



# The Quaker School at Horsham

## Director of Marketing and Community Engagement

**LOCATION**

Horsham, PA

**POST DATE**

March 5, 2026

**PRIORITY APPLICATION DEADLINE**

April 3, 2026

**VIRTUAL SEMIFINAL ROUND**

End of April

**ON-SITE FINAL ROUND**

Mid May

**DECISION ANNOUNCED**

By End of May 2026

**START DATE**

July 1, 2026

**REPORTS TO**

Director of Development

**ANNUAL SALARY**

\$108,000

## MISSION

The Quaker School at Horsham uses research-based programs provided by compassionate professionals to enable each student with complex challenges to blossom and achieve meaningful personal, social and academic success.

## HOW DO WE FULFILL THIS MISSION?

### Academics

Our programs strengthen the learning potential of children who have not previously experienced school success.

### Community

Students love our school because they feel included and successful. Parents love it because they feel supported — and their children are happy.

### Support

Our ability to provide the best student experience stems from the generosity of our community.



# Summary

Located about 40 minutes north of Philadelphia, The Quaker School at Horsham (TQS) is a K-12 community built for learners with complex challenges, including ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety disorders. Serving about 100 students today, TQS is a place where students who have felt misunderstood in more traditional settings can be known well, taught with care, and supported to build a future with real options. Quaker values are lived in daily practice through simplicity, peace, integrity, community, equality, and stewardship, shaping a school culture that is warm, candid, and deeply relational.

This is a moment of visible growth. A new wing, set to open this fall, will expand learning and student-support spaces and allow TQS to grow enrollment into the mid 100s. With a visual rebrand and a new website underway, the school is also focused on strengthening community engagement and family connection, ensuring that communications and shared experiences keep pace with the school's growth.

To support its next chapter of growth and evolution, TQS seeks a director of marketing and community engagement, a newly created position reporting to the director of development. This is a unique opportunity for a strategic, hands-on leader who enjoys both building and doing. The director will assess what is working across marketing and communications, and then lean in to strengthen systems, clarify cadence, and elevate execution. The director will play a central role in shaping and stewarding the school's emerging brand, bringing greater cohesion and professionalism to communications while preserving the warmth and mission centered culture that defines TQS. By refining how families experience information and community touchpoints and sharpening the school's public facing narrative, especially around its differentiated programs and student impact, this leader will help ensure that the story of TQS is told with clarity, authenticity, and purpose.





## Our Philosophy

The Quaker School at Horsham is a compassionate community that builds trusting relationships among students, parents, therapists, faculty and staff.

The students at TQS have struggled in traditional schools and come with a pressing need for a safe learning environment where they can confidently face the challenges of learning. These students have a mix of disabilities: ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety disorders. At TQS, we use the latest findings from educational research to guide our curriculum and nurture our students' inherent curiosity and desire to learn.

TQS equips students with the skills needed to develop fulfilling personal relationships and lead meaningful lives. The underlying basis for all things at TQS is the fundamental Quaker belief that there is the Light of God within every person, and that we are meant to share that Light through our efforts, our gifts, and our actions.



# History

In 1982, George Rowe (then Head of School at Buckingham Friends School) and special education teacher Beverly Morgan founded The Quaker School at Horsham to serve bright students with language-based differences such as dyslexia.

George Rowe was inspired by one of his students, who he felt had great potential but could not find success. George wanted to create a school where the needs of this student, and others like him, were understood and appreciated.

The school was originally described as the “Pipe Dreams Friends School” and opened with three students and two teachers in the basement of the Horsham Monthly Meeting House of The Religious Society of Friends.

At that time, the school began to evolve to better meet the needs of our families, focusing on embracing and celebrating children with complex challenges. However, the school’s original purpose — to be a place for students whose gifts are not appreciated elsewhere — will always remain.



