



Lick-Wilmerding High School

Assistant Head of School for Academics

LOCATION

San Francisco, CA

APPLICATION REVIEW PERIOD

December to Mid-January

START DATE

July 1, 2026

POST DATE

October 31, 2025

ON-SITE FINAL ROUND

Late January

REPORTS TO

Head of School

PRIORITY DEADLINE

November 30, 2025

DECISION ANNOUNCED

February 9, 2026

ANNUAL SALARY RANGE

\$250,000 – \$280,000

Summary

Lick-Wilmerding High School is a private school with public purpose, serving 560 students in grades 9-12 in San Francisco. Since its founding in 1895 as a vocational school, Lick-Wilmerding High School has built upon a long tradition of valuing and integrating the liberal arts, sciences, technical arts, visual arts and performing arts to offer a robust college-prep curriculum. LWHS has a rich and distinctive academic program, with thriving departments, vibrant student life, and signature initiatives like the Center for Civic Engagement and the Public Purpose Program. Faculty and students are passionate, engaged, and driven by values that reach far beyond the classroom.

At this pivotal moment, LWHS seeks an assistant head of school for academics to serve as the school's primary academic leader and strategic partner to the head of school and the senior leadership team. This new position will lead curriculum and teaching & learning initiatives to thoughtfully integrate the mission of LWHS into its academic programs with clarity and coherence. Another new role—the dean of faculty development and culture—will support the assistant head of school in ensuring that faculty development aligns with the school's strategic academic vision. Key opportunities for the assistant head of school include developing interdisciplinary throughlines, clarifying how and when to implement and scale new initiatives, and ensuring that student wellness and belonging remain core to the academic experience. The assistant head of school for academics will report directly to the head of school, and will start July 1, 2026.

MISSION

A private school with public purpose, Lick-Wilmerding High School develops the head, heart, and hands of highly motivated students from all walks of life, inspiring them to become lifelong learners who contribute to the world with confidence and compassion.



Our Core Values

BELONGING

We center care, kindness, and compassion, and we recognize our essential interconnectedness.

EXCELLENCE

We strive to “do common things uncommonly well” in the spirit of inquiry, exploration, discovery and growth.

CRAFT

We encourage all members of the community to iterate, improve, and think creatively in order to hone their skills.

OPTIMISM

We believe in our collective capacity to build a more just world through service, engagement and an orientation towards hope.



History

1874

James Lick establishes a trust of \$540,000 to endow the California School of Mechanical Arts, now commonly referred to as "Lick-Wilmerding."

1894

Jellis Clute Wilmerding leaves \$400,000 to the Regents of the University of California to establish and administer another school, the Wilmerding School of Industrial Arts — a school for boys specializing in building trades and architecture drafting.

1912

George Merrill opens the Lux School for Industrial Training for Girls, using space from the Lick facilities, with a curriculum focused on sewing and textiles, food, health, art, and retailing and merchandising.



1913

Lux opens its own building the following year, on land purchased from the Lick and Wilmerding Schools. The original Lux building still stands today at the corner of 17th and Potrero Streets in San Francisco.

1952

Lux closes, but its early contribution to women's education becomes a national model and significant accomplishment.

1955

Lick and Wilmerding merge to form Lick-Wilmerding High School, and moves to its current campus on Ocean Avenue. It becomes a boys-only school, and begins to develop its outstanding college-preparatory curriculum.

1972

Lick-Wilmerding High School becomes co-educational once again and, shortly thereafter, begins charging tuition for the first time in its history.

1986

Two Lick-Wilmerding High School faculty co-found Aim High, a summer school program for public middle school students that would later grow to nearly twenty campuses.

2018

Lick-Wilmerding High School finishes renovating its main building, the third of three major construction projects since 1997 (first two: library and shops)

2025

Lick-Wilmerding High School celebrates its 130th anniversary, and unveils a new set of core values: belonging, craft, excellence, and optimism.



