



TOWER SCHOOL

MARBLEHEAD, MASSACHUSETTS

HEAD OF SCHOOL

JULY 1, 2019

WWW.TOWERSCHOOL.ORG



Carney
Sandoe
& ASSOCIATES



Mission

We teach our students to think critically and creatively, to develop joyful curiosity, to embrace challenge and apply their knowledge with confidence, and to thrive within a community rich with diverse perspectives and talents.

THE POSITION

Founded in 1912, Tower School has a long history of offering its students an academically excellent education that emphasizes social, emotional and physical growth of its students from the earliest years through adolescence. Tower School's Code of Kindness (The Tower Code) pervades the School, creating a caring community in which teachers provide rich learning experiences that challenge and engage students, so students are eager to come to school each day.

This distinguished coeducational day school seeks a Head of School to build on Tower School's strengths and propel it to new levels of success. The ideal candidate will match his/her knowledge of educational practices with the traditions of Tower in order to work collaboratively and effectively in achieving the goals of the School.

SCHOOL HISTORY

In 1912, in Salem, Massachusetts, Adeline Tower dreamed of a school that went beyond just academics, but rather was committed to educating the whole child. Thus, Tower School was founded. It began as a co-ed day school with a Kindergarten class of only four students. The School moved to its current location in 1941, and with the strong leadership of many visionaries, Tower School grew in size and stature. New buildings were added to campus, enrollment was expanded, and academic programs were introduced. While almost no aspect of Tower has gone untouched, its core values remain unchanged. Today, the School continues to resoundingly fulfill its mission of educating the whole child.



THE SCHOOL

Tower School is an independent, co-educational day school for students in Pre-Kindergarten through grade eight. From its small beginnings as a Kindergarten to its current standing as an exceptional institution now serving approximately 230 students, Tower has upheld its mission to educate the whole child. Students are nurtured to develop academically, physically, emotionally, socially, and creatively. The School takes an approach of fostering personal and academic success that is not solely measured by success on standardized tests. Students at Tower are encouraged to become the best versions of themselves through intention and effort. At morning meetings, assemblies, and in their daily interactions, they focus on making themselves better people, strong in character and confidence.

Tower School provides a stimulating child-centered environment. The School uses a division head model, which provides a high level of expertise, support, energy and focus that serves the community well. All children are known and needed. They are confident because they are known, and they are motivated because they are needed – whether in the classroom, in a project, or on the field. The School strives to develop lifelong learners, because these are the types of people who will ask questions and solve problems. Tower accomplishes this by making learning enjoyable, joyful, and engaging so that even when the period of formal school learning ends, students continue to seek out answers and build upon the foundation Tower School has provided.



ACADEMICS

Tower's commitment to academic excellence is rooted in a unique educational philosophy that stresses critical and creative thinking. It is an approach that develops well-rounded children who thrive through creative exploration and expression.

The strength of the curriculum, the joy in classrooms, and the performance of students are three things about which the School is most proud. Tower is an academic community committed to excellence.

Lower School Program

As Tower's mission states:

"We teach our students to think critically and creatively, to develop joyful curiosity..."

Throughout the Lower School experience, the program is designed to inspire children's natural excitement for learning. As students secure foundational skills and advance through the grades, the curriculum challenges them with an increased emphasis on problem solving and higher-level critical thinking skills.

"...to embrace challenge and apply that knowledge with confidence..."

Tower is ambitious for students. Teachers know curriculum, best practice, and children. Whether it's mastering geography skills, participating in a collaborative science experiment, completing an independent reading project, or demonstrating solid procedural knowledge in a challenging multi-step math problem, students embrace the challenge that teachers provide. Confident in their learning, students are prepared to advocate for themselves and reach beyond their comfort zones.



“...and to thrive within a community rich with diverse perspectives and talents.”

Social learning is an important aspect of the Lower School experience. Tower teachers understand and guide children’s broadening perception of the world. Understanding and working with difference is a crucial academic skill and builds sophistication. Human interactions over real behaviors lead to deeper learning. Through age-appropriate processing of social issues and a strong home/school connection, Lower School students contribute meaningfully to their communities and the world.

