



Stanbridge Academy

Head of School

LOCATION

San Mateo, CA

POST DATE

June 1, 2026

PRIORITY DEADLINE*

August 2, 2026

EARLY CANDIDATE REVIEW

August

QUARTERFINAL ROUND (TENTATIVE)

Late Aug. to Early Sept.

SEMIFINAL ROUND (TENTATIVE)

Mid-Sept. to Early Oct.

FINAL ROUND (TENTATIVE)

Mid-Oct. to Early Nov.

DECISION ANNOUNCED

November 30, 2026

START DATE

July 1, 2027

ANNUAL SALARY RANGE

\$275,000 – \$325,000

*Applications received by August 17 will receive full consideration, but submission by the priority deadline is encouraged.



12M & Ed Tech
RECRUITING

Stanbridge at a Glance

Reporting to the Board of Trustees, the Head of School serves as both visionary leader and institutional steward, guiding the school's next chapter beginning July 1, 2027.

KEY PRIORITIES INCLUDE:

- Strategic Leadership**
- External Relations & Enrollment**
- Advancement & Philanthropy**
- Organizational Systems**

1982
founding year

K-12
Independent,
Non-public School

8:1
student-to-teacher
ratio

75% of Stanbridge graduates enroll in a two-year or four-year college, university, or voc-tech school; others enroll in residential education programs or join the workforce



The school serves students with a range of neurodivergent learning profiles, including:

- ADHD and executive functioning needs
- Auditory and written language processing differences
- Dyscalculia
- Dysgraphia
- Dyslexia
- High-functioning autism
- Non-verbal learning disorder (NVLD)
- Sensory integration differences
- Social skills challenges
- Working memory challenges



Opportunity Summary

Students with learning differences do not simply need accommodation—they need an educational environment intentionally designed around how they learn best. Students with learning differences can achieve just as much as their neurotypical peers; they simply require a different path. Stanbridge Academy was founded on this belief: that when a school is purposefully structured around the needs of its students, those students can thrive academically, socially, and personally. At Stanbridge, this mission is not aspirational—it is lived daily.

Founded in 1982 by speech therapist and parent Andi Jobe, the school was created to meet the needs of students who were not being served in traditional educational settings. Today, Stanbridge is a fully accredited K–12 independent school in San Mateo, California, serving approximately 85 students. Through expert faculty, curated instructional approaches, and deeply personal student relationships, Stanbridge fosters an environment where neurodivergent learners can flourish. As the only school of its kind in the Bay Area—and now with

both K–12 Non–Public School (NPS) certification and an A–G compliant high school program—Stanbridge serves a diverse student body from throughout the Bay Area.

Now, Stanbridge seeks its next Head of School: a gracious and strategic leader to guide the institution into its next chapter. With a gifted staff, a compelling mission, and newly expanded certifications, the school is poised for increased visibility and thoughtful growth. The next Head of School will serve as both visionary and steward—strengthening community relationships, expanding Stanbridge’s impact on neurodivergent education, elevating faculty excellence, and safeguarding the school’s deeply nurturing culture and mission alignment.

For a leader passionate about advancing an empowering educational model for neurodivergent learners, Stanbridge offers a rare opportunity: to lead a truly exceptional school at the forefront of specialized education.

Mission

Stanbridge Academy is a caring, inclusive K–12 school for students with **mild to moderate learning differences** and **social communication disorders**.

We use an individualized, **whole student approach** so that students thrive and develop their academic, social, and emotional capabilities to their fullest potential.



Philosophy

Stanbridge students have a variety of learning and social challenges. All of our students benefit from **small class sizes, differentiated instruction**, development of **executive functioning skills**, and a schoolwide **social learning** program.