Key Stats



563

total students

73%

students of color

157

middle schools
represented

75

Bay Area zip codes
represented

74%

students participate
in athletics

50%+

students participate
in Performing Arts

67

faculty
members

18.6

average years of
teaching experience

48

with Master's
degrees

3

with PhDs

CAMPUS SPACES INCLUDE

- Technical Arts "shops"
- music studio
- caf  teria
- dance studio
- full-court gymnasium with rock climbing wall and athletic training room
- photography studio with darkroom
- 7,100 square foot library

137

courses

65

electives offered
(11 UC-approved)

>\$7.6 million

allocated for Flexible Tuition

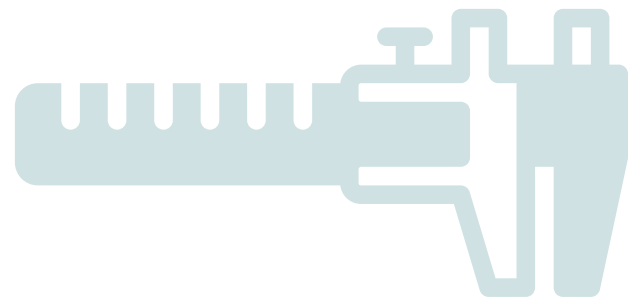


www.lwhs.org





Student Learning at LWHS



Head, Heart, & Hands



At Lick-Wilmerding, we believe learning is more than gaining knowledge: it's a transformative journey that develops the head, heart, and hands of all students. Our intentionally diverse and inclusive community values connection, creativity, and purpose in everything we do.

LWHS prepares its students to thrive in college and to be passionate, self-directed, lifelong learners. Toward these ends, its faculty employ a wide range of teaching methods, intended to help every student succeed. LWHS has a long tradition of valuing and integrating the liberal arts, sciences, technical arts, visual arts and performing arts. The resulting rigorous head, heart, hands curriculum provides students with a “toolbox” with which to build lives of consequence and fulfillment. In order to prepare students to assume responsible adult roles in the world, ethical thinking is explicitly woven through the curriculum.

Similarly, problem solving and collaborative skill building, including learning when to lead, when to listen, when to contribute, and when to follow, are integral to a LWHS education. Prizing innovative thought, most distinctively through the integration of science, technology and design, LWHS encourages students to marshal the courage to make mistakes in order to learn and become more resilient. LWHS further believes that mindfulness and healthy ways of being, including seeking balance in one's life, are essential to living a life of care—for self, family, community, and environment.

Public Purpose

As a private school with public purpose, service and community engagement are at the core of an LWHS education. The LWHS curriculum is both a catalyst and a vehicle for civic engagement, offering real world insights and inspiring students to contribute their time, talent, and treasure to work that matters. The larger community—local and global—is an extension of LWHS classrooms, providing students opportunities for thoughtful and effective problem solving and stewardship. Students integrate academic learning with public purpose through experiential, community-engaged projects. In addition, LWHS shares its innovative educational models, as well as its knowledge, networks, and resources,

with others who are committed to improving lives, prospects, and possibilities for young people.

EXAMPLES OF PUBLIC PURPOSE PROGRAM COURSES:

- Advanced Jazz & Contemporary Music Ensemble PPP
- Biology Honors: Marine Ecology: Field and Lab Science PPP
- Statistics Honors PPP
- U.S. History Seminar: ACT UP FIGHT BACK - A History of the AIDS Movement PPP
- Private Skills for a Public Purpose PPP

We invite you to explore the **PPP courses** offered at LWHS.



Academics

LWHS is one of the most highly selective independent high schools in the Bay area, receiving between 900-1000 applications annually to fill a class of about 140 students. The 139 students in the class of 2025 are highly motivated, typically graduating at the top of their middle schools. In keeping with LWHS' 130-year tradition, every student is required to complete two years of technical arts courses and participate annually in the Public Purpose Program (PPP), a hands-on education/ service experience. LWHS does not offer AP courses; faculty have designed high-level and demanding Honors courses that offer rigor and depth over coverage and breadth.

