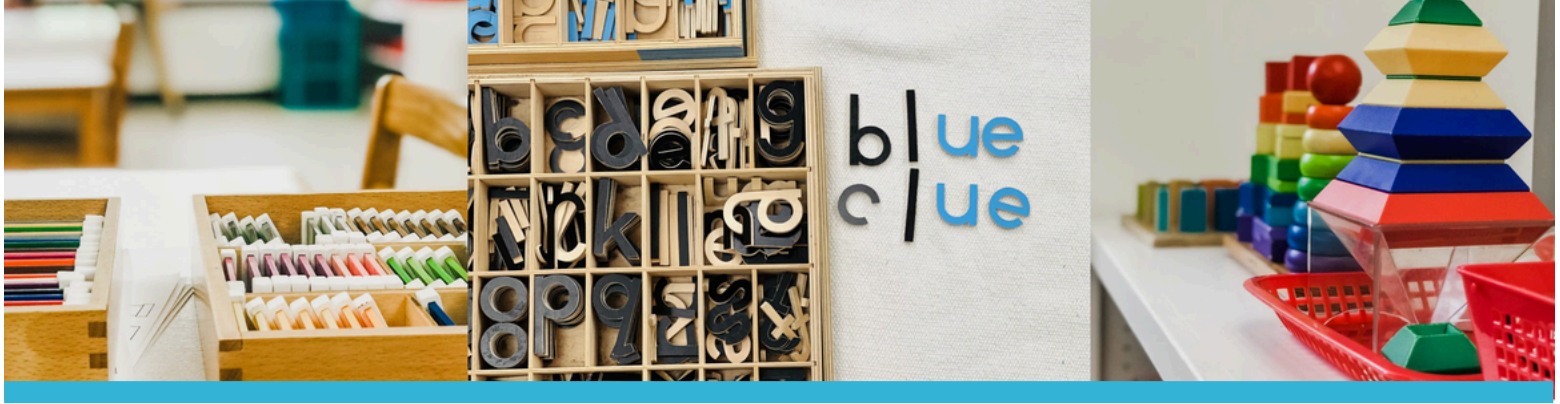




**GROVES ACADEMY LOWER SCHOOL DIVISION DIRECTOR
SEARCH**



At A Glance

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



Position Start Date: July 1, 2026



260



www.groveslearning.org/groves-academy/



Day School grades 1-12



Minneapolis, MN



Application Deadline: March 10th

GLO

Groves Academy	Groves Learning Center	Groves Literacy Partnerships
<p>A renowned grades 1-12 independent school serving 260 students with learning challenges.</p>	<p>Provides diagnostic assessments, tutoring, speech-language services, and summer programs to the public</p>	<p>Shares evidence-based literacy instruction with fellow educators in pre-K-3 partner schools to ensure all students learn to read by 3rd grade</p>

Empowered Learning
Happens | HERE |



INTRODUCTION

Steeped in a rich fifty-plus-year history of providing quality learning experiences to children who learn differently, Groves Academy is a community that is inclusive, compassionate, and driven to celebrate each student's individual strengths, passions, and identity.

This renowned place of learning that nurtures and encourages brilliance within students with learning challenges is a stand-out in the community and in the industry. At the Academy we believe that students learn best when instruction is direct, sequential, multi-sensory, and addresses individual strengths and challenges. Our approach to education is designed to help students reach their full potential. From our curriculum to our class sizes, everything we do is grounded in scientific research and decades of experience.

Living its motto, "We build confidence, success, and purpose through transformative learning experiences," the faculty and staff at Groves Academy inspire young people to find their voices, to explore their interests and develop as confident people in a supportive environment that is unsatisfied with the notion of one definition of success. With the commitment to ensuring that this vibrant intellectual energy continues and that the academy prepares students for an increasingly complex world, the school is pursuing Academy leaders who will lead with acumen, elevate pedagogy with expertise and build culture with grace and intention. A caring educator, inspiring communicator, and visible leader, the Academy's divisional leaders will be energized by the opportunity to join this dynamic learning community and will work tirelessly to create an environment where all students, faculty, staff, parents, and alumni feel a strong sense of belonging and can balance individual agency with strength of community.

Academy Overview

GROVES ACADEMY: A MISSION-DRIVEN COMMUNITY

Located on a campus built specifically for learning in the charming suburb of St. Louis Park, MN, Groves Academy is home to 260 students and 75 dedicated faculty and staff.

Our Mission

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

Our Values

At the heart of GLO is a community where students, families, and staff are engaged with a sense of belonging. We live by these core principles:

- **Authenticity:** Genuine, honest, and open relationships.
- **Collaboration:** Recognizing that decisions are better when we engage as a team.
- **Compassion:** Embracing differences and valuing unique abilities.
- **Discovery:** A passion to persistently learn, explore, and innovate.
- **Tenacity:** Boldly encountering challenges with a firm resolve.

