

POSITION PROFILE

On behalf of our client,



CohenTaylor Executive Search Services
is conducting a retained executive search for its

PRESIDENT



**FOR MORE INFORMATION, VISIT:
GROVESACADEMY.ORG**

MISSION

We build confidence, success, and purpose through transformative learning experiences.

VISION

To redefine the way our nation is taught, one student, one teacher, and one school at a time.

VALUES

- Authenticity
- Collaboration
- Compassion
- Discovery
- Tenacity

Groves Academy is a non-profit educational organization located in St. Louis Park, Minnesota. Groves Academy started over 47 years ago as an independent school serving students with learning disabilities and attention disorders in grades 1-12. Today, Groves is three strategic divisions – the School, The Learning Center, and The Institute for Professional Learning – with a shared mission of building confidence, success, and purpose. In the last 4 years, Groves has experienced exciting growth and transformation through the evolution of The Learning Center, the formation of The Institute for Professional Learning and the growth of the school. The organization is now poised for maximizing the growth and innovation that is already underway.

Working together, Our School, The Learning Center and The Institute for Professional Learning will reach its vision to redefine the way our nation is taught, one student, one teacher, and one school at a time.



“Groves is three strategic divisions with a shared mission of building confidence, success, and purpose.”

OUR SCHOOL

Groves Academy is a unique Minnesota school, focused on building confidence, success and purpose for students with learning disabilities through transformative learning experiences, while providing a supportive network for the whole family.

At Groves Academy, everything we do drives our mission to build confidence, success and purpose through transformative learning experiences. From expert faculty to small class sizes and specialized evidence-based curriculum to intentional relationship development, we want our students to experience positive, lasting change.

Many of Groves’ students have average to above-average IQs that are blocked by a learning disability such as dyslexia or ADHD. At Groves Academy, students are provided with the skills, strategies and confidence to open the possibilities and unlock their potential.

THE LEARNING CENTER

The Learning Center extends Groves’ mission by offering help for the greater community and supporting children and families who are struggling with learning differences and attention disorders. The Learning Center leverages the school’s 47 years of knowledge about learning differences to serve more than 1,000 students a year through diagnostic testing, tutoring, summer programs, and speech and language therapy.

THE FAST FACTS LEARNING CENTER

- **Diagnostic Assessments** – over 460 performed in 2018-2019
- **Speech & Language** – over 100 students served each year

OUR SCHOOL FAST FACTS

- Founded in 1972; located in St. Louis Park, MN
- Average class size of 8 students in Lower and Middle Schools; 10 students/class in Upper School
- 60 faculty, 67% of whom hold advanced degrees
- Total enrollment of 285 from over 30 communities
- Over \$1.3 million in financial aid awarded to 30% of the student body

- **Tutoring** – 3,418 tutoring sessions help students from the community and Groves school achieve success
- **Summer Programs** – 197 students enrolled in 2019; 96.6% would recommend the Groves Summer Programs to other families

THE INSTITUTE FOR PROFESSIONAL LEARNING OUTCOMES

- Five Literacy Coaches in 30 charter, district and Catholic schools and 200 classrooms grades K-3
- From fall 2018 to spring 2019, Groves partner schools saw a 26% reduction in the number of students in the high-risk fluency category
- High-risk first and second graders at partner schools are advancing at twice the national average rate
- High-risk third graders advance at over four times the national average



THE INSTITUTE FOR PROFESSIONAL LEARNING

The Institute for Professional Learning brings Groves' evidence-based literacy instruction to schools around the Twin Cities and state with a goal of expanding until we close the literacy gap in our nation so that all children can learn to read. Over the course of a three-year partnership, The Institute for Professional Learning introduces evidence-based reading to teachers and students in grades K-3 and certifies those teachers as literacy instructors. Currently in its third year, Groves literacy coaches will be in 30 schools and nearly 200 classrooms, leveraging the power of sound instruction and proven methods for instructional sustainability.

THE FIVE COMPONENTS OF THE GROVES LITERACY FRAMEWORK

QUALITY CORE INSTRUCTION: Use of an explicit, systematic, multisensory, evidence-based curriculum that teaches reading fundamentals

DATA-BASED DECISION MAKING: Instruction, intervention, student progress and group decisions made by using assessment data

RESPONSE TO INTERVENTION (RTI MODEL): Students who deviate from projected progress goal (either above or below expectations) receive adjusted instruction and/or one-on-one attention

PROFESSIONAL COLLABORATION: Teachers and administrators collaborate if student continues to deviate from expected goal

ONGOING PROFESSIONAL DEVELOPMENT: Teachers stay current, instruct with fidelity, and continue to learn best practices, new literacy research, and teaching strategies

THE ROLE

Reporting to the Board of Trustees, the Groves Academy President is responsible for the overall vision and management of all divisions of the organization. The President works in concert with other leaders and the Board of Trustees to guide and grow the work of Groves, focusing on establishing the vision and growth plan for the expanding mission.

In addition, the President of Groves Academy is responsible for the overall operations and direction of the organization including mission, culture, vision, values, leadership, policies, planning, budgeting/finance, programs, funding and public relations.

SPECIFIC AREAS OF RESPONSIBILITY AND ACCOUNTABILITY INCLUDE:

Philosophy & Values

- Cultivates and enhances the current Groves culture and mission.
- Ensures the Groves core values are present in the day-to-day habits and behavior of the organization.
- Supports a culture of diversity, equity, and inclusion.