Students work with determination and joy. Teachers set high expectations and help students to attain their own personal levels of excellence. By the end of the fifth grade, Tower students are confident in their academic and social skills, understand themselves as learners, and are connected to the Tower community and beyond.

Upper School Program

Tower’s Upper School students learn in an exciting environment of challenge, increased academic rigor, new opportunities, and broader responsibilities. As early adolescents, these students are at an important point along their educational path—a time when connection and challenge encourage personal and academic growth.

As Tower’s mission states:

“We establish a sense of belonging.”

Students are known and deeply cared for by the teachers and advisors who lead their learning and support them through the challenges that the rigorous academic program presents. When students have deep relationships of trust with their teachers, they perform at optimal levels.

Secondary School Placement

Students who attend Tower School receive the highest-caliber of preparation for high school, and are accepted to some of the top secondary schools, including:

Boston University Academy
Brooks School
Buckingham, Browne, & Nichols
Deerfield Academy
Exeter
Fessenden School
Governor's Academy
Groton School
Holderness
Loomis Chaffee School
Middlesex
Milton Academy
Phillips Academy
Pingree School
St. Georges School
St. John's Preparatory School
St. Paul's School
Tabor Academy

College Matriculation

With a foundation laid from their education at Tower School, alumni have enrolled in the following colleges and universities:

Boston College
Boston University
Colby College
Dartmouth College
Duke University
George Washington University
Georgetown
Harvard University
Massachusetts Institute of Technology
Middlebury College
Purdue University
Stanford University
Syracuse University
Trinity College
Tufts
University of Massachusetts
University of Vermont
Wesleyan University
Yale University



Students also feel deeply connected with one another. They live by the Tower Code which champions qualities of respect, helpfulness, and kindness. The Upper School is a place where relationships and character are critical components for establishing learning relationships for students.

“We prepare students for future success.”

With foundational academic skills secured in Lower School, Upper School students embrace an ambitious academic program. Whether it is mastering the skills of algebra, engaging in historical research and evidence-based reasoning, writing, conversing in Spanish, or mastering the processes of observation and experimentation in science, students apply their academic and study skills with confidence.

They are adept with the tools and strategies—note taking, research, test preparation, effective study habits—for success at the most selective secondary schools and highly ranked public high schools.

“We provide opportunities for students to identify themselves as innovators, leaders, contributors, artists, and athletes.”

Early adolescents need opportunities to excel, to take



initiative, and to use their voice. Tower provides these through the classroom and through athletic, social, and community-service programs.

In the classroom, students lead the charge with debate, discussion, teamwork, and questioning; they learn to self-advocate and to use their teachers and resources proactively to further their own learning. On the field, students lead athletic teams as captains or veteran players. Students impact school life through student government, as editors of the literary magazine, and as environmental stewards, to name a few. Through the service program, students lead with character and heart to contribute to a wide range of local organizations.

There is no shortage of opportunities for every student to practice taking initiative and using their skill and voice in meaningful ways.

Tower has high expectations for Upper School students. The School knows that establishing a strong foundation of academic skill, character, and confidence now will ensure that students are ready for any secondary school experience. Moreover, Tower knows that this foundation will have a lasting positive effect over the course of a lifetime.

THE ARTS AND ATHLETICS

Tower School recognizes the importance of integrating arts into the daily curriculum. Allowing students the freedom to express themselves and explore their imaginations is part of a well-rounded education. The visual and performing arts don't simply augment the curriculum; they are a central part of a Tower School education. Students have opportunities to explore their creative gifts in a



number of ways at every age. Every student learns to read music and has the chance to perform in theatrical productions while learning to appreciate the talents of others. In Upper School, the arts curriculum moves from traditional art programs to deeper levels of artistic exploration and creation. Students spend more time on a few areas of interest in order to gain a fuller grasp of a subject and become confident in their abilities as artists.

The integration of physical education and athletics into a Tower School education reinforces the School's goal of educating the whole child. Students gain the benefits of physical activity while also developing crucial skills such as leadership and teamwork as well as learning the importance of dedication. Younger students enjoy strengthening fine motor skills and learning the basics of specific sports. Starting in sixth grade, students have the opportunity to play on competitive teams.