Community & Culture: Diversity, Equity, Inclusion, and Belonging

DEIB is not just a policy at GLO; it is fundamental to the learning experience. We recognize that students who learn differently have often felt excluded; thus, creating an environment of belonging is our primary goal.

TEACHING/LEARNING

Groves Academy sets itself apart by bridging the gap between clinical research and classroom practice. We are the only organization of our kind in the region, using proven methods to unleash student potential.

The Groves Classroom

Classrooms are not only lively, they are customized experiences for students. Small classes allow teachers to design an individualized approach to student needs. From novel selection to adaptive technology to classroom furnishings, Groves is purposefully built in almost every way. Classrooms typically have an 8:1 ratio and make good use of adjacent spaces that facilitate differentiation as well as group activities.

At Groves Academy, the classroom is a place for evidence-based pedagogy, where the Science of Reading and Math is a daily practice. We specialize in scaffolding the learning process by breaking down complex tasks—such as deep comprehension and nuanced written expression—into manageable, strategic steps that empower students to master what once felt insurmountable.

Beyond the textbooks, we maintain a deliberate focus on Executive Function, acknowledging that ADHD and organizational challenges often walk hand-in-hand with learning differences. Our teachers don't just provide information; they explicitly teach the "process of learning" itself.

The Lower School begins the journey, where instruction ignites early confidence in grades 1-6 before handing off to the Secondary School (grades 6-12) where the journey from adolescence to young adulthood takes root.

THE INAUGURAL ROLES



LEADERSHIP BY DESIGN

As part of a strategic redesign of our leadership structure, Groves Academy is consolidating division leadership into full-time roles to strengthen instructional coherence, faculty supervision, and student support systems. The Lower School Division Director will play a critical role in advancing this next phase of organizational growth.

The Lower School Director will lead a dedicated team of classroom and specialist teachers, ensuring a cohesive, research-based academic program for our youngest learners. This role is designed for a leader who thrives on visibility—spending time in classrooms, coaching faculty, and partnering with families to ensure equitable access to success.

This inaugural full-time divisional role reflects Groves Academy's commitment to deepening instructional supervision, strengthening faculty development, and creating greater clarity of responsibility across the organization. The Director will thrive in an environment that values collaboration while also requiring decisiveness, clear communication, and consistent follow-through.



LOWER SCHOOL DIRECTOR

The Lower School Division Director serves as the key instructional leader for the Lower School and Specialists and plays a critical role in ensuring program quality while fostering a positive, student-centered school culture. This position supervises and supports Lower School classroom teachers and specialist teachers to ensure a cohesive, research-based academic program that meets the needs of students with learning differences, including dyslexia, dyscalculia, Specific Learning Disability (SLD) in Written Expression, and ADHD. The Director maintains a visible presence in classrooms, including specialist areas, through walk-throughs, drop-in observations, and formal evaluations.

As a member of the school's administrative team, the Lower School Director partners with the Head of School to align teaching, learning, and student support systems with the mission, vision, and values of Groves Academy. The Director collaborates closely with teachers, counselors, and families to ensure all students—particularly those with learning differences—have equitable access to academic, behavioral, and social-emotional success.

Duties and Responsibilities

Demonstrate a commitment to safeguarding children as a priority.

Instructional Leadership

- Serve as the primary instructional leader for the Lower School and specialist teachers, ensuring a high-quality, research-based academic program.
- Supervise, coach, and evaluate Lower School faculty and specialist teachers to promote professional growth and effective teaching practices.
- Implement and monitor curriculum and instructional practices within the division in collaboration with the Director of Teaching and Learning, who leads the schoolwide framework for curriculum development, alignment, and professional learning.
- Within the schoolwide curriculum framework, the Lower School Division Director holds responsibility for instructional implementation, teacher coaching, and fidelity of practice within the Lower School.
- Support teachers in using assessment data to inform instruction and measure student progress in collaboration with the Director of Teaching and Learning, who oversees school-wide assessment systems and data practices.
- Integrate educational technology tools within classroom instruction in coordination with the Director of Educational Technology Integration, who leads the vision, training, and implementation of school-wide technology systems.
- Foster innovation in teaching, learning, and student engagement.

Student Support and Culture

- Promote a safe, inclusive, and supportive school environment that aligns with the school's mission and values.
- Serve as the point person and case manager for students experiencing academic, behavioral, or social-emotional challenges by coordinating support across all appropriate school personnel and maintaining clear, proactive communication with families to ensure consistent understanding and effective intervention planning.
- Implement restorative practices and behavioral supports within the division in collaboration with the Director of Student Well-being and Belonging, who oversees the schoolwide framework for discipline and student support, ensuring consistency, communication, and documentation across divisions.
- Partner with families to promote student growth, well-being, and success.
- Recruit, onboard, and retain talented faculty and staff.
- Schedule and lead regular division meetings, professional development, and team-building opportunities.
- Manage faculty coverage, supervision duties, and substitute plans as needed.
- Conduct annual performance reviews and support continuous professional growth.