We invite you to learn more about the academic departments at LWHS through the videos below:



Body, Mind, Education (BME)

[WATCH VIDEO](#)



English

[WATCH VIDEO](#)



History

[WATCH VIDEO](#)



Mathematics

[WATCH VIDEO](#)



Science

[WATCH VIDEO](#)



World Languages

[WATCH VIDEO](#)



The Shops



Technical Arts

With hands-on processes and projects at the core, LWHS Technical Arts teaches at the junction of Design & Engineering & Craft in service of Connection & Community & Purpose. Lick-Wilmerding Technical Arts is more than the “hands” part of the school. Courses in **Coding, Electronics, Jewelry, Woodworking, Sewing, and Metal and Digital Fabrication** are places to skill up and connect with your and your peers’ humanity. It’s a place to learn about designing, prototyping, and building things together that bring **joy, confidence, and meaning**. Regardless of future study or career, Technical Arts classes teach students about project management, working in teams across differences, persistence in the face of challenge, being resourceful, object and experience design, and craftspersonship. Classes emphasize hard and soft skills and help form whole and flexible young adults, of all identifiers, for a changing world.

Visual Arts

Visual Arts teachers encourage students to **explore their imagination, tap their experience and knowledge about the world, and trust their unique vision** without fear of failure. We stress visual literacy, conceptual thinking, experimentation, craftsmanship and commitment. We ask our students to **explore, take risks, persevere and deepen their visual perceptions** honestly, reflectively and carefully. Our intention is to inspire them to be curious, creative and courageous, but also disciplined and attentive. We hope that through the development of their visual literacy our students will become more confident in the uniqueness of their vision.



Athletics & Performing Arts



Athletics

Currently, the Athletics program at LWHS is comprised of **42 teams** representing **23 sports** at the Varsity, Junior Varsity, and Frosh/Sophomore levels. More than 75 percent of the student body participates in athletics throughout the academic year. A new partnership with UCSF also provides students with a certified athletic trainer for 20 hours per week.

CCSF PARTNERSHIP

LWHS students have access to City College of San Francisco's Health and Wellness Center, an expansive athletic complex located across the street from the LWHS campus. The Wellness Center houses multiple weight rooms, cardiovascular facilities, basketball courts, a 25-yard indoor swimming pool, all-weather track, eight tennis courts, and a turf soccer and lacrosse field.

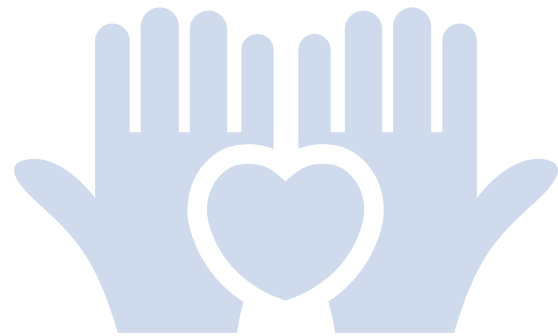
Performing Arts

The Performing Arts department educates students in the craft, theory, and philosophy of the performing arts for the purpose of promoting personal and societal transformation. We provide students with an artistic platform in which they have the support to create, engage, and explore, fostering students' individuality, creativity, empathy, human connection, and discipline. We are committed to the representation of all perspectives and presenting work with a cultural, social, and historical foundation to empower students to develop their personal aesthetic, as well as reflect on their role as it extends beyond the classroom.





Culture & Community



Vision for Equity & Accountability

Lick-Wilmerding High School strives to cultivate a diverse, collaborative community of students and adults that is rooted in empathy, equity, respect, humility, and accountability. We commit to uphold the tenets of anti-racism and to interrupt all forms of interpersonal and institutional bias and discrimination. We aspire to create joyful spaces for learning where everyone brings their whole selves, feels known and heard, lifts each other up, and engages in all aspects of life at LWHS and beyond.



