakeholders to ensure clarity and community buy-in.
- Perform other responsibilities and duties as assigned.



Qualities & Qualifications

Qualities

- Exceptional written and verbal communication skills
- Deep personal and professional commitment to the principles of diversity, equity, inclusion, and social justice
- Collaborative and relational leader who is comfortable interfacing with a diverse group of internal and external stakeholders
- Excellent copy-editing skills
- Outstanding organizational and time management skills with the ability to multitask and prioritize workflow
- Highly motivated, productive, and deadline-oriented
- Ability to exercise good judgment, tact, diplomacy, and manage confidential information
- A willingness to actively participate in the life of the school, and to serve as an ambassador of Lick-Wilmerding High School in the community

This position requires working at a keyboard and remaining stationary for long periods of time in a professional office environment. This position also requires moving between and within all areas of the campus, which include stairs and narrow access paths.



Qualifications

- Bachelor's degree in communications, marketing, journalism, or a related area required; Master's degree preferred
- 10+ years of related experience, preferably within a diverse, mission-driven organization
- Comprehensive knowledge of strategic communications principles
- Experience serving as a member of a leadership team, supervising a team of creative professionals, and managing a departmental budget
- Proven track-record of leading an integrated marketing and communications program from concept to completion
- Demonstrated experience with web development and other mass communications and content management systems



How to Apply

12M Recruiting is acting on behalf of Lick-Wilmerding High School to identify exceptional communication leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@12MRecruiting.com

Applications will be considered through August 20, 2023.

All applications must be submitted online:

www.12MRecruiting.com/jobs/LWHS/StrategicCommunications



An application requires submitting four PDFs:

- Cover letter introducing yourself to the Lick-Wilmerding High School search committee
- CV or resume
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you — though we will not contact any references without obtaining your permission first)
- A response to the following prompt:

In 250 words or less, share your approach as a communications professional for working with a senior manager or chief executive to develop written content that brings out that person's authentic voice, unique style, and desired message.

LWHS is an equal opportunity employer. We value a diverse workforce and an inclusive culture. LWHS encourages applications from all qualified individuals without regard to race, color, religion, gender, sexual orientation, gender identity or expression, age, national origin, marital status, citizenship, disability, and veteran status.

