



SAINT ANN'S SCHOOL

POSITION ANNOUNCEMENT: Lower School Institutional Diversity and Belonging Coordinator, Preschool–3rd Grade

Saint Ann's School seeks a Lower School Institutional Diversity and Belonging Coordinator, Preschool–3rd grade to serve as an inspiring partner and strategic leader in the creation of a more equitable and inclusive school.

The Lower School Institutional Diversity and Belonging Coordinator plays a vital role in advancing the School's Diversity, Equity, Inclusion, and Belonging (DEIB) priorities across preschool through third grade. Working in close partnership with the Preschool, Kindergarten, and Lower School Division Heads, faculty, and families, the Coordinator helps foster an inclusive, equitable, and affirming school environment. This position supports inclusive classroom practices, facilitates DEI-informed collaboration, and promotes a strong sense of belonging for all students. As a visible and collaborative member of the school community, the Lower School DEIB Coordinator builds meaningful relationships, supports affinity spaces, and serves as a key thought partner and resource for faculty and staff.

ABOUT SAINT ANN'S SCHOOL

Since its founding in 1965, Saint Ann's has embraced a commitment to education for its own sake, oriented to the capacities of each individual student and free of the encumbrances of formal grading, prizes, and rankings. At the same time, we are unabashedly committed to excellence in all that we do. With a faculty and staff numbering close to 400, and approximately 1100 students, Saint Ann's is among the largest and most selective independent schools in New York City. The lives of our graduates speak powerfully to the potential of an education based on these principles to ignite a love of learning and sustain creative energy in every field of endeavor. We accomplish this by bringing together talented teachers with creative and motivated students. Saint Ann's is committed to centering anti-racism in the life of the school. Seeking to create a community rooted in trust and equity, we invite each other to take risks, pursue knowledge, and celebrate growth.

RESPONSIBILITIES



The Lower School Diversity Institutional Diversity and Belonging Coordinator brings a host of skills, knowledge, and experiences rooted in the teaching of young people to help realize the School's mission and its commitments around diversity and equity. This practitioner will be joining, and working in tandem with, a small team of diversity practitioners at Saint Ann's. The coordinator is a twelve-month employee, reports to the Director of Institutional Diversity and Belonging (IDB) and carries out the responsibilities listed below.

This role is ideal for an educator deeply committed to equity, with a strong classroom presence, cultural humility, and a collaborative spirit.

Key Responsibilities

Classroom Engagement & Instructional Support

- Spend dedicated time in classrooms to observe, support, and model inclusive practices.
- Support teachers in responding to classroom incidents and integrating identity and belonging into curriculum.
- Provide real-time guidance on emergent classroom scenarios related to DEIB topics.
- Serve as a responsive thought partner to teachers navigating identity, bias, and inclusion-related questions.

Faculty Collaboration & Development

- Hold weekly one-on-one meetings with the Division Office, Division Head, and/or School Counselor.
- Attend and contribute to weekly grade-level team meetings to align on DEIB-informed instruction and planning.
- Serve as a consistent presence and point of contact for faculty seeking support with classroom dynamics, curriculum, or student interactions.
- Actively build relationships with a broad range of faculty to expand the reach and impact of DEIB efforts.
- Create opportunities for both informal and structured collaboration and reflection with faculty.
- Co-develop and co-facilitate four to six after-school faculty sessions annually, with at least half focused on DEIB topics.



- Design and lead internal DEIB-focused training and development sessions for Preschool, Kindergarten, and Lower School faculty and staff, working closely with the respective Division Heads on division-specific and cross-divisional programming.
- Curriculum Development and provide feedback and collaboration on curriculum development that affirms student identities and promotes belonging..
- Help curate and promote anti-bias and culturally inclusive resources through the Community Library.