Community Norms



SPEAK FROM THE “I” PERSPECTIVE

LEAN INTO DISCOMFORT

RESPECT THE MESSINESS OF IDEAS

SUSPEND JUDGMENT OF SELF AND OTHERS

HONOR CONFIDENTIALITY

ACCEPT SILENCE AS PART OF THE PROCESS

TAKE SPACE, MAKE SPACE, INVITE IN

SEEK MULTIPLE PERSPECTIVES, TREATING THE CANDIDNESS OF OTHERS AS A GIFT

Sam Mihara ‘51 Day of Justice

Every spring the entire LWHS community participates in an in-house conference that explores identity and privilege, planned by students who have attended the NAIS Student Diversity Leadership Conference, the White Privilege Conference or the Creating Change Conference. Workshops are led by faculty, staff, students and local facilitators or activists. Past session topics have included microaggressions, how ideas about gender impact politics, different belief systems, orientalism, and rap as activism, to name a few. The Sam Mihara Day of Justice ultimately aims to inspire compassion and a commitment to equity within all LWHS community members.



DEIB Initiatives

EIB Roundtable

The LWHS Equity, Inclusion, and Belonging Roundtable is composed of the Head of School, Board DEI Committee Co-Chairs, Parent Association VP's of Inclusion, Student Council Co-Presidents, Co-Student Inclusion Chairs, the Director of Student Inclusion & Dean of Equity, Inclusion & Belonging. The Roundtable convenes to unpack institutional challenges requiring the collective power and coordinated efforts of the entire school community. Participants are dedicated to listening and responding to the needs and feelings of the LWHS community, centering the most vulnerable.

Ethnic Studies Working Group

The Ethnic Studies Working Group (ESWG) is a task force composed of student leaders, faculty, staff, and administrators who investigated the best way, as a community, to make engagement with Ethnic Studies a graduation requirement. This ask for this course came from the student body in 2020 in direct response to the limited engagement students were with non-White histories beyond deficit narratives in the Social Sciences and Humanities. With the recent addition of our new Director of Student Inclusion & Ethnic Studies Program, the ESWG is shifting to a student-centered space that will continue to support Ethnic Studies programming for students on and off campus. Additionally a new Ethnic Studies Committee, made up of student leaders, faculty, staff, and administrators has officially launched and will lead the curation of the new 2026 Frosh Ethnic Studies graduation requirement course and larger vision of Ethnic Studies on campus.

Flexible Tuition Program

Thanks to its 130-year history of being accessible to students from all walks of life, including 77 years of being tuition free, Lick-Wilmerding High School enjoys the legacy, the resources, and the strategic resolve to push the limits on what it can mean to be a truly accessible independent school. The Flexible Tuition program provides a wide tuition range that include books, course materials, daily lunch, yearbook, athletic uniforms, co-curricular activities, and grade-level retreats. Currently, over \$7.6 million is dedicated to the Flexible Tuition program and more than 33% of students attend LWHS on Flexible Tuition.

STUDENT AFFINITY CLUBS

AIA: Adoptees in Affinity

ASIA: API Students in Alliance

BSU: Black Student Union

Chronic Conditions

Alliance: support disabled community members

First and Proud: for "First Generation to College" students

FM: Pronounced "femme," an affinity group for all girls of color

GSA: Gender Sexuality Alliance

GCC: German Cultural Club, exploring and enjoying German-speaking culture

Girls in Math: empowering female identifying students to explore the creativity and relevance of mathematics

Girls Who Gym: for female-identifying and non-binary students interested in exercise and health

Indigenous

Alliance: fostering understanding of Indigenous communities

JSU: Jewish Student Union

KABA: short for Kababayan, meaning "fellow Filipino" in Tagalog

Korea Club: cultivating and fostering Korean culture at LWHS

LU: Latinos Unidos

MAC: Multiracial Alliance Club

Pacific Islanders in Alliance (PIIA): a space for Pacific Islanders and allies

SAME: South Asian & Middle Eastern Club

SQUID: a confidential affinity space for queer students

Wavelength: for female-identifying students who are attracted to women

FAMILY AFFINITY NETWORKS

ARWA-PA: Anti-Racist White Affinity-Parent Association

AFN: Asian and Asian-American Family Network

BSUFN: The Black Student Union Family Network

JSUFN: Jewish Student Union Family Network

LUFN: Latinos Unidos Family Network

FFN: Filipino Family Network

QFN: Queer Family Network

SAAG/SAME FN: South Asian Affinity Group/ South Asian Middle Eastern Family Network

FACULTY & STAFF AFFINITY SOCIALS

BIPOC Social:

Semesterly gatherings for faculty and staff who identify as Black, Indigenous, and other People of Color (BIPOC)

Community Social:

Monthly gatherings for all faculty and staff at a local venue

LGBTQIA+ Social:

Semesterly gatherings for faculty and staff who identify as LGBTQ+



Community Voices

Students are the heart and soul of LWHS. Nothing is more gratifying than hearing what they think and feel about their experiences in Tiger classrooms, teams, clubs, shops, performances, and more. Here are seven student voices, representing every class, sharing a glimpse into life at LWHS.