Stanbridge Academy's students bring a wide range of strengths, learning profiles, and support needs, and the program is designed to nurture the whole child through:

- Engaged classroom experiences with low student-to-teacher ratios (generally 8:1)
- Differentiated and supported content delivery tailored for individual learning styles and needs, including an evolving assistive technology program
- Incorporation of executive functioning skills, social skills, and pragmatics curriculum at all grade levels
- Integrated experiential learning on and off campus
- Comprehensive electives and extracurricular and social activities
- Transition programs, including mainstreaming to public/private schools, life skills, college preparation, and job skills training for high school students

Stanbridge Academy's skilled faculty and staff are dedicated to understanding each student's learning and interpersonal styles in order to seamlessly integrate social skills into the classroom and all aspects of student life. Students are encouraged to better understand themselves and develop self-advocacy skills.

While the school's core focus is its academic program, Stanbridge Academy's philosophy is to provide a whole school experience and community for each student at every grade level. The school strives to ensure students have the opportunity to participate in age-appropriate, school-related activities that they might not otherwise access in a traditional school setting, while supporting both academic and social growth.

Stanbridge Academy models strong values of personal and shared responsibility, respect, inclusion, and compassion, creating a community where every student is heard and celebrated.

FOUNDING & GROWTH

Stanbridge Academy was founded in 1982 by Andi Jobe, a Speech Therapist and mother of a child with learning differences. Dissatisfied with other schools that were unable to meet her child's needs, Jobe founded Stanbridge to provide supportive and effective programs for students with mild to moderate learning and communication disorders. Over the years, Stanbridge's curricular program has expanded to encompass kindergarten through 12th grade, and with an annual enrollment of 85 students total across all grade levels.

NON-PUBLIC SCHOOL PLACEMENT AT STANBRIDGE

A Non-Public School (NPS) is a California state-certified private school that serves students with disabilities who need specialized educational services beyond what traditional public schools can provide.

When a public school district determines that a student's Individual Education Program (IEP) requires specialized support that cannot be met within their system, they may recommend NPS placement. In these cases, the school district covers tuition costs for students to attend a certified school like Stanbridge.



Academics Designed for Every Learner



Across all divisions, Stanbridge provides a structured academic environment within a deeply supportive community, enabling students to discover the joy of learning and develop into self-advocates, lifelong learners, and engaged citizens.

Instruction is highly differentiated and grounded in multi-modal approaches, with faculty adapting curriculum in real time to meet students where they are while maintaining alignment with the Common Core State Standards. Teachers work collaboratively to develop individualized learning plans, incorporating appropriate accommodations, assistive technology, and targeted supports to ensure access and progress for every student.

A hallmark of the Stanbridge program is its whole-child approach, integrating academic instruction with the

development of executive functioning, social-emotional learning, and self-advocacy. This work is reinforced through a structured, supportive environment that emphasizes relationship-based teaching and a positive, schoolwide culture.

Experiential education is central to the program, with students across all divisions engaging in hands-on and off-campus learning that builds confidence, collaboration, and resilience. Stanbridge also offers a wide range of electives, extracurricular opportunities, and transition programming, including college and career counseling and life skills development to support successful postsecondary pathways.

We invite you to [explore](#) Stanbridge's distinctive academic program.

A BULLDOG ALWAYS CARES!!!

The C.A.R.E.S./School-wide Positive Behavioral Interventions and Supports (SW-PBIS) framework establishes clear behavioral expectations to create a productive, safe, and supportive learning environment. Expectations are defined through positive, simple guidelines that are taught consistently across campus and reinforced in real-world contexts.

- C** **Community:** working towards establishing a feeling of fellowship with others
- A** **Academics:** working towards building academic excellence, fostering a love of learning
- R** **Respect:** demonstrating regard for the feelings, wishes, rights, and/or traditions of others
- E** **Empathy:** acknowledging and understanding the way someone else sees something
- S** **Safety:** behaving in a manner that fosters personal well-being and regard for the environment



The Student Experience



Social Emotional Learning

Social-emotional learning is central to the Stanbridge experience, supporting students in developing self-awareness, self-regulation, and social understanding. Drawing on frameworks such as Michelle Garcia Winner's *Social Thinking* and Leah M. Kuyper's *Zones of Regulation*, the program provides a shared language and consistent strategies for navigating emotions and relationships. Learn more about Stanbridge's social-emotional learning [here](#).



