

Concord Academy



Director of Technology

LOCATION

Concord, MA

QUARTERFINAL ROUND

Early to mid-November

DECISION ANNOUNCED

January 22, 2027

POST DATE

October 1, 2026

SEMIFINAL ROUND

Early December

START DATE

July 1, 2027 (or earlier by mutual agreement)

PRIORITY DEADLINE

November 1, 2026

FINAL ROUND

Early to mid-January

ANNUAL SALARY RANGE

\$170,000—\$190,000

CONCORD
ACADEMY



12M & Ed Tech
RECRUITING



Summary

Concord Academy, a boarding and day school for grades 9 through 12, is located in historic Concord, Massachusetts, less than 20 miles from Boston. Known for its intellectually curious students, accomplished faculty, and deeply relational approach to education, CA is creating a new director of technology position to provide dedicated internal leadership for a technology program long supported by school employees, department leaders, and external partners. For an accomplished technology leader, this is an opportunity to join a distinctive school at an important moment, build from a dependable foundation, and help to connect different technology initiatives at the school under one roof.

For more than a decade, two internal technology professionals and a team of professionals from OuncelT, CA's longtime managed-service provider, have worked together to maintain daily service, advance infrastructure, guide systems work, and develop substantial institutional knowledge. As departments have adopted specialized platforms, integrations, data flows, and support pathways, technology decisions have become more complex. The transition to Veracross, now underway, has made the need for coordination more visible. CA now needs one internal leader who can take responsibility for the full technology environment, coordinate people and partners, recommend strategic priorities for technology that reflect CA's institutional goals, and make systems and services easier to navigate for students, faculty, staff, and families.

Concord Academy seeks a technically grounded, hands-on leader who can address immediate operational needs while helping the school prepare for the future. The successful candidate will be comfortable guiding complex projects, leading and developing staff, managing vendor relationships, working with academic leaders, and explaining technical matters clearly to the school community. This person will be an attentive listener and clear communicator who respects CA's culture of empowering innovation, earns trust, and moves important work forward after thoughtful consultation. The director of technology will report to the chief financial and operating officer and is expected to begin July 1, 2027, or earlier by mutual agreement.

MISSION

We are a community animated by love of learning, diverse and striving for equity, with common trust as our foundation.

Honoring each individual, we challenge and expand our understanding of ourselves and the world through purposeful collaboration and creative engagement.

We cultivate empathy, integrity, and responsibility to build a more just and sustainable future.



100 Years of Learning and Growth



1922

On September 20, 1922, 52 students and 10 faculty members began classes at Concord Academy. The initial student body was for girls in the upper grades but also included a coed primary school.

1940s

The Head of School, J. Josephine Tucker, introduced innovations including the advisory system, a CA library, and a student council.

1950s

Elizabeth Hall's leadership began a modernization and campus expansion that would ultimately turn Concord Academy into one of the premier boarding schools for girls in the country.



1990s

CA's tradition of respecting the individual helped the community navigate conversations around privilege, difference, community service, and social justice, while emerging technologies broadened opportunities for students to connect with the world beyond campus.

1970s

The trustees voted to admit boys, making Concord the only girls' boarding school to make such a bold decision at the time. As the school weathered changes, the classroom remained transformative, with the arts especially thriving and nurturing accomplished writers and artists.



2010s

Amid the Black Lives Matter and #MeToo movements, CA students embraced activism, community service, and opportunities to develop technology to benefit others. Significant campus investments also created new spaces for collaboration, creative pursuits, and project-based learning.

2020s

While the community adapted to change, the school also prepared for its Centennial and a new era of leadership. In October 2021, an all-school meeting announced Henry D. Fairfax as the 11th head of school. The 2026–27 academic year opened with 430 students.



Where Curriculum and Creativity Meet

Concord Academy's exceptional faculty inspires students to ask the right questions, not simply find the right answers. Students benefit from the richness of human interaction through small class sizes and close relationships. In class, teachers and students work in partnership as they explore a rigorous academic curriculum characterized by unrivaled elective choices for a school this size and unified by intentional skill development across ages and departments. CA students are encouraged to share, discuss, and dissent as they learn to think with analytical power, imagination, and creativity.