Everyday when I walk into school and I have a space to learn and create, that sense of joy and elation that I had when I first opened my acceptance letter has not really left me at all.

KAI SCOTT 2026

It sounds like a cliché, but I really do love the community here. It's super inclusive and inviting, and I can go to anyone for help. I think what I like most about my classes is that they push me and challenge me a lot, but in a way that is enjoyable. I know that I will grow from being pushed and challenged.

ELISSA CARIDAD 2027

During my freshman year I had actually never been in any theater at Lick or elsewhere. I just wanted to try something new, so I joined the play, and honestly, it changed my life. Now it's one of my favorite things about LWHS.

DANIEL WYDLER 2026

My favorite project at Lick has been participating in the Private Skills for Public Purpose program. I got to make three tables and a couple of bunches for students at a local elementary school. It was a really great experience to create something that was meaningful for other people.

CHELSIE JOY VALERIO 2025

This year, we started an initiative called 'Mr. Mundra Monday.' Every first Monday of the month during lunchtime, we sit with Mr. Mundra in the courtyard and any student can come ask him any questions they have about his initiatives or what student council is doing, and he sits down with the students and talks to them. So the students have gotten to know him a lot better and he's gotten to know the community a lot better.

COLE TAO 2024,
2023-24 Student Council
Co-President

My favorite moment of the year was during our MLK day of celebration. We had a really incredible company called Loco Bloco come in and perform live music. And all of the sudden, the whole student body and teachers alike were all dancing and having fun and singing along in the courtyard. I have never seen so much joy on campus. It was so heartwarming, and it's a testament to the kind of love and joy that Lick kids can bring to the school day.

MADDIE GARFINKEL 2024,
2023-24 Student Council Co-
President

I enjoy being part of the girls' soccer team here because you get to meet a lot of different people from different grades, so it's a great place to make new connections. When I played as an underclassman, I felt more comfortable in the Lick community. Everyone is encouraged to go out and try a new sport, meet new people, and have fun.

CHARLOTTE HAHM 2024



The Ingleside Neighborhood



Lick-Wilmerding High School is...

2 miles to Stonestown Galleria

5 miles to Twin Peaks

5 miles to Golden Gate Park

5 miles to Ocean Beach

8 miles to Golden Gate Bridge

Lick Wilmerding High School is nestled in the Ingleside neighborhood and on the border of the Excelsior. This welcoming and vibrant neighborhood in the southern part of San Francisco is known for its residential feel and sense of community. Ingleside offers a balance of city convenience and neighborhood charm.

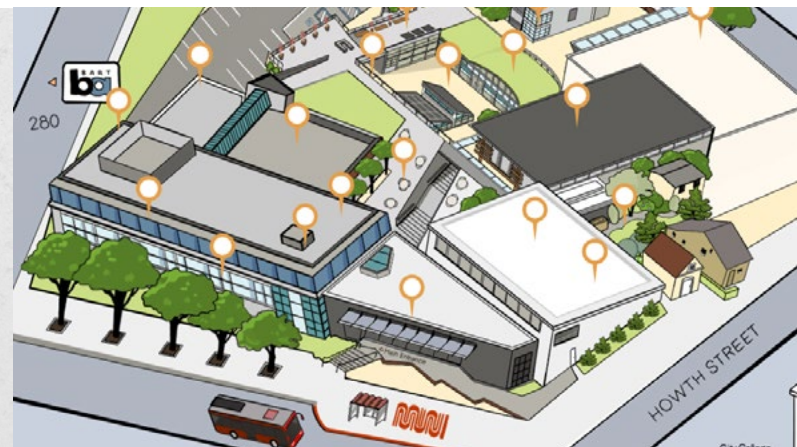
Just steps from the Balboa Park BART Station, the school enjoys excellent public transit access, making commuting from across the Bay Area straightforward. The neighborhood is home to a variety of local cafes, shops, and restaurants along Ocean Avenue, giving plenty of options for coffee breaks, lunch spots, or after-school gatherings.

