

ASSISTANT HEAD OF SCHOOL: CAMPUS DIRECTOR SEARCH

WINCHENDON SCHOOL

Winchendon, Massachusetts

winchendon.org

Start Date: July 2025



**Carney
Sandoe**
& ASSOCIATES

CARNEYSANDOE.COM

Mission Statement

At The Winchendon School, we equip each student with the essential skills and habits of mind to succeed in college and beyond.

At a Glance



Established
1926



Enrollment
270



Total faculty
55



Student-teacher ratio
5:1



Students of color
25%



Financial aid awarded
\$6,000,000



Faculty with advanced degrees
30%



Campus size
326 acres

Faculty of color: 10
Students receiving aid: 74%

Endowment: \$30,000,000
Annual operating budget: \$12,000,000



Overview

The Winchendon School is a coeducational, college preparatory school located in Winchendon, Massachusetts (with a second campus located in New York City). Founded in 1926, the school is known for its personalized approach to education, emphasizing a balance of academic rigor, character development, and experiential learning. Winchendon School fosters a close-knit and inclusive community, with it's just shy of 300 students in grades 9–12 and offers a postgraduate year, with both day and boarding options available. The Winchendon School's mission is to empower students to achieve their potential, embrace lifelong learning, and contribute positively to society. where students from diverse backgrounds collaborate and thrive. The physical campus, located on 326 acres in central Massachusetts, provides a serene environment for learning and growth.

Academically, Winchendon prides itself on its individualized learning model, focusing on small class sizes, personalized instruction, and hands-on learning opportunities. The school's curriculum is designed to prepare students for success in college and beyond, offering Advanced Placement (AP) courses, honors tracks, and unique signature programs. One of its key initiatives is the CoLAB (collaborative Lab) program, which allows students to engage in intensive, real-world, project-based learning experiences twice a year. The "Hatch" program benefits students who utilize more individualized support and skills development, supporting students with a range of diverse learning styles, challenges, and profiles to better explore and share their talent and knowledge.

Winchendon's commitment to supporting the "whole student" is reflected in the wide range of extracurricular activities, including athletics, arts, and clubs they offer. Its athletic program competes in a number of different leagues and includes a wide variety of athletics. The school's arts program provides opportunities in visual arts, theater, music, and digital media, encouraging students to explore their creative talents.

Now, Winchendon School seeks an Assistant Head of School: Massachusetts Campus Director, to start July 1, 2025, with oversight over the day-to-day operations of the Massachusetts campus. The Assistant Head of School: Massachusetts Campus Director will be a strategic thought partner with the Executive Director/Head of School in governance over the academic, programmatic, and co-curricular components of the campus.



The AHOS:MCD will work closely and collaboratively with Head of School/Executive Director Sean Duncan, who oversees the entire Winchendon umbrella, which includes the New York City campus to lead the school in its important work of educating its students. The Assistant Head of School: Massachusetts Campus Director will oversee the day-to-day operations of the Massachusetts campus.

Opportunities and Challenges

Winchendon's high-touch approach to supporting students requires a highly functioning community of adults to carry out its mission. As with the students, Winchendon recognizes the multidimensionality of adults, who bring many talents to their work. To support the 24-7 environment, the school requires a smoothly running operation, with policies, procedures, programs and people who work together to educate and support their students.

Winchendon's community of educators are a "get our hands' dirty" kind of faculty. They show up for the students and for each other. They know that the ways in which students benefit from their presence cannot be taken for granted, and the faculty and their families create that sense of home for students from around the world.

The hard work of the adults also comes with the challenge of balancing flexibility with consistency and ensuring that the structures in place are well coordinated and communicated. With the added campus in New York, the school also works to ensure smooth operations on both campuses.

Opportunities for the Assistant Head of School: Massachusetts Campus Director will be to serve as the lead administrator to operate a thoughtful and well-run campus experience. The work ahead includes:

- Working with other academic leaders to strengthen the academic program through strong feedback and professional development for the educators;
- Strengthening the successful outreach to attract talented faculty who reflect the interests, experiences, and aspirations for the diverse student body, including the design and implementation of a solid onboarding and ongoing support model;



- Collaborate with academic team to clarify and embed professional development and feedback into the culture of professionalism;
- Partner with the residential staff to design a more intentional program for students, which leverages the unique experience of living and learning with peers and caring educators;
- Fostering a stronger commitment to the physical and mental well-being of students;
- Building off a positive increase in enrollment stability, to continue to forge new outreach strategies to attract dynamic, diverse students who can thrive with the Winchendon touch;
- Navigating the always exciting world of adolescents;
- Supporting the adults who give so much of themselves to ensure the safety, wellbeing and growth of their students.