STUDENT LIFE

Life outside the academic classroom is just as vibrant as it is inside of it at Tower School. The community is close-knit and tied together by threads of respect, kindness, and honesty. Those who call Tower School home live by the Tower Code:

- Respect all people: teachers, students, staff, parents, visitors, and others.
- Respect the rights of students to learn and teachers to teach.
- Be kind and helpful. Include others.
- Be honest with yourself and others.
- Respect school and personal property, and help keep Tower clean.



Division assemblies as well as an all-school assembly are held weekly and give students time to gather informally as a community outside the classroom. Assemblies are used for general announcements, sharing reflections, and work from the children's classrooms. The assemblies foster a sense of belonging and allow the community – parents, teachers, and students – to voice their opinions and have thoughtful discussions.

Cross-divisional interactions are a hallmark of the community. "Buddy classes" give younger children time to spend with older students, contributing greatly to the sense of family that envelops the School. Beyond the classroom students have unique relationships with teachers and administrators through "blue blanket" advisory and mentoring relationships. Students feel known and needed with multiple touch points for guidance.

Students grow in leadership and respect, build character, and gain new perspectives about themselves and their world around them through community service opportunities. Tower encourages participation in service and provides resources and opportunities for students of all ages to participate, whether as part of a service learning aspect of a class or in an extra-curricular capacity. Regardless of the setting, students gain invaluable lessons and experiences which contribute to their overall development as responsible and caring citizens.

PHYSICAL CAMPUS

Tower School students and faculty enjoy a 65,000 square-foot facility that has recently seen a number of renovations and additions, including a new campus (carpool) loop and outdoor play space in 2018, a Head of School house in 2015, a library renovation in 2012, and the addition of the Upper



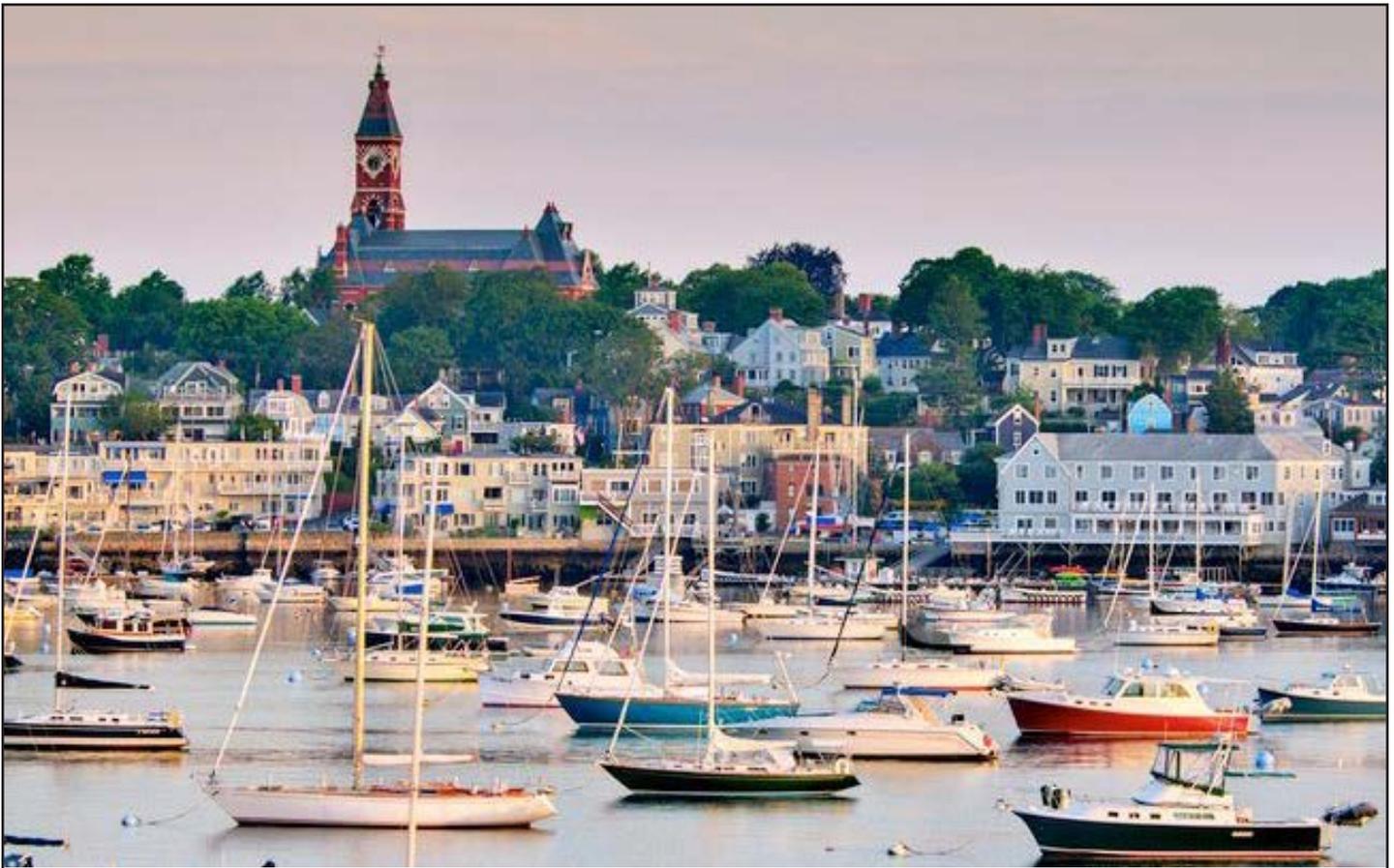
School building and science and performing arts centers in 2007. Tower is finalizing a comprehensive backyard master plan which includes a new turf field, as well as a teaching gardens and greenhouse, raised garden beds, an outdoor classroom adjacent to the wetlands on campus, two playgrounds and a community gathering space. It's an exciting time for the campus.