Collaboration with Upper Middle School and High School

- In collaboration with the Upper Middle School and High School Institutional Diversity and Belonging Coordinators (IDB), serve as the liaison and organizer for staff and faculty participation in external diversity-related conferences such as POCC and NYSAIS events.
- In collaboration with the Upper Middle School and High School Institutional Diversity and Belonging (IDB) Coordinators, collect and develop content for the IDB Newsletter and Resource Guides.
- Support the planning of and serve as the liaison for faculty led affinity spaces and events.
- Liaise with the Upper Middle School and High School Institutional Diversity and Belonging Coordinators, Director of IDB, and the Director of Communications to send relevant correspondence and information to key stakeholders such as parents, staff, and faculty.
- Develop an annual guide of monthly messages, activities, and/or events related to nationally recognized heritage months such as LGBTQIA+ Pride Month, Latina/e/x Heritage Month, Black History Month, and Women's History Month.

Affinity Group Support

- Help coordinate and support after-school affinity groups for students.
- Collaborate with faculty facilitators to ensure affinity spaces are developmentally appropriate and aligned with school values.
- Provide occasional presence and check-ins while supporting faculty leadership of affinity groups.
- Support activities of the IDB Office such as parent, admission, and recruitment events.

Community Engagement & Communication

- Attend school-wide events, admissions programs, and community gatherings as a visible DEIB representative.
- Help facilitate open, constructive conversations with families around identity, belonging, and equity.



- Support communication with families when identity-related topics arise in the classroom or school community.
- Support and document processes related to student accountability and discipline, particularly with regards to bias-related incidents. Serve as a resource for Preschool - Lower School students, faculty, and staff on matters related to conflict resolution, ethical approaches to disciplinary issues, and living/learning in a community of pluralistic views. This includes:
 - Directly advocating for student needs to administration.
 - Supporting the mediation of peer or student-teacher conflicts when necessary.
 - Supporting faculty in the mentoring of students to help them develop self-advocacy skills around identity.
- Sharing relevant information about student experiences with the Division Heads, student support teams, and teachers as they arise, while respecting student privacy to the extent possible.
- Collaborate with Division Heads, Deans, and the Director of Institutional Diversity and Belonging to address ways in which identity-related issues affect the transition between divisions.

Ongoing Learning & Reflection

- Engage in ongoing professional development, with potential support from an external DEI consultant through regular sessions.
- Reflect on and share best practices for sustaining inclusive, equity-minded practices across the division.

PERSONAL AND PROFESSIONAL REQUIREMENTS

- BA required. Master's degree or in pursuit of Master's in related discipline such as Master's in Education or Master of Social Work degree preferred.
- Minimum of three years' experience in a relevant position that includes work with students in this age group, including teaching and some administrative experience.
- Diversity and equity: Proven record of relevant training and demonstrated experience translating theory to practice; ability to apply systems analysis and strategic thinking.
- Superb written, oral, and interpersonal communication skills. Ability to engage effectively with students, parents/guardians, faculty, and other members of the school community and to project professional competence, leadership capability, discretion, judgment, and personal maturity.



- Ability to work in multiple group configurations within dynamic environments and in independent schools.
- Flexibility to engage with all levels of community; must be able to relate teachers, parents, children, staff, etc.
- Charisma, wit, intelligence, empathy, humor, and equanimity are expected.

COMPENSATION

This is a full-time administrative position with a competitive compensation package including benefits. Annualized salary range of \$85,000–\$105,000, commensurate with education and experience.

TO APPLY

Interested candidates should submit their cover letter and resume by January 9, 2025 to [this link](#). Candidates who identify as members of historically underrepresented groups are strongly encouraged to apply. Anticipated start date of mid–February, 2025.

NOTICE OF NONDISCRIMINATORY POLICY

Saint Ann’s School hires employees of any race, color, religion, creed, gender, disability, national or ethnic origin, sexual orientation or any other category protected by applicable federal, state or local law, to all the rights privileges, programs, and activities generally accorded or made available to employees at the School. The School does not discriminate on the basis of race, color, religion, creed, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression), age, marital status, disability, national or ethnic origin, sexual orientation, familial status, predisposing genetic characteristics, actual or perceived domestic violence victim status, unemployment status, caregiver status or any other category protected by applicable federal, state or local law, in carrying on its educational activities or in administration of its educational policies, admissions policies, employment policies, financial aid programs, and athletic and other school administered programs.