Experiential Learning

Experiential learning is a cornerstone of the Stanbridge program, with students in every grade participating in curriculum-based, hands-on learning experiences. Through day trips, overnight programs, and real-world applications, students deepen their understanding of academic content while developing independence, collaboration, and problem-solving skills. Learn more about Stanbridge's experiential learning [here](#).



Competitive Sports

In the upper grades, students have opportunities to engage in competitive interscholastic athletics, representing Stanbridge in league play as a founding member of the co-ed Bay Area Small School Athletic League (BASSAL). These experiences foster commitment, resilience, and school pride, while ensuring that competition remains accessible and supportive for all student-athletes. Learn more about Stanbridge's athletics and student wellness [here](#).



Transitions & Postsecondary Planning

Stanbridge provides comprehensive postsecondary planning and transition support to help students and families navigate life beyond graduation. Beginning in the upper grades, students engage in structured programming focused on college and career readiness, life skills development, and individualized planning. Through "Bridges" classes and dedicated counseling, students explore a range of postsecondary pathways—including college, specialized programs, and the workforce—while building the skills needed for independence and long-term success. Learn more about Stanbridge's postsecondary planning and support [here](#).



School & Community Profile

ADMISSIONS & ENROLLMENT

\$59.8K

Tuition

31%

Acceptance Rate

92.3%

Admission Yield

7-10%

Attrition

ANNUAL FINANCIAL AID BUDGET

\$300K

30%

of students receive partial or full district funding.

ACCREDITATION

California Association of Independent Schools (**CAIS**)

Western Association of Schools and Colleges (**WASC**)

California-certified **K-12 Non-public School**

FACULTY

Credentialed special education faculty

2 licensed mental health therapists

1 speech-language pathologist

1 reading specialist

1 learning specialist

1 director of college counseling and transitions

PROGRAM FEATURES

Experiential learning

Postsecondary transitions program

Assistive and educational technology integrated across campus

Co-ed league athletics (basketball, handball, volleyball, cross-country)

ACTIVITIES

- quarterly K-12 "Neighborhood Group" activities
- afterschool enrichment clubs
- high school dances
- prom
- all-school student talent show
- student government
- community service opportunities
- summer school

www.stanbridgeacademy.org

Community Voices



Cindy Schlesinger

School Principal

Cindy Schlesinger is now in her fourth year at Stanbridge, having first joined the school as a math coach before serving for two years as Director of College Counseling and Transitions and ultimately stepping into the role of Principal. Throughout her time at Stanbridge, she has been deeply inspired by the school's unwavering commitment to its mission. She often reflects on how rare it is to be part of a community where everyone's "why" is so aligned, and she believes this shared sense of purpose is Stanbridge's greatest strength. What stands out most to her is watching students grow into confident self-advocates who truly understand themselves as learners and individuals. Cindy also values the culture of care that extends beyond students to faculty and families alike. Everyone supports one another because the work is meaningful and deeply personal.

One moment that perfectly captured the spirit of Stanbridge for Cindy was a recent trip to Washington, D.C. with the junior and senior classes. She recalls, **"We were surrounded by 150 students from schools around the world. Two Stanbridge students stepped into the**

center of a dance circle on the final night and enthusiastically cheered each other on." It was a powerful reminder that Stanbridge students carry the school's joy, confidence, and sense of belonging with them wherever they go.





The Opportunity

Stanbridge Academy occupies a distinctive and important place in the Bay Area's educational landscape. What began as one parent's response to a lack of appropriate educational options has evolved into a mission-driven K–12 independent school with a proven reputation for meeting students where they are—and helping them grow into confident, capable individuals.

At its core, Stanbridge is both specialized and intentionally small. With a total enrollment capacity of 100–115 students, the school has prioritized individualized attention, small class sizes, and close student–teacher relationships over scale. This model has proven transformative for many students who arrive having struggled in more traditional environments.