MARBLEHEAD, MASSACHUSETTS

Located in Essex County in northeastern Massachusetts, Marblehead is a picturesque coastal town rooted in fishing and yachting. It is famous for being the birthplace of the American Navy and was once a major east coast shipyard. Today, it is a popular center for recreational boating, sailing, and kayaking.

Named Marblehead by settlers who mistook its granite ledges for marble, Marblehead's first European settlers came to the area in 1629. The town began as a fishing village, exporting mostly cod to the nearby city of Salem. During the time of the Revolutionary War, the residents and sailors of Marblehead are credited as predecessors of the U.S. Navy and were instrumental in helping the colonies' efforts in the War. George Washington acknowledged the sailors' bravery during his presidential tour of the town in 1789.

Fishing continued as a major industry in Marblehead until a massive storm destroyed 11 vessels and took 65 lives in 1846 and the industry began to decline. Today's Marblehead is a bustling small town filled with restaurants, galleries, yacht clubs, conservation land and trails, public beaches, playgrounds, shops, music, community theater, and a movie theater.



Marblehead is home to nearly 20,000 individuals enjoying a life along the Atlantic coast. The harbor provides countless opportunities to enjoy the water, and beaches and parks are popular weekend destinations for residents and tourists alike. The Abbot Hall Maritime Museum and Marblehead Lighthouse are great spots to learn more about the town's rich history, and scenic Fort Sewall and Castle Rock treat visitors to incredible views of the coast.

While Tower's location is just 19 miles north of Boston, the New England mountains with wonderful winter and summer activities are just a few hours away. Cape Cod and the Islands are also easily reached from Marblehead. Read more about Marblehead on [Tower's website](#).

OPPORTUNITIES AND CHALLENGES

The new Head of School will face many important opportunities as he or she assumes leadership of the school. Opportunities include:

Maintaining Academic Excellence: Tower is proud that its forward-looking approach to education is balanced with its many cherished traditions, and its challenging academic program is enhanced by a caring community in which students feel safe to take risks and explore new ideas and approaches. The Head of Tower, aided by the senior administration and in partnership with the faculty, will provide the vision and leadership necessary to ensure that the School will honor its rich traditions while offering a program that fully reflects current best practices and prepares its graduates to succeed at the academically demanding high schools that enroll Tower graduates. The Board seeks a Head who will work with the faculty to critically review new programmatic initiatives and who will develop thorough plans for implementing these initiatives and communicating their significance to the School community.