**“What defines the CA experience?
An academically excellent education,
happening alongside what is truly
an education in self-advocacy,
independent thinking, and a
commitment to community.”**

Sarah Yeh P'24 '27

Associate Head for Teaching, Learning, and Faculty

More than Academics

CA's academic program is not one size fits all. Students are encouraged to discover their passions, whether composing for a string quartet, studying their own DNA, or analyzing the geometry of sacred art. Many students also end their exploration with a self-designed, faculty-guided senior project. At CA, learning is driven by the desire to do one's best work, not by competition. The school's mission is to inspire students to become lifelong learners who grow into young adults with informed opinions, clear goals, and the confidence they need to leave their mark on the world.

No-Prize School

Concord Academy has no class ranking system or academic awards or honors. The school values collaborative, creative, intellectually curious, and mutually supportive classroom environments that free students from the pressure to compete. Instead, CA prioritizes relationships and thoughtful attention to students' work.

One-on-One Advising

Concord Academy's advising model is highly relational. In weekly one-on-one meetings, faculty and staff advisors guide students through their high school experience, act as both mentor and advocate, and provide a crucial link for families.





Arts

At Concord Academy, creativity is the cornerstone of the curriculum. The school fosters students' distinct voices in the visual and performing arts through devoted faculty and diverse offerings. CA is committed to challenging and expanding students' understanding of themselves and the world through purposeful collaboration and creative engagement. [Explore](#) the visual and performing arts opportunities available to students at CA.



Athletics

CA's Athletics program offers a broad spectrum of opportunities, including 30 interscholastic teams, most competing in the Eastern Independent League (EIL). Seasoned coaches support students at all levels, including those who aspire to compete collegiately. [Explore](#) the range of sports available to CA students throughout the year.

Learning Through Exploration

Senior Projects

Since the 1960s, selected seniors have devoted much of their final semester to independent interdisciplinary or experiential work. The program gives students an opportunity to pursue sustained projects shaped by their individual interests, questions, and ambitions.

InSPIRE Research Internships

Through InSPIRE, selected students contribute to ongoing research at scientific institutions and laboratories throughout Greater Boston. The program connects students with professional researchers and authentic scientific work.



CA Labs and Fabrication Facilities

Opened in 2016, CA Labs includes interdisciplinary science spaces, a fabrication lab, a dedicated maker space, CAD/CAM tools, and Makers Alley for outdoor testing. These facilities support experimentation, design, fabrication, and interdisciplinary learning.





A Portrait of a CA Graduate

“I learned how to manage my time and prioritize responsibilities at Concord Academy.”

Saul Verdi '21,
Northwestern '25

A CA graduate revels in creative and critical thinking

CA graduates are driven by intellectual curiosity. Innovative and imaginative, they integrate learning across their fields of study. From years of engagement with chapels, they are writers and storytellers who create work that sparks discussion and reflection. CA graduates are adaptable problem-solvers enriched by creative, interdisciplinary, and diverse perspectives. Assuming and welcoming complexity, they research, experiment, iterate, and pursue opportunities to apply their learning and translate theory into practice.

A CA graduate charts a self-driven learning journey

CA graduates pursue their passions and courageously explore the unfamiliar. Leaning into the discomfort of uncertainty, they value questions, welcome feedback, and forge pathways for authentic challenge and growth. They are strong self-advocates, and they lead with open-mindedness and confidence. CA graduates collaborate with others to build knowledge and recognize the intrinsic value of learning as a life-long endeavor.

A CA graduate nurtures meaningful relationships within their communities

CA graduates express empathy and actively listen to learn. As relationship builders, they seek opportunities for connection and create them where they do not exist. They embrace individuality and honor differences, understanding the importance of treating others with respect and dignity in all interactions. CA graduates extend and nurture common trust wherever they go.

A CA graduate engages in the world with purpose

CA graduates appreciate the interconnectedness among cultures and communities. They seek out and foster strong collaborative relationships and strong mentoring relationships. They commit to work for the benefit of others, advocate for necessary change, and strive to have a meaningful impact on the world.