Ingleside is also rich in green spaces—Balboa Park provides running trails, athletic fields, and a community pool, while nearby McLaren Park offers hiking and panoramic city views. With quick access to highways and transit, Ingleside sits at a crossroads that connects you easily to downtown San Francisco, the Peninsula, and beyond. Ingleside provides a more relaxed pace than some of the city's busier districts, while still keeping you connected to the cultural and professional energy that makes San Francisco such a dynamic place to live and work.

There are numerous ways to get to Lick-Wilmerding including the bus, streetcar, and BART:

- Balboa Park BART Station
- MUNI buses: 8X, 8BX, 29, 43, 49, and 54
- MUNI streetcars: J, KT, and M. all stop within a block of the school on Ocean or Geneva Avenues

Additionally, many faculty and staff create carpools with colleagues who live nearby.





About the Role



A New Leadership Model to Support Academics at LWHS

Starting with the '26-'27 academic year, LWHS will introduce a new leadership model to align academic priorities and faculty development within a unified, strategic framework for teaching and learning. The academic program will be led by an Assistant Head of School for Academics (AHOS), a new role that will report directly to the Head of School. Another new role, the Dean of Faculty Development and Culture, is an evolution of the current dean of faculty position, which is held as an interim appointment for the '25-'26 year. This fall, LWHS is running concurrent searches for both this role and the Dean of Faculty Development and Culture; both positions will start in the summer of 2026.

This new structure reflects LWHS's commitment to clarity and coherence of student learning and curriculum. The Assistant Head of School for Academics and the Dean of Faculty Development and Culture will work in partnership to shape the strategic vision for teaching, learning, and faculty development. Together, these roles will connect faculty experience with student learning in purposeful, mission-driven ways.

Assistant Head of School for Academics

Oversees **curriculum, teaching & learning, and day-to-day academic operations** in alignment with the school's strategic priorities

The Assistant Head of School for Academics will directly supervise several deans and directors, including:

- Dean of Faculty Development and Culture
- Dean of College Counseling
- Director of Academic Services
- Director of Learning Strategies
- Head Librarian

Dean of Faculty Development & Culture

Provides day-to-day leadership of **faculty hiring, professional development, and feedback and evaluation**

The Dean of Faculty Development and Culture will oversee faculty hiring, professional development, and review process for the following departments:

BODY-MIND EDUCATION	SCIENCE
ENGLISH	TECH ARTS
HISTORY	VISUAL ARTS
MATH	WORLD LANGUAGES
PERFORMING ARTS	

Both the AHOS and Dean of Faculty Development and Culture will be members of the senior administrative leadership team, led by the Head of School. These roles will also join two essential teams to guide the integration of academics with teaching, learning, and school life:

TEACHING & LEARNING LEADERSHIP TEAM (TLT)

The **AHOS will lead this 16-person team**, comprising directors, deans, and chairs of many academic departments, including the Dean of Faculty Development and Culture.

SCHOOL LIFE TEAM

The AHOS and Dean of Faculty Development and Culture will **co-lead this team**, which is a smaller working group of the senior admin team, including the Dean of Equity, Inclusion & Belonging; the Dean of Students; and the Director of the Center for Civic Engagement.



Background & Narrative



Lick-Wilmerding High School is a private school with public purpose, serving 560 students in grades 9–12 in San Francisco. Since its founding in 1895 as a vocational school, LWHS has built upon a long tradition of valuing and integrating the liberal arts, sciences, technical arts, visual arts, and performing arts to offer a robust college-prep curriculum. LWHS has a rich and distinctive academic program, with thriving departments, vibrant student life, and signature initiatives like the Center for Civic Engagement and the Public Purpose Program. Faculty and students are passionate, engaged, and driven by values that reach far beyond the classroom. LWHS is a community that values curiosity and civic responsibility in equal measure, where students and faculty bring both intellect and heart to their work.