The Academic Program

Stanbridge has a robust academic program that is led by the principal. The school's program reflects decades of evolution in the field of learning differences. Stanbridge integrates academic instruction alongside robust supports, including individualized learning profiles, assistive technology, and embedded academic resource services. Its commitment to social-emotional learning and experiential education further distinguishes the program, emphasizing not only academic growth but also self-awareness, resilience, independence, and collaboration.

The Students

As Stanbridge looks toward its next chapter, the school also has an opportunity to continue refining and clarifying its mission in response to the evolving educational landscape and the changing needs of students and families. The school now holds full K–12 Non-Public School (NPS) certification, expanding its ability to partner with public school districts and serve a broader range of students. While the school's commitment to supporting students with learning differences remains unwavering,

there is a growing recognition that continued success will depend on thoughtfully evaluating the students Stanbridge is best positioned to serve and ensuring alignment between mission, program, and enrollment. Efforts such as defining a clear "Portrait of a Graduate" will help anchor this work and provide a shared vision of success for students, families, and faculty.

The Bay Area Landscape

At the same time, the broader context in which Stanbridge operates is increasingly complex. The Bay Area is both resource-rich and highly competitive, with rising costs, evolving expectations from families, and a constrained pipeline of qualified educators—particularly those with expertise in special education. But enrollment is not simply a matter of numbers—it is deeply tied to district partnerships, name recognition across the Bay Area, and mission alignment. This includes fostering relationships with professionals and organizations that serve as key referral pathways, as well as reinforcing Stanbridge's identity as a specialized, trusted resource for students with learning differences.





The Faculty

Stanbridge benefits from a deeply committed team and a collaborative, mission-driven culture. At the same time, recruiting and retaining educators with both content expertise and training in learning differences is an ongoing challenge in the region. Continued investment in professional development, mentorship, and leadership pathways will be critical—not only to deepen instructional practice, but also to ensure that faculty feel supported, valued, and able to grow within the organization.

Stanbridge Academy stands at a meaningful moment in its history—grounded in a clear mission, strengthened by recent accomplishments, and poised for continued growth and impact. The next head of school will not only steward what makes the school exceptional, but also guide it through the thoughtful evolution required to meet the needs of future students and families.

For the right leader, this role offers both challenge and opportunity: the chance to lead a deeply mission-driven institution, to shape its next chapter with intention, and to make a lasting difference in the lives of students who benefit profoundly from being understood, supported, and inspired.

The Importance of Philanthropy

As a small independent school looking to grow, Stanbridge must balance accessibility with operational stability. Many families require financial support to access a Stanbridge education, making a thoughtful and strategic approach to advancement essential. While the school has a compelling story to tell—rooted in student transformation and long-term impact—there is an opportunity to build a more comprehensive culture of philanthropy that engages donors, supports financial aid, and fortifies the school's long-term financial position. This will coincide with establishing community relationships to improve and address current and future facility needs, which is essential to long-term sustainability and growth.

Community Voices

Trustee & Parent Insights

We invite you to [watch our conversation](#) with Kinga, Rich, and Greg who talk about the transformative impact that Stanbridge has had on so many students and families, and what they look forward to most in the next chapter of the school.



Kinga Czégeni
Stanbridge
Board Chair



Rich Sutton
Stanbridge
Trustee



Greg Waldorf
Stanbridge
Parent



Jay Huston
Head of High School



Emily Mitchell
Director of Admissions

Faculty & Staff Perspectives

We invite you to [watch our conversation](#) with Jay and Emily, who discuss the student experience, school culture, and the impact of leadership on daily life at Stanbridge Academy.