The Assistant Head of School: Massachusetts Campus Director will:

- Work collaboratively with Head of School, Executive Director Sean Duncan and with Assistant Head for Academic Programming Kelly Harris to oversee and administer the robust academic programming of the campus. This will include evaluation of faculty members, consideration of professional development for faculty, and hiring and onboarding of new faculty.
- Bolster the already strong co-curricular programs at the school, working closely with the Dean of Students and Athletic Director. This will include continued development of student life on campus, including the residential life program. Further, the Assistant Head of School: Massachusetts Campus Director will work closely with the Athletic Director and Assistant Head for Enrollment and Strategy to help govern the excellent athletics department, including decisions around staffing.
- Collaborate with the Assistant Head of School for Enrollment and Strategy to broaden the outreach and promotion of the school to ensure a balanced and vibrant student and family enrollment process.



Qualifications and Personal Attributes

The Assistant Head will bring an impressive record as an educator and a community builder who has previously served in roles of considerable responsibility. The most competitive candidates will offer most or all of the following qualifications and qualities:

Personal Qualities

- Nuanced understanding of the academic, student life, and operations dimensions of a residential school
- A love of being in the mix and guiding a community of adolescents;
- A strong understanding of the unique dynamics of a boarding community and the needs of its members;
- A demonstrated portfolio of collaborative work which works towards a vision through using the strengths and perspectives of others;
- Deep knowledge of current best practices and innovation in curriculum, pedagogy, and student life;
- The ability to articulate vision and strategy, the tactical skills to deftly manage the systems and processes necessary to implement strategy, and the organizational fluency to manage multiple streams of information and respond to situations as they emerge;
- Personal and professional commitment to diversity, equity, inclusion, and belonging and the requisite skillfulness to support student and faculty growth in this area and to facilitate critical conversations in the design of more inclusive curriculum and programs;
- Experience recruiting, hiring, supporting, retaining, and leading talented, diverse, and mission-aligned faculty;
- A history of thoughtful innovation moderated by a skillful and sensitive approach to change;
- The ability to navigate complexity, in part through effective prioritization, delegation, and management of systems;
- Exceptional interpersonal skills and the ability to communicate with inspiration and clarity across a wide range of audiences;
- Experience translating feedback and data into actionable improvements; and
- Experience leading through crisis and keeping the focus on the health and wellbeing of the community.



Leadership Style and Personal Qualities

- Commitment to hard work and creative problem solving;
- A systems thinker, who understands the interplay of internal and external systems, constituents, and priorities;
- Comfort and skill in being an engaging big culture-setting presence one minute, with connecting and supporting with discretion and care the small moments;
- Commitment to distributed leadership, ensuring that the student experience and school identity benefit from the full use of the talents, skills, and experience of a wide variety of professionals;
- The curiosity, confidence, and humility to advocate for new ideas, invite disagreement, and welcome feedback, engaging in challenging conversations with grace;
- Eagerness to engage actively with students and faculty and willingness to prioritize visibility amidst the demands of a busy professional schedule;
- An action orientation;
- A style grounded in principles and relationships;
- The ability to set and communicate clear expectations;
- Humility and ability to accept and integrate feedback; and
- Confidence to make challenging decisions.

Learn More

Click on the links below to learn more about Winchendon School.

[School Website](#)

[College Matriculation](#)

[Diversity, Equity, Inclusion, and Justice](#)

[About Winchendon, Massachusetts](#)

[Explore MA Campus](#)



To Apply

Interested candidates should submit electronically in one email and as separate PDFs the following materials:

- A cover letter expressing interest in this particular position
- A current résumé

As the process moves forward, selected candidates may be asked to submit:

- Responses to writing prompts specific to this search
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission)

Candidates are invited to contact the consultants in confidence and to submit a résumé and cover letter as soon as possible to:

Heather Flewelling

Consultant, Chief Talent Officer
heather.flewelling@carneysandoe.com

Rice Bryan

Senior Associate, Senior Consultant,
Director of Internal Hiring
rbryan@carneysandoe.com

The full-time equivalent salary range for this position is \$140-170k. The starting salary is based upon, but not limited to, several factors that include years of experience, education level, and expertise.