LOWER SCHOOL DIRECTOR

Duties and Responsibilities (con't)

Demonstrate a commitment to safeguarding children as a priority.

Operational and Administrative Leadership

- Oversee daily operations of the Lower School, ensuring smooth communication and coordination with other divisions and departments.
- Collaborate with the Director of School Operations to ensure daily schedules, supervision duties, and school events are efficiently managed and aligned with the needs of the division.
- Maintain accurate student and faculty records and ensure compliance with school policies and accreditation standards.
- Participate actively in budgeting and resource allocation for the division.

Community and Communication

- Serve as the primary point of contact for Lower School families for escalated concerns, division-wide communication, and ongoing partnership.
- Ensure teachers, learning specialists, and counselors remain the first point of contact for classroom, instructional, and routine student-support questions, while providing guidance and oversight when issues require higher-level coordination or leadership involvement.
- Represent the Lower School at school-wide events, parent meetings, and community gatherings.
- Partner with the Director of Admissions to support prospective families and contribute insight related to student fit, mission alignment, and continuity of student support.
- Engage fully in admissions review and enrollment discussions, with final enrollment decisions made by the Director of Admissions.
- Partner with other division directors to ensure consistency and continuity across grade levels.

Strategic Leadership

- Lead change initiatives that enhance the student experience and promote academic excellence.
- Stay current on educational best practices, research, and innovations relevant to educating students with learning differences.

JOB SPECIFICATIONS

Education and Credentials

Bachelor's degree in Education or a related field required; Master's degree preferred.

Valid teaching certification or equivalent independent school experience strongly preferred.

Training or certification in literacy, learning differences, or special education (e.g., Orton-Gillingham, Wilson, or similar) strongly preferred.

Experience

- Minimum of 5-7 years of teaching experience at the elementary or lower school level.
- Prior leadership or administrative experience preferred.
- Demonstrated success in working with students with learning differences such as dyslexia, dyscalculia, Specific Learning Disability (SLD) in Written Expression, and ADHD.
- Experience in curriculum design, instructional leadership, and faculty development.

LOWER SCHOOL DIRECTOR

Duties and Responsibilities (con't)

Demonstrate a commitment to safeguarding children as a priority.

Knowledge, Skills, and Abilities

- Deep understanding of child development and evidence-based instructional practices for children with learning differences.
- Strong knowledge of differentiated instruction, student support, and assessment strategies.
- Excellent organizational, communication, and interpersonal skills.
- Ability to lead with empathy, collaboration, and clarity.
- Proficiency with educational technology and data management systems.
- Strong problem-solving, decision-making, and conflict-resolution skills.

Personal Qualities

- Inspirational and visible leader who models professionalism and integrity.
- Warm, approachable, and student-centered, with a genuine love of working with children.
- Committed to diversity, equity, inclusion, and belonging.
- Reflective, growth-oriented, and open to feedback.
- Collaborative team player who fosters positive relationships across the community.
- Cultivates a reflective, collaborative adult learning culture that promotes professional growth, shared purpose, and continuous improvement.

MINNEAPOLIS

Minnesota

A Masterclass in Innovation and Intent

As we navigate the landscape of 2026, Minneapolis stands as a beacon for those who refuse to choose between professional ambition and an elite quality of life. As leaders in the Minneapolis business and civic community, we see a city that has masterfully woven its deep cultural underpinnings into a high-octane, contemporary economy. For the educator and the parent, the "North" isn't just a place to live; it is a place to thrive—a city designed with intentionality, resilience, and a bold vision for the future.

Educators are increasingly drawn to Minneapolis for its unique "living curriculum." This is a city that treats its public spaces as extensions of the classroom. From the iconic Minneapolis Central Library—a high-tech architectural marvel—to the Walker Art Center's interactive sculpture garden, the city offers students a front-row seat to global creativity.