## TQS Today

What began as a small school dedicated to meeting the learning needs of children with complex challenges has evolved into an expansive, innovative community that truly changes the lives of K-12 and 18-22-year-old students and their families.

This growth stems from a constant drive to provide the absolute best research-based education and support our TQS community while staying true to our mission and Quaker values.

Through program expansion, a stronger curriculum, research and leadership, and capacity building, we grew into a school offering business literacy and real-world work experiences, additional support services, a new school wing, and a refreshed campus.

## Leading the Change

While there’s much to celebrate across our school’s history, we believe we are responsible for doing more as a school that aims to be the category leader in educating and supporting students with complex challenges.

That’s why TQS is now focused on Leading the Change—thinking outside the box and developing groundbreaking practices to make critical strides for our students and all individuals with complex challenges.

Our goals are ambitious and audacious - but we’ve seen the power of our community in action before, and we know that when we shine together, we can achieve amazing things.



# Quakerism

A Quaker school education is based on the beliefs and testimonies of the Religious Society of Friends (Quakers).

Quakers embrace the principles of tolerance, equality and spirituality. They believe the Inner Light, or God, is in each of us. Quaker schools reflect these philosophies in the classroom, creating a learning environment that is flexible, challenging and understanding.

Each Quaker school has its own unique style and personality. However, they all have a common purpose: to provide a rich and rewarding education, and to foster community, spirituality, responsibility and stewardship.



## Why a Quaker School?

Attending a Quaker school, also known as a Friends school, can be extremely rewarding. Hallmarks of The Quaker School experience include:

- The belief that each child has unique gifts and talents
- Open-mindedness and understanding
- An emphasis on service, social action and learning by experience
- Commitment to community, responsibility, stewardship and environmental sustainability

## Do I have to be Quaker?

No you don't. Nor do Quaker schools seek to convert others to the Friends religion. Quakers deeply value a diverse religious atmosphere.

At most Friends schools, Quakers make up only a small portion of the student body. The Quaker school environment helps children refine their own moral positions and consider their spiritual roots.



## QUAKER SPICES

At TQS, we follow the Quaker SPICES, commonly referred to as testimonies, as guidelines for how we want to be treated and how we should treat others. Our TQS community defines each testimony as follows.

*Simplicity*  
*Peace*  
*Integrity*  
*Community*  
*Equality*  
*Stewardship*



# Academic Program

What began in 1982 as a small school dedicated to meeting different learning needs has evolved into an expansive, innovative community that truly changes the lives of K-12 and young adult students and their families. Today, we offer two divisions to fit the needs of our unique learners:

## Sassafras Division

## Meetinghouse Division

**K-8**

A safe, happy learning environment for students with autism, offering more intensive levels of support, a predictable structure, and academic engagement tailored to meet each student's specific needs.

A place of academic excellence and community spirit where students with complex challenges make new friends, rediscover their confidence, and blossom socially, behaviorally, and academically.

**UPPER SCHOOL**

A high school for students with autism who need more structure, predictability, and relationship-based support in order to learn and participate meaningfully in grades 9-12.

The ideal high school to help students with complex challenges discover their goals and passions, succeed academically, and transition into adulthood.

**REAL-WORLD READY**

A functional training program and supportive community for young adults ages 18-22, offering individualized support for students with autism in order to build essential life skills.

A functional training program and supportive community that helps young adults with complex challenges take their next steps toward independence through college readiness, career training, and life skills.



# Strategic Plan

## Leading the Change

### EMBOLDENED PEOPLE

Our people are what differentiate and define The Quaker School, and we are committed to attracting and retaining the best.

TQS faculty and staff are incredibly dedicated to their professions, and they deserve to be fully empowered. To maintain our category position, enhance the student experience, and create a superb faculty culture, we must provide these professionals with best- in-class support and professional development.

### BOLD LEADERSHIP

The Quaker School's Board of Trustees and executive team have always played a pivotal role in setting and striving for our strategic vision — and