



DIRECTOR OF MAJOR GIFTS
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 Major Gifts.

The Director of Major Gifts will report to the Director of Institutional Advancement and work alongside school leadership as well as colleagues in annual giving, alumni relations, and advancement services to cultivate and maintain relationships with prospective and current donors to achieve long-term engagement and increased financial support of Nightingale. As the point person for major gift fundraising, the Director will spend much of their workday outside of the office, meeting with parents, alumnae, and other constituents. They will spearhead highly effective prospective donor pipeline management. They will also serve as a strategic partner to the Director of Institutional Advancement, particularly in the area of campaign project management.

The successful candidate is an energetic and seasoned fundraiser and natural relationship builder, whose experience in raising major gifts will help advance the school's mission and strengthen the culture of philanthropy at Nightingale. The Director of Major Gifts must be comfortable operating in New York City's business and philanthropic communities. A background in major gift fundraising and a successful track record of soliciting and closing six-figure and higher gifts is required, along with exceptional communication skills. The Director will maintain a portfolio of at least 100 donors and prospective donors with the capacity to give at the six-figure level and above. The Director will be expected to be available to travel outside the New York City area and attend evening and weekend meetings and events when necessary. First and foremost, the Director will be a driven frontline fundraiser and successful relationship builder. The ideal candidate will also have a mind for details and organization, such that they can be an effective strategic partner while also driving the work forward. Candidates with both skill sets are preferred.

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.

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.

PRIMARY RESPONSIBILITIES

The Director of Major Gifts will

- carry a portfolio of donors and prospective donors with the capacity to make gifts at and above the six-figure level;
- build effective and productive relationships with prospective donors and between prospective donors and other School leaders, engaging and supporting the Head of School, board members, the Director of Institutional Advancement, and others as appropriate;
- carry primary responsibility for managing the pipeline of donors and prospective donors, ensuring that prospective donors are regularly moving closer to major gifts and to increasing their philanthropic commitment over time, and ensuring that all colleagues and volunteers involved in major gift fundraising are appropriately informed and engaged in the donor cultivation and solicitation process;
- serve as a strategic partner to the Director of Institutional Advancement, managing the campaign, major gift program, and donor pipeline in order to allow the Director of Institutional Advancement to focus on her principal duties and responsibilities;
- be a highly collaborative and caring colleague; 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.

REPORTING RELATIONSHIPS

The Director of Major Gifts will report to the Director of Institutional Advancement, Elizabeth “Oz” Oswald.

FROM THE DIRECTOR OF INSTITUTIONAL ADVANCEMENT

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. 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 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 four years we leaned into relationships like never before. A very small handful of schools reopened in person in September 2020; 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. 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 our students. We are endeavoring to listen in new ways and to make changes as a result. 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? You are exploring this opportunity at an exceedingly exciting time—a time when Nightingale is advancing on many fronts and aiming to raise more than \$100m across multiple funding priorities, all in service to our students. The work ahead is strategic, relational, and transformational.

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. Through our work, we get the chance to cheer for them, and more than that, we get a chance to do well by them.

Nightingale is an exceptional school community at a pivotal moment. The incoming Director of Major Gifts will be given a chance to find meaning in this role. 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.

– Elizabeth “Oz” Oswald, Director of Institutional Advancement

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.

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.

LEADERSHIP

Elizabeth “Oz” Oswald

Director of Institutional Advancement

Elizabeth "Oz" Oswald joined Nightingale as Director of Institutional Advancement in January 2023 after a very deliberate and singular effort to assume this particular role at this particular school. Having worked in New York independent schools for ten years, she had her eye out for Nightingale for two reasons: 1) She observed the school as one on the move and one that refuses to rest on its laurels. 2) She deeply believes in Nightingale’s mission to educate not only the mind, but also the heart.

Ms. Oswald discovered her passion for fundraising at the University of Virginia, leading the 4th Year Class Gift and raising \$3.4M for the Class of 2007—a record that remains unbroken to this day. Ms. Oswald moved home to Atlanta, Georgia after graduating from UVa and served in the development offices of The Westminster Schools (her alma mater) and St. Martin’s Episcopal School. In 2013, she moved to New York City to further develop her advancement career—running annual giving and major gifts for The Brearley School and then leading The Cathedral School of St. John the Divine’s advancement and communications offices. An active volunteer, Ms. Oswald is a University of Virginia Alumni Association Trustee and serves as Vice Chair for the Development, Business Development, and Membership Committee. She has also Co-Chaired the New York State Association of Independent Schools Institutional Advancement Conference and served on the committee for the CASE-NAIS Independent Schools Conference. While she had a past life as a semi-professional salsa dancer, Ms. Oswald can now be found with her fun-loving dance troupe on a New York City parade route or under the sea scuba diving.

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 reimagined 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.

Former 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.

PREFERRED COMPETENCIES AND QUALIFICATIONS

The Nightingale-Bamford School seeks a Director of Major Gifts with

- a commitment to the mission of The Nightingale-Bamford School—to inspire girls to go beyond barriers;
- cultural competence and an ability to understand, appreciate, and work in an inclusive way with constituents across varied backgrounds and cultures;
- 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;
- experience working in Raisers Edge/NXT or similar database;
- warmth and a sense of compassion and humor;
- a highly organized, self-motivated, detail-oriented, creative, strategic, and professional approach, with an ability to manage multiple projects under tight deadlines;
- an ability to maximize the utility of Microsoft Excel to best support the day-to-day work of campaign management;
- high professional and ethical standards for handling confidential information;
- exceptional interpersonal skills and an ability to work collaboratively with all levels of constituents; and
- a readiness to operate effectively within New York City's philanthropic communities.

A bachelor's degree or an equivalent combination of education and experience and at least three years of experience in a leadership position directing fundraising efforts for philanthropic or nonprofit organizations is preferred for this position.

The Nightingale-Bamford School will consider candidates with a broad range of backgrounds. If you are excited about this role and feel that you can contribute to Nightingale-Bamford, but your experience does not exactly align with every qualification listed above, we encourage you to apply.

SALARY AND BENEFITS

The salary for this position is \$150,000-170,000 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 Major Gifts, The Nightingale-Bamford School](#).

To nominate a candidate, please contact Don Hasseltine, donhasseltine@aspenleadershipgroup.com.

All inquiries will be held in confidence.