Key Future Priorities

1

Vision, Strategy, & Sustainable Growth

As the school continues to evolve, there is an opportunity to further advance long-term strategic planning, institutional alignment, and organizational sustainability in ways that preserve the school's distinctive identity while supporting future expansion. Continued attention to enrollment trends, program development, and resource allocation will help ensure growth remains intentional and responsive to the evolving needs of students and families. The next head of school will play a key role in guiding this work, helping the community thoughtfully articulate a clear vision for the future while ensuring that strategic growth remains grounded in mission, programmatic coherence, and student success.

2

Community Engagement, Visibility, & Strategic Partnerships

Stanbridge has earned a highly respected reputation among families and professionals and is poised to further expand its visibility and influence within the broader educational and clinical community. Meaningful opportunities exist to deepen relationships with referring districts, nearby independent schools, educational consultants, therapists, psychologists, advocates, and community organizations that support neurodivergent learners. The next head of school will be empowered to increase strategic outreach and professional partnerships that elevate awareness of the school's specialized expertise, strengthen enrollment pipelines, and reinforce Stanbridge's role as a leader in specialized education.

3

Advancement, Fundraising, & Philanthropic Engagement

Stanbridge benefits from a deeply engaged and mission-aligned community that is well positioned to support continued growth in advancement and philanthropy. Growing momentum in board engagement, development efforts, and community support reflects meaningful investment in the school's future. Expanded philanthropic engagement presents an opportunity to strengthen long-term financial sustainability, increase accessibility for students and families, and enhance the resources available to support programming and student services. Stanbridge seeks a head of school that is able and eager to partner with the board and foster a culture of philanthropy that inspires meaningful engagement among families, alumni, faculty, and the broader school community.

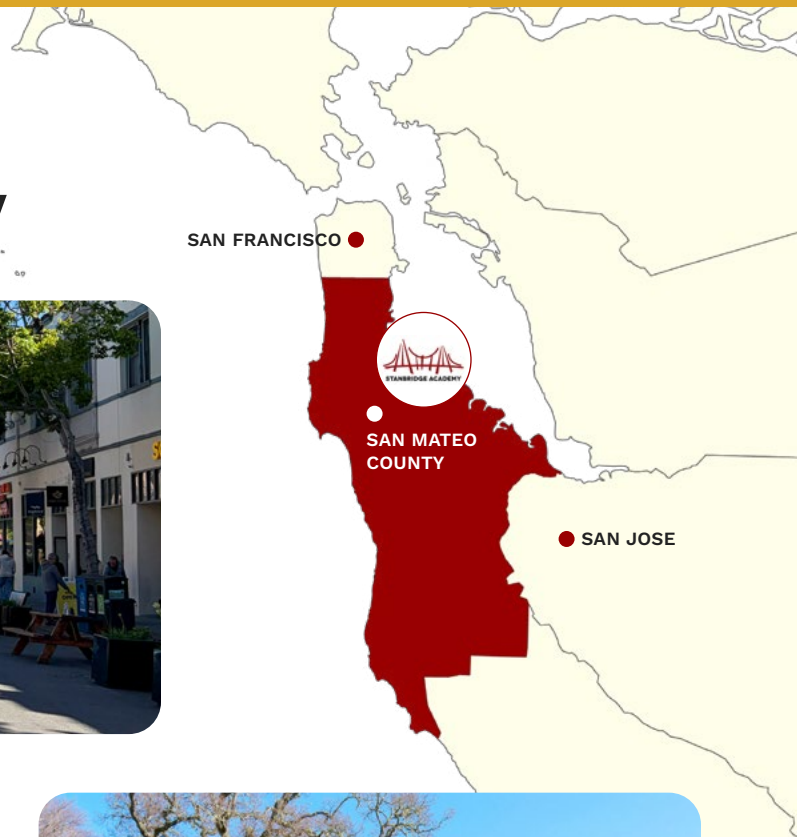
4

Organizational Growth, Leadership Capacity, & Faculty Sustainability

A culture grounded in trust, collaboration, psychological safety, and meaningful relationships remains central to Stanbridge's continued success. As the school evolves, there is an opportunity to further enhance organizational effectiveness, leadership capacity, and operational sustainability while preserving the close-knit, mission-driven culture that distinguishes the community. Further development of sustainable systems, institutional structures, and documentation practices will support continuity, preserve institutional knowledge, and strengthen long-term resilience during periods of growth or transition. Continued investment in professional growth, leadership development, and faculty sustainability will help reinforce the collaborative culture and programmatic excellence that define the Stanbridge experience.