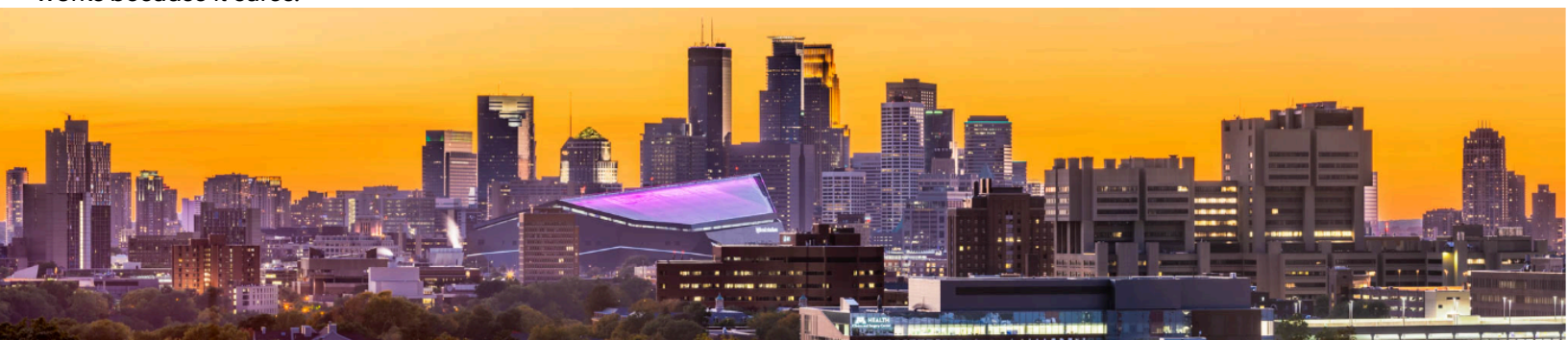
Parents find peace of mind in a community that invests in the "whole child." With the Children's Theatre Company (a Tony Award-winning flagship) and the Science Museum of Minnesota nearby, the city fosters a culture of curiosity. Our commitment to accessibility ensures that world-class education and the arts are foundational rights. This environment produces students who aren't just test-ready, but world-ready, possessing a brand of cultural literacy that stems from growing up in a diverse, globalized hub.

The "North" is a brand of economic resilience. Minneapolis has transformed into a global powerhouse for medical technology, sustainable food systems, and digital innovation. Known as "Medical Alley," our region is the #1 health technology cluster in the world, home to giants like Medtronic, 3M, and UnitedHealth Group. Our contemporary economy is bolstered by a focus on inclusive growth. In 2026, we are seeing a surge in "green-collar" jobs and ag-tech startups, supported by a venture capital ecosystem that ranks among the most active in the Midwest. For a parent, this means a career with longevity; for an educator, it means a local economy that values research and lifelong learning.

What truly sets Minneapolis apart in 2026 is its unmatched integration of urban density and natural splendor. Our "Chain of Lakes" is not just a scenic backdrop; it is a 1,500-acre recreational lung for the city. While the world talks about our winters, we live them. Minneapolis has perfected the "active winter" lifestyle, with groomed cross-country ski trails in Theodore Wirth Park and a skyway system that keeps the city's pulse beating even at -10°C. In summer, the city transforms into a lakeside resort, with over 50 miles of paved trails connecting every neighborhood to the water. Minneapolis is becoming younger and more diverse. With a median age of roughly 33, the city is a magnet for Millennial and Gen Z parents. We have seen a significant "brain gain" as domestic migration trends flip, with professionals moving from the coasts to enjoy a median household income of over \$80,000 paired with a cost of living that allows for homeownership.

A "15-Minute City" Reality: Our urban planning emphasizes "Cultural Districts," ensuring that whether you are in the North Loop or Longfellow, you are steps away from James Beard-winning restaurants, transit-adjacent childcare, and lush neighborhood parks.

In Minneapolis, you don't just find a job; you find a purpose. You join a community where the workday ends with a sunset over Bde Maka Ska and where your children are raised in a city that is as smart as it is soulful. This is the new American blueprint: a city that works because it cares.



For CONSIDERATION

How to Apply:

Candidates interested in the position must submit the following materials in a SINGLE merged PDF document in the exact order below:

- EC Candidate Summary Sheet (Request from search consultant)
- Letter of Interest, capturing your professional biography and what has led you to GLO
- Current Resume
- Leadership Statement, capturing how you've found meaning in LD leadership
- Five Professional references, with contact information including name, relationship to candidate, phone, and email)
- EC Disclosure Form (Request from search consultant)
- Send applications via email to André Withers

Email: awithers@educatorscollaborative.com

Search Calendar

The following are projected dates

- Applications Due: March 10th
- Semifinalist Interviews (Virtual): TBD
- Finalist Campus Visits and Interviews
 - TBD
- Announcement: TBD
- Start Date: July 1, 2026

Compensation and Benefits

Compensation and benefits are competitive and commensurate with experience and qualifications. GLO offers a comprehensive benefits package including a 403(b) retirement plan with employer matching excellent insurance coverage and meaningful support for ongoing professional growth. Total compensation will be commensurate with the responsibilities of the role and the candidate's potential to contribute to the school's longterm success.