Providing Visible Leadership and Clear Communications: The Tower community places a high value on the Head as a visible symbol who embodies the values of the School. The School's strong sense of community requires that the next Head be highly visible and establish strong relationships with all constituencies of the School. The next Head of School will need to maintain clear communications with faculty and staff, parents, and alumni, thus ensuring a sense of community and a common purpose.

Continuing to Build Enrollment: After 11 years of declining enrollment (a nation-wide trend among independent schools), Tower opened its doors in September 2018 with stabilized enrollment numbers. The School's goal is to now grow enrollment over the next five years. Over 80% of the students offered admission enroll; a remarkable conversion rate. The next Head of School will work with Directors of Admissions and Marketing and Communications to expand the pool of inquiries and applications by strategically targeting prospective families and by effectively communicating the School's benefits.

Board Collaboration and Implementation of Strategic Plan: The Board of Trustees is a healthy, self-perpetuating, governing board that clearly understands its role as a fiduciary and strategic guide. The next Head will have the opportunity to grow and work with an extraordinarily committed group of trustees who entrust the daily operations of the school fully to the Head. The School will roll out a new strategic plan in late January 2019 and the next Head will be instrumental in implementing the plan which focuses on academic leadership, a distinctive culture, community impact and partnership, and a thriving future.

Mobilize Community Support: Tower is a school and community where students and families are known and needed. Tower is both highly successful and aspirational. In order for the School to achieve all of its goals, the Head will need to mobilize and effectively manage the collective rapport, respect, and commitment of the administration, faculty, staff, and parents. At the same time, the size of the School will mean that moments will inevitably arise when the Head must be hands-on.



QUALIFICATIONS AND QUALITIES OF THE NEXT HEAD OF SCHOOL

The Tower Board of Trustees and the school community are interested in all candidates who possess the proven leadership, communication, and interpersonal skills to help guide Tower confidently into the future. The most promising candidates will be able to demonstrate most, if not all, of the following:

- Desire to join the Tower School community as an active and visible presence in the life of the School and the larger North Shore community.
- A consultative and collaborative leadership style that effectively utilizes the commitment, energy, and wisdom of the faculty, administration, Board, and the current and former parents of Tower students – yet is able to be decisive when appropriate.
- A commitment to and an understanding of the importance of being a part of a community where children are “known and needed.”
- A deep understanding of important trends in education and the ability to combine that understanding with an appreciation for Tower’s values and traditions in order to continue the compelling vision of the School’s future.
- Desire to act as a mentor and coach to faculty and administrative staff.
- Ability to think and act strategically to support and enhance the School’s program, finances, and enrollment.
- Ability to serve as an effective and articulate spokesperson for the School, thereby rallying a united community and energizing the School’s current constituencies and prospective families.
- A strong understanding of an effective external affairs program, which includes admissions, fundraising, secondary school placement, and broader community involvement.
- A strong knowledge of admissions processes.
- The successful candidate must be comfortable with fundraising and asking for financial support as well as a commitment to sustaining a culture of philanthropy.



In addition, the favored candidate will possess a collaborative spirit and an eagerness to work with all stakeholders in the School. The candidate should be approachable, authentic, kid-centric, outgoing, and energetic. They will exhibit fine personal values, courage, and deep integrity and will enjoy developing and guiding the Tower community. The School will be best matched by a leader with heart – someone with a down-to-earth, hands-on style and a sense of humor. The School’s intimate atmosphere requires someone who listens well and connects easily with parents, teachers, staff, and students and whose vision and energy unite the community.

To APPLY

Interested and qualified candidates should submit electronically in one email and as separate documents (preferably PDFs) the following materials:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- A statement of educational philosophy and practice;
- A list of five professional references with name, phone number, and email address of each (references will not be contacted without the candidate’s permission) to:

Bob Fricker

Senior Consultant

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Lisa Parsons

Senior Associate

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Search Calendar

Applications Due: February 16

Search Update: March 7

Semifinalist Interviews: March 30-31

Finalist Visits: early- to mid-April