Living in San Mateo County



San Mateo County offers an exceptional quality of life on the San Francisco Peninsula, blending suburban comfort, natural beauty, and access to the broader Bay Area. Stretching from the Pacific coastline to the heart of Silicon Valley, the county is known for its diverse communities, vibrant downtowns, and abundance of outdoor recreation, including beaches, hiking trails, parks, and open spaces. Its moderate climate allows residents to enjoy outdoor activities year-round.

Centrally located between San Francisco and San Jose, San Mateo County provides convenient access to major tech hubs, international airports, leading universities, and commercial centers while maintaining the livability of its residential communities. From acclaimed restaurants and boutique shopping to scenic coastal towns and family-friendly neighborhoods, the county offers a distinctive balance of accessibility, recreation, and community, making it one of the Bay Area's most desirable places to live.



NOTABLE LANDMARKS

- Coyote Point Recreation Area
- Crystal Springs Reservoir
- Filoli Historic House & Garden
- Half Moon Bay
- San Francisco International Airport (SFO)
- Stanford University

PUBLIC TRANSPORTATION

- BART access via Millbrae Station
- Caltrain commuter rail
- SamTrans bus system



The Successful Candidate



Stanbridge invites candidates that have...

- A proven track-record of successful leadership tenures in K-12 education
- Experience overseeing school teams in charge of academic, operational, and external affairs
- A deep commitment to the unique needs of neurodivergent learners and the educators that support them on a daily basis
- Outstanding communication, relationship-building, and decision-making skills
- Experience partnering with boards, families, and community/government organizations.

Stanbridge is seeking...

- A student-centered and mission-driven leader dedicated to advancing neurodivergent education within an independent, non-public-school (NPS) setting
- A visionary and systems-oriented leader committed to continuous improvement and institutional sustainability
- A relationship-oriented communicator who can build and sustain external partnerships that support enrollment, philanthropy, and institutional visibility within the surrounding community
- An empathetic, accountable, and adaptable professional with sound judgment and a steady presence
- An innovative and forward-thinking leader with the ability to guide organizational growth and long-term strategic planning



How to Apply

12M & Ed Tech Recruiting is acting on behalf of Stanbridge Academy to identify exceptional academic leaders to fill this extraordinary opportunity. The 12M search team includes Gabriel Lucas, Ilaria Cortesi and Kate Halsey. Direct inquiries to:

stanbridgeHOSsearch@12MRecruiting.com



Priority Deadline: August 2, 2026

Applications received by August 17 will receive full consideration, but submission by the priority deadline is encouraged.

All applications must be submitted online:

www.12MRecruiting.com/jobs/Stanbridge

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the Stanbridge 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. An educational philosophy statement that is aligned to the mission of Stanbridge

SALARY RANGE & BENEFITS

The anticipated annual salary range for the head of school in 2027–2028 is \$275K–\$325K. Compensation slightly above this range may be considered for candidates that demonstrate exceptional experience, and/or exceptional vision and alignment to the areas of focus outlined in this document. Stanbridge Academy offers a comprehensive benefits package including a retirement plan with employer contribution, comprehensive insurance benefits, and support for professional growth.

It is the policy of Stanbridge Academy to provide equal opportunity with regard to race, color, religion, sex, age, national origin, disability, military/veteran status, marital status, sexual orientation, gender identity, or gender expression. This includes, but is not limited to admissions, employment, Financial Aid and educational services. Inquiries concerning application of this policy may be referred to Stanbridge's Business Office.

www.12MRecruiting.com

RETAINED SEARCHES FOR
MISSION-DRIVEN ORGANIZATIONS



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