As LWHS looks toward its next chapter, the school will introduce a new academic leadership model to bring greater clarity and sustainability to how people and programs work together. In recent years, academic and faculty leadership have been shared between two co-equal deans reporting directly to the head of school: a dean of faculty and a dean of teaching and learning. This year, two interim deans have stepped into these roles, providing steady leadership and renewed energy. After several years of transition, this year and the one ahead represent a pivotal period for rebuilding stability and laying the foundation from which mission-aligned academic programs can continue to thrive.

Beginning in the 2026–2027 school year, LWHS will adopt a new structure that builds on the strengths of the current model while aligning academic priorities and faculty development within a unified, strategic framework for teaching and learning. The existing dean roles will conclude at the end of this school year, making way for two new positions: an assistant head of school for academics (AHOS) and a dean of faculty development and culture.

The AHOS will serve as the school's primary academic leader, aligning teaching, learning, and faculty growth with the school's long-term goals. This role will also serve as a key strategic partner to the head of school, translating vision into action and ensuring that the academic program remains both innovative and mission-aligned. To support the daily work of faculty growth and development, the new dean of faculty development and culture will report to the AHOS and oversee professional development, hiring, and faculty feedback and evaluation.

This spring, LWHS will begin its next strategic planning process to set the goals and vision for the school for the coming five years. As LWHS reflects on its longstanding programs, the next strategic planning process will consider ideas such as how to deepen interdisciplinary connections, integrate the Public Purpose Program across departments, and ensure that faculty are well supported in their professional growth. The AHOS will help shape and guide this work while preserving the mission-driven focus that makes LWHS's program unique among Bay Area peers.

The AHOS will chair the Teaching, Learning, and Leadership Team (TLT), which includes department chairs and other academic leaders and focuses on building consistency among curriculum, instruction, and program design across departments. The school has begun exploring a shift toward a competency-based curriculum model, though the planning and community engagement processes are still in the early stages. The AHOS will bring clarity and momentum to this work, helping to define the scope and sequence of the initiative, collaborating with department chairs and deans to develop core competencies, and keeping the school's commitment to public purpose at the center of any new curriculum. Likewise, the AHOS will work closely with the director of the Center for Civic Engagement and the director of the Public Purpose Program to integrate opportunities for students to connect curriculum with public purpose across all departments.



Part of the AHOS's role will be to ensure that school life beyond the classroom reflects academic priorities and mission. LWHS students are curious, expressive, and engaged participants in school life, which includes a robust offering of student clubs and activities. With the dean of faculty development and culture, the AHOS will co-lead the School Life Team, which comprises the dean of students, dean of equity, inclusion, & belonging, and the director of the Center for Civic Engagement to promote continuity between classroom learning and student engagement. Through collaborative leadership of this team, the AHOS and dean of faculty development and culture will coordinate and align LWHS's wide range of student activities, ensuring that the culture of student leadership and engagement remains well supported and connected to the school's mission, and offers sustainable opportunities focused on student well-being and belonging.

Success in this role will require a truly collaborative approach built on curiosity, communication, and trust.

This year, the community is redefining how it works together by building confidence, deepening collaboration, and restoring a sense of shared purpose that will allow the next phase of academic work to take root. Next year, the AHOS will have the opportunity to guide this continued growth, leading the school's academic program toward greater coherence, innovation, and sustainability.

This is an exceptional opportunity for a dedicated and relational leader to learn from a community of passionate and mission-driven educators and shape an outstanding academic program. The assistant head of school for academics will guide academic focus and impact for a forward-looking school, align people and programs around a shared purpose, and ensure that LWHS continues to prepare students not just for college, but for thoughtful, engaged lives of public purpose. The AHOS will serve as a member of the senior leadership team, report to the head of school, and begin July 1, 2026.

Interview with the Head of School



Raj Mundra

HEAD OF SCHOOL

Now in his third year as Head of School, Raj brings over 30 years of experience in independent schools, and a wealth of leadership experience and global perspective to Lick-Wilmerding High School. Before LWHS, Raj served in a number of roles at Phillips Academy in Andover, MA, including Dean of Studies and the

Deputy Head of School for Academics and Residential Life.

Raj was the founder and director of the Niswarth program, which partnered Andover students and faculty with organizations in South Asia for 15 summers in community engagement experiences with the core values of humility, empathy, and gratitude. He also founded Educators for Teaching India, a group that worked with the South Asia Institute at Harvard University for seven years to bring together public and private school teachers from across America to discuss content and pedagogy approaches to teaching India in secondary schools. Additionally,

he served as Deputy Head of the Secondary School at the Aga Khan Academy in Mombasa, Kenya (2003) and as a visiting faculty member in science and service at the American School of Bombay (2010). Mundra holds a B.A. from Brandeis and a M.A.T. in teaching biology from Brown University.

We invite you to [watch our interview](#) with Raj, where he shares insights about the Lick-Wilmerding High School community and highlights the assistant head of school for academics' vital role in supporting the academic program and overall school life, and the strategic partnership he looks forward to building.





Duties

- Lead and align the school's academic program and curriculum to intentionally integrate the school's mission and public purpose across all departments.
- Serve as a trusted strategic thought partner to the head of school and senior leadership team, reinforcing key decisions with clarity, and providing steady internal leadership.
- Chair the Teaching, Learning & Leadership Team (TLLT) and guide the School Life Team to promote continuity, coherence, and curricular alignment of the academic program with classroom and student activities.
- Supervise, and collaborate with, the Dean of Faculty Development and Culture to align hiring, professional development opportunities, and faculty review processes with strategic academic priorities.
- Supervise and coordinate academic and student-support functions including the library, college counseling, learning services, and student support.
- Ensure that the school's programs and initiatives reflect student wellness, belonging, and mission-alignment.
- Report directly to the head of school and perform other duties as assigned.

Qualifications

- A bachelor's degree in education or in a relevant field from an accredited college or university; graduate degree highly preferred
- 7+ years of progressive educational leadership experience
- Demonstrated commitment to mission-driven education
- Experience as a school administrator guiding, coaching, leading, and/or supervising faculty
- Proven success leading academic initiatives and programs
- Skilled in leading complex, ongoing, and consensus-building change management initiatives in schools
- Exceptional written and verbal communication skills with the ability to articulate vision and reinforce key decisions
- Demonstrated track record of leading cross-functional teams and committees



What LWHS Seeks Most



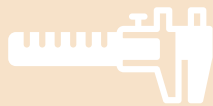
LWHS is looking for candidates who can demonstrate the following professional qualities ...

- A relational approach to leadership with a focus on building clarity and accountability with a high-performing and passionate faculty
- Collaborative leadership style with interpersonal awareness and the ability to build trust across all constituencies
- A deep understanding of contemporary research and professional growth programs that champion independent school high school teaching and learning practices
- A personal and professional commitment to fostering diversity and equity, and the interest and skill set to partner with leadership around this work
- Enthusiasm toward integrating LWHS's mission, vision, and values into its exceptional academic program
- An eagerness to participate in campus activities as a full and active member of the LWHS community



Relationship-builder

Strategic



INNOVATIVE



Mission-centered



Approachable

Kind



Culturally competent

Communicative



GROUNDED



How to Apply

12M & Ed Tech Recruiting is acting on behalf of Lick-Wilmerding High School to identify exceptional academic leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@12MRecruiting.com



Applications submitted by **November 30, 2025** will receive priority review.

All applications must be submitted online:

www.12MRecruiting.com/jobs/LWHS/AHoS

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the Lick-Wilmerding High School 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 statement on your philosophy of and approach to academic leadership

LWHS is an equal opportunity employer. We value a diverse workforce and an inclusive culture. LWHS encourages applications from all qualified individuals without regard to race, color, religion, gender, sexual orientation, gender identity or expression, age, national origin, marital status, citizenship, disability, and veteran status.

www.12MRecruiting.com

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