Key Stats

FOUNDING YEAR

1922

CAMPUS

39 acres
18 miles from Boston

STUDENTS

9th–12th grade
431 students
48% U.S. students of color
14% international
60:40 day/boarding ratio
12 students per typical class

FACULTY AND STAFF

205 employees
68 faculty
6:1 faculty : student ratio
90% with advanced degrees
8 years average teacher tenure



STUDENT EXPERIENCE

200+ courses
100+ student clubs
30 interscholastic teams

STUDENT REPRESENTATION

National

California, Connecticut,
Florida, Georgia, Massachusetts,
Maryland, New Hampshire,
New Jersey, New York, Pennsylvania,
Rhode Island, South Carolina,
Tennessee, Virginia, Washington

International

Canada, China, Egypt, Ghana,
Hong Kong, Japan, Korea,
New Zealand, Nigeria, Singapore,
Taiwan, Thailand, Ukraine, U.K.,
Vietnam



MEMBERSHIP ORGANIZATIONS

AISNE, NAIS, TABS,
NACUBO, NBOA

FINANCIAL AID

23% of students receive financial aid
\$6.7M annual financial aid allotment (FY27)

concordacademy.org

ACCREDITING BODY

NEASC

ENDOWMENT

\$133.5M at the end of FY26
(pending audit review)



Strategic Plan

Five-Year Vision

- CA's highly engaged students are passionately pursuing their unique interests, supported by ample resources and exceptional adults, ensuring success for all admitted students.
- CA's unique identity is well understood and clearly communicated both internally and externally, explicitly guiding all admissions and programmatic decisions.
- CA engenders a strong sense of community where all members—students, faculty, staff, and families—feel connected and invested in the CA mission and each population reflects the other.
- The school size is around 410 students, optimized to CA's pedagogical objectives, infrastructure, and financial resources.
- CA's admissions pipeline is robust, with growing demand among both boarding and day students from diverse ethnic, socioeconomic, and geographic backgrounds.
- CA is meeting annual measurable environmental sustainability goals, on the path toward carbon neutrality.
- CA's model is financially resilient.

Priorities and Initiatives

1. Embrace our **identity** as a school where intellectually curious students with a shared love of learning can explore deeply and broadly, charting their own paths.
2. Continue to build a diverse, integrated **community** with common trust as its foundation.
3. Adapt and enhance our **program** to meet the unique academic and socio-emotional interests and needs of CA students.
4. Maintain and/or repurpose **facilities** to effectively deliver the program, and invest in new facilities that support strategic priorities.
5. Ensure CA's long-term **financial resiliency**.



Space for Innovation and Creativity



The Centennial Arts Center

Opened in 2025, the Centennial Arts Center (C.A.C.) offers a world of possibility for CA students. This 37,000-square-foot facility is equipped with high-tech tools for music, digital media, theater, and interdisciplinary work. Sustainable and energy-efficient, the building is fully electric, powered by a rooftop solar array. Its innovative design supports both education and the environment.

Facility Highlights



Hammett Ory Theater

This flexible and functional black-box theater offers seating for up to 200 people and accommodates mainstage productions, drama classes, technical theater work, dance performances, film screenings, and interdisciplinary coursework. Unfettered by a traditional stage and fixed seats, directors and designers can create theatrical environments that best suit their artistic vision. Fully accessible catwalks allow for safe, hands-on production work by student tech crews.



The Spencer and Colton P3 Lab

An open space with a reconfigurable layout to serve multiple programmatic needs, the P3 (Process, Presentation, and Production) Lab supports the integration of performing and visual arts, creates gallery space, and houses a robust A/V infrastructure for 21st century performance, production, and interdisciplinary exploration. This is a multifunctional classroom that can also be used as a gathering and meeting space.



Rasmussen Digital Production Lab (DPL)

Adjacent to the P3 Lab, the DPL provides a functional recording studio and post-production facility to support media production across all disciplines, and tools for classes across departments (e.g., languages, visual arts, film, photography, digital graphic design, computer science, podcasting, student portfolios, video production).



Background and Narrative



Concord Academy is rooted in a century-long tradition of intellectual curiosity, individual expression, and close relationships. Its Main Street campus brings boarding and day students together in a community where academic, residential, and extracurricular life are closely connected. Common trust provides an important foundation for that community and reflects the value CA places on mutual respect, personal responsibility, and individual voice.

That culture shapes how CA approaches decisions and change. Faculty members and departments are accustomed to thoughtful discussion and to having a meaningful voice in matters affecting their work. New ideas gain momentum when people understand how those ideas will serve students and the school. At CA, success in any leadership role depends on listening carefully, building relationships across the community, and using sound judgment about when to move from discussion to action.

Concord Academy is undertaking this search during an important period in its development. The school's five-year strategic plan establishes priorities for institutional identity, an integrated community, program development, facilities, and financial resilience. Technology is not a separate pillar of the plan, but it enables work across all of these areas. Effective systems, useful data, reliable infrastructure, and thoughtful

technology planning will contribute to the school's ability to advance its goals. The director will also help CA assess the role of artificial intelligence in teaching, learning, and the school's business operations.

CA's academic program also creates a rich setting for technology leadership. Its extensive curriculum and investments in spaces such as CA Labs and the Centennial Arts Center give students and faculty many ways to experiment, create, and work across traditional boundaries. For the next director of technology, this will create opportunities to work with academic leaders and faculty as the school considers how technology can best contribute to teaching and learning.

The scope and complexity of CA's systems environment have grown over time. Academic and administrative departments use specialized platforms suited to their particular needs. These systems give departments useful tools and considerable autonomy, but they do not always connect easily. Across the school, information may move through integrations, imports and exports, spreadsheets, manual processes, or the knowledge of particular individuals. Decisions made within one department can affect data, communication, service, and workflows elsewhere in the institution.

Technology at a glance

DEVICES

- 1:1 student BYOD laptop program
- Windows or Mac devices for faculty
- iPads available to faculty by request

INFRASTRUCTURE AND SECURITY

- Cisco Meraki network
- OneLogin, Google, and Active Directory
- Third-party email security
- Privacy review for student-facing applications

MAJOR SYSTEMS

- Veracross SIS, transitioning from PowerSchool
- Schoology LMS, with evaluation underway
- Orah, attendance and student life
- Financial Edge, finance
- Raiser's Edge, advancement
- Finalsight, admissions
- WordPress
- Google Workspace



The transition from CA's highly customized PowerSchool environment to Veracross represents an important step toward a more connected systems environment. Veracross is now in its first full school year, while historical data, integrations, adoption, and the slow sunset of PowerSchool this year require ongoing attention. Connections with systems such as Schoology are also still developing. The transition has been received positively overall and demonstrates CA's ability to undertake significant change when the purpose is understood and implementation is carefully managed. The incoming director will join the work at an important stage.

For more than a decade, OuncelT has played a central role in CA's technology program. The company provides help desk services, network and server management, infrastructure projects, cybersecurity assistance, and educational technology expertise. It serves as the first point of contact for many technology requests and brings access to multiple on-site specialists each day, expanding the capacity of a small internal department. Its relationship with CA is more extensive than that of a conventional managed-service provider, and several OuncelT employees have become familiar and valued members of the community.

CA's two internal technology professionals also bring substantial experience and institutional knowledge. Their work includes applications, data integrations, implementation projects, faculty professional development, and daily technology needs. They have led much of the Veracross implementation and adoption work while maintaining relationships throughout the school. The incoming director will join capable colleagues who understand CA's systems, practices, and departments and whose knowledge will be important to the program's next phase.

As systems and organizational needs have grown, however, the limitations of distributed ownership have become more visible. Some departments rely primarily on OuncelT, others work closely with the internal team, and still others manage platforms through outside vendors or their own processes. Similar questions arise around student technology support, audiovisual systems, shared spaces, websites, and operational technology. Day-to-day service remains generally dependable, but the school does not have one internal leader responsible for overseeing the complete technology experience, developing a strategic vision for the program, and providing a consistent pathway that helps every member of the community know where to turn.

Creating this position represents an important evolution in how the CA community engages with technology. Early work will include developing a complete understanding of the school's data systems, technology workflows, and long-term strategic goals. The director will guide the next phase of Veracross, lead the internal team, coordinate OuncelT and other partners, and create clearer ways to evaluate needs, make decisions, and carry projects through implementation. Early partnerships and short-term process improvements will provide the foundation for the director to become increasingly involved in academic planning, institutional data, digital literacy, artificial intelligence, and the experience of students and faculty.

The opportunity at Concord Academy will appeal to a technology leader who enjoys solving immediate problems while helping an institution see what is possible. The next director will join a community with a clear sense of identity, capable colleagues, and the resources to move important work forward. Once settled, the director can become a valued partner in the academic and institutional life of the school, helping CA prepare for the future without losing the relationships, individuality, and human connection that define it.

Interview with the Leadership Team



**Amy
Miller-Fredericks
P'20**
Chief Financial and
Operating Officer



**Sarah Yeh
P'24 '27**
Associate Head for
Teaching, Learning, and
Faculty, History Teacher

We invite you to [watch our interview](#) with Amy and Sarah, in which they discuss Concord Academy's community, what brought them to the school, and what they hope for in the next chapter of technology leadership.



A New Role at the Right Time

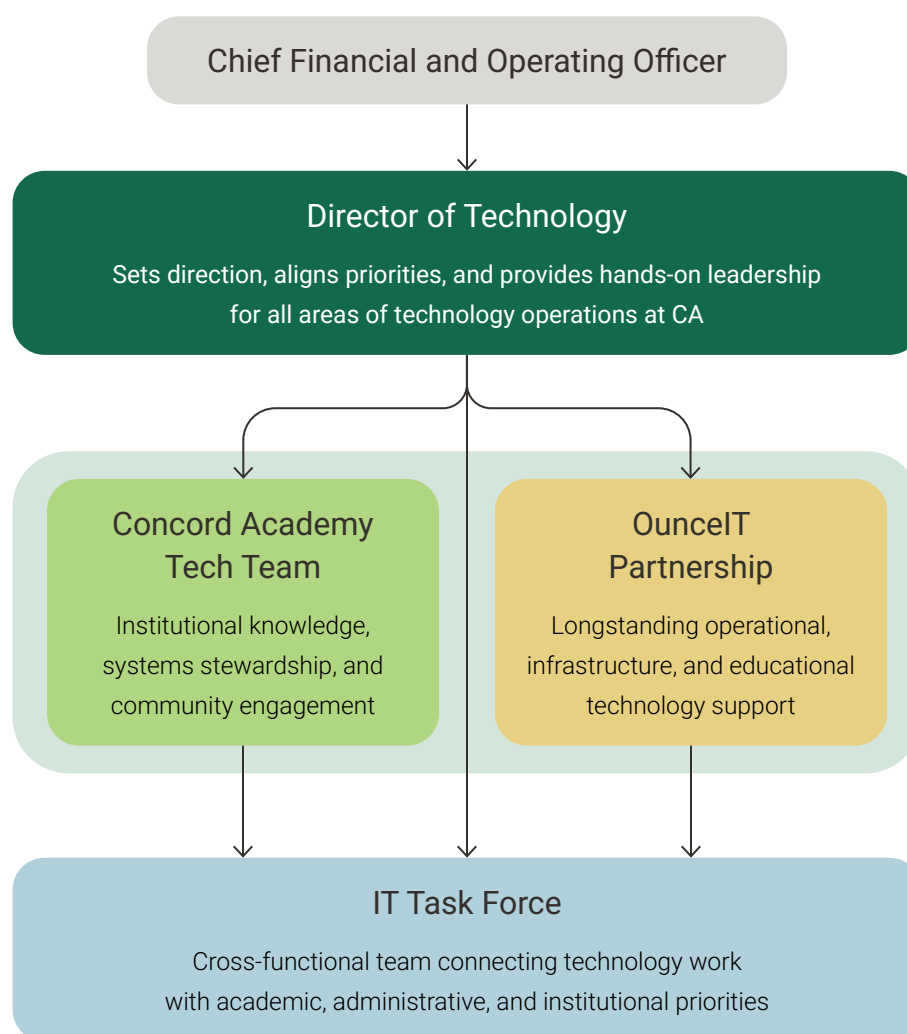
Concord Academy's technology program brings together two internal staff members, school leaders, a cross-functional IT Task Force, and OuncelT, the school's longtime managed-service provider. The internal team brings extensive knowledge of CA's systems, practices, and community. Academic, administrative, operational, and student-facing leaders bring the needs of their areas, while the IT Task Force provides a forum for perspectives from across

the school. OuncelT contributes help desk services, infrastructure management, cybersecurity monitoring, educational technology integration, and specialized expertise developed through its longstanding relationship with CA. Individual departments also manage important platforms and vendor relationships, adding another dimension to the school's technology ecosystem.

The director will report to the CFOO and lead CA's internal technology staff. The

director will also manage and coordinate the OuncelT relationship and steer the IT Task Force and school leaders on technology priorities and initiatives. This position will give CA a central leader who can connect these groups, make ownership and service pathways clearer, and carry work from planning and decision-making through implementation.

The diagram below shows the director's reporting lines and principal working relationships.



Key Technology Contributors at CA

Concord Academy Tech Team



Dave Leach

Director of Administrative Systems
Concord Academy

Longstanding steward of CA's applications, integrations, major implementations, and institutional systems knowledge



Kurt Robinson

Software Applications Coordinator
Concord Academy

Coordinates software support, faculty partnership, implementation work, and the practical needs of the community

OuncelT



Jeremy Angoff

Founder and CEO
OuncelT

Founder of CA's longtime technology partner and an important source of historical perspective and technical continuity



Tom Corbin

Director of Educational Technology
OuncelT

Supports professional learning, application review, student-data privacy, and the school's evolving work with AI

IT Task Force

Amy Miller-Fredericks P'20

Chief Financial and
Operating Officer

Ben Stumpf

Computer Science Department
Head and Teacher

David Leach

Director of Administrative Systems

Grace Delgado

Registrar and Academic
Program Manager

Jeremy Angoff

Founder and CEO of OuncelT

Kurt Robinson

Software Applications
Coordinator

Sarah Yeh P'24 '27

Associate Head for Teaching,
Learning, and Faculty

Sundy Thang

OuncelT's senior team lead for CA

Tom Corbin

Director of Educational Technology
at OuncelT



Areas of Focus



Technology Leadership

As CA's senior technology leader, the director will develop a schoolwide view of the technology program and coordinate planning, budgeting, and decision-making with the CFOO, school leaders, and the IT Task Force. The director will lead the internal technology staff, establish shared priorities, create opportunities for professional growth, and sustain the responsive service already in place. The director will also manage the relationship with OuncelT and help define how internal staff, external partners, and departmental system owners can work together effectively.

Artificial Intelligence

CA is continuing to assess the role of artificial intelligence in teaching, learning, and administrative work. Working with academic and administrative leaders, the director will evaluate potential uses, consider implications for privacy, security, and student learning, and help shape practical guidance for faculty, staff, and students.

Systems, Data, and Veracross

Veracross is now in its first full school year and will remain an important early priority as CA completes integrations, moves historical data, supports adoption, and determines when PowerSchool can be retired. The director will work with current project leaders and departmental stakeholders while developing a clearer view of the school's wider systems environment. This work will include defining ownership, improving data flow, reducing unnecessary manual processes, and establishing practices that provide reliable information for departments and institutional decision-making.

Infrastructure, Security, and Continuity

OuncelT currently provides much of CA's day-to-day network and infrastructure management, cybersecurity assistance, help desk service, and specialized technical expertise. The director will oversee this work from the school's perspective, setting priorities, evaluating risks, coordinating internal and external resources, and ensuring that services and investments reflect CA's needs. This work will include reviewing identity and access systems, devices, audiovisual environment, operational technology, and renewal plans. Working with Operations, and other departments, the director will also help clarify responsibility for shared spaces, events, building-related systems, and the escalation of technology issues.

Academic Technology and Student Experience

As the director develops familiarity and credibility across CA, this person will work closely with academic leaders, faculty, and students to understand where technology can contribute to teaching, learning, communication, and daily school life. Priorities may include the LMS evaluation, more accessible student technology support, and practical guidance on digital literacy, student data privacy and safety, artificial intelligence, and other emerging technologies. This work should reflect CA's educational priorities, respect the professional judgment of faculty, and remain focused on the experience of students.



Duties



Technology Leadership

- Serve as Concord Academy's senior technology leader, connecting technology planning with academic, administrative, and institutional priorities.
- Establish clear processes for setting priorities, making decisions, and communicating technology work across the school.
- Develop near- and long-term technology plans in consultation with the CFOO, IT Task Force, and other stakeholders.

Systems and Data

- Provide leadership for ongoing systems and data migration efforts, working with project leaders, departmental stakeholders, and external partners to coordinate implementation, integration, adoption, and the retirement of legacy systems.
- Oversee the school's administrative and academic systems, integrations, data access, reporting, and information sharing.
- Lead or oversee major systems implementations, migrations, integrations, and other schoolwide technology projects.

Infrastructure and Security

- Oversee the longstanding outsourced technology partner, which directly administers Concord Academy's network, infrastructure, identity and access systems, devices, audiovisual systems, and technology services.
- Maintain policies and practices for cybersecurity, data privacy, access, documentation, backup, disaster recovery, and business continuity.
- Plan for reliable and sustainable technology services, investments, and equipment renewals.
- Ensure responsive technology support for students, faculty, staff, and school operations.

People and Partnerships

- Lead Concord Academy's internal technology staff, setting priorities, encouraging collaboration, and supporting professional growth.
- Manage CA's partnership with OunceIT, setting expectations, coordinating its services with the internal team, and ensuring that its work reflects the school's priorities and needs.
- Direct technology budgeting, contracts, licensing, vendor relationships, and renewal planning.
- Partner with academic leaders and faculty in support of teaching, learning, digital literacy, student safety, and the responsible use of emerging technologies.
- Communicate technology planning clearly across the school.
- Participate actively in the life of the school and perform other duties as assigned.



Qualifications and Qualities



Professional Qualifications

- A bachelor's degree from an accredited college or university is required
- At least five years of experience leading a technology department or complex technology program, preferably in an educational setting
- Experience supervising and developing technology staff
- Solid working knowledge of infrastructure, cybersecurity, enterprise systems, data, and technology support
- Demonstrated success in leading major systems implementations and integrations; experience with a student information system transition would be valuable
- Experience developing technology plans and managing budgets, vendors, contracts, and renewal cycles
- An understanding of how technology can serve teaching and learning, along with an ability to work effectively with academic leaders and faculty

Leadership and Personal Qualities

- A grounded, hands-on leader who can think strategically while remaining attentive to daily needs
- An attentive listener and clear communicator who can make technical issues understandable
- A collaborative, relationship-centered approach and respect for the knowledge colleagues bring to their work
- Sound judgment, practical problem-solving skills, and an ability to set priorities
- Patience, curiosity, and adaptability
- An ability to guide change while earning trust and respecting the school's culture
- A service-oriented commitment to reliable and responsive technology support
- An interest in emerging technologies and their thoughtful use in schools
- A commitment to Concord Academy's mission and values and an interest in participating actively in the life of the school



How to Apply

The 12M & Ed Tech Recruiting search consultant team, led by Gabriel Lucas and John Umekubo, is acting on behalf of Concord Academy to identify exceptional technology leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@EdTechRecruiting.com



Applications submitted by **November 1, 2026** will receive priority review.

All applications must be submitted online:

www.EdTechRecruiting.com/jobs/CA/technology

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the Concord Academy search committee
2. CV or resume
3. A reference list of four or more individuals who could speak on your behalf if you were to progress further in this search (include each person's name, current organization, title, phone number, email, and past connection to you; we will not contact anyone on your reference list without obtaining your permission first)
4. A response to the following prompt:

This is a new role at a highly relational day/boarding high school, to lead a small technology department that includes two in-house professionals and several members of a longstanding outsourced technology partner. In no more than two paragraphs, what would be your approach to overseeing this blended team?

Concord Academy is an Equal Opportunity Employer. We consider applicants for all positions without regard to race, color, religion, sex, national origin, age, veteran status, sexual orientation, ancestry, disability, gender identity, genetic information, military service, participation in the school's group health plan, receipt of free medical care, or any other characteristic protected by applicable law. An applicant who does not meet the minimum qualifications of the position(s) for which the applicant applies will not be considered for employment.

www.12MRecruiting.com

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