Vision & Strategic Development

- In conjunction with the Board of Trustees develops the overall organizational strategy and business plan across the three main divisions of Groves Academy; the School, the Institute for Professional Learning and the Learning Center.
- Takes active leadership to ensure the business plan is executed, including taking financial responsibility.
- Oversees the vision and assures that the strategic plan provides for a sustainable competitive advantage to attract students, grow The Learning Center, and nationally expand The Institute of Professional Learning.

Staff & Operations

- Provides leadership for faculty and staff in establishing/maintaining organizational culture and implementing change management initiatives.
- Assists as needed with the selection process of personnel with the attributes necessary to help further the organization's mission.
- Carefully considers the strategic deployment and development of staff and engages in succession planning.
- Manages risk and any legal commitments for the organization.
- Continually assesses and explores opportunities for growth.

Financial Management

- Works with the Director of Finance and Finance Committee of the Board to prepare comprehensive budgets and financial projections for the organization.
- Ensures adequate funding to sustain and expand the mission of the organization.
- Approves expenditures within the authority delegated by the Board of Trustees.
- Ensures that ethical accounting procedures and practices are followed.
- Provides the Board with comprehensive, periodic reports on revenues and expenditures.

Community Relations

- Working collaboratively with other Groves leaders, serves as a liaison to the local as well as national LD and Literacy community by being visible and available to a wide range of community groups and Groves' stakeholders.
- Works in tandem with the Director of Advancement and the Board of Trustees on high-level major donor requests and in leadership of any capital, scholarship or endowment campaigns. Builds local and national community relationships to assist in raising funds from donors.
- Serves as an advocate for Groves, the students, alumni, and partners by seeking out and developing relationships, partnerships and opportunities which will result in improved educational and business outcomes.
- Advances Groves' reputation as a thought leader in the education of students with learning disabilities and in literacy education broadly.
- Serves as the chief spokesperson for Groves Academy and frequently participates in community engagement activities.

Board of Trustees

- Serves as the primary liaison to Board, encouraging their involvement and engagement.
- Formulates and recommends governance policies.
- Participates with the Board in shaping the vision and strategic plan to guide the organization.
- Provides information and keeps the Board abreast of the development of policies and procedures, and all factors that may pose a level of risk for the organization.

VALUES

At the heart of Groves is a **community** where students, families, faculty, and staff are engaged with a sense of belonging, sharing, and support. As a community, **integrity** and **respect** are intrinsic in everything we do.

We also value:

AUTHENTICITY: We are genuine, honest, and open in our relationships, our actions, and our words.

COLLABORATION: We gain energy when we are working together and recognize our decisions and actions are better when we engage as a team.

COMPASSION: We embrace others' differences and value our unique abilities, personalities, and styles.

DISCOVERY: We have a passion to persistently learn, explore, and innovate.

TENACITY: We are driven to take risks, to advocate, and to encounter challenges with boldness and a firm resolve.

WORKING RELATIONSHIPS

The Groves Academy President reports directly to the Board of Trustees. The Leadership Team currently includes the Head of School, Director of The Institute for Professional Learning, Director of The Learning Center, Director of Advancement, Director of Marketing, Director of Human Resources, Director of Finance, and a Literacy Advisor.

THE IDEAL CANDIDATE

The ideal candidate will be an experienced and accomplished entrepreneurial leader with a passion and vision for leading growth in all divisions of Groves. They will be a seasoned growth leader with a minimum of ten plus years of leadership experience in education or an adjacent workstream, bringing business acumen and an operational mindset. They will be a developer and mentor of staff, with proven experience building high performing teams and leading through growth.

This inspirational leader will also have a track record that includes providing innovative vision, structure and systems to allow an organization to grow and prosper. It is important that this candidate is passionate about the process of education and brings some knowledge of literacy and learning disabilities with a focus of prioritizing the needs of the kids over others. S/he will have superior relationship building, communication and interpersonal skills. Experience will include management of a broad range of development programs and functions. S/he must have a demonstrated ability to lead in a multifaceted organization; plan strategically; and interact effectively with senior leaders, board and key volunteers. In addition, an ability to work collaboratively and efficiently with all staff is required.

While no one candidate will have all the criteria enumerated below, the ideal candidate will possess many of the following professional and personal abilities, attributes, and experiences:

EDUCATION, EXPERIENCE AND CREDENTIALS

- A Bachelor's degree (required) and a Masters' degree (preferred)
- Experience and/or knowledge of K-12 Education
- Experience and/or knowledge of Learning Disabilities and/or Literacy
- Significant management and leadership experience
- Proven experience raising funds and generating new revenue sources
- Experience innovating within a rapidly growing organization
- Experience in developing and maintaining a brand





REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

- Has a growth mindset and is adept at driving growth in an organization
- Proven leadership and management skills; able to effectively lead the organization's senior management team, communicating and interacting proactively and professionally to ensure the organization's operational and strategic needs are met
- Strong interpersonal, collaboration, listening, and relationship-building skills to effectively work with a diverse group/variety of people and personalities, including developing relationships with faculty, students, parents, alumni, volunteers, Board members, community members, and staff
- Able to create and execute strategic plans, set productivity and profitability objectives, develop and manage budget and financial processes organization-wide
- Ability to create brand awareness for the organization
- Comprehensive knowledge of planning, developing and implementing education programs and support services

**FOR MORE INFORMATION OR TO SEND YOUR CREDENTIALS,
PLEASE EMAIL**

INFO@COHENTAYLOR.COM

ALL INQUIRIES WILL REMAIN CONFIDENTIAL.

Equal Opportunity Employer/Protected Veterans/Individuals with Disabilities

The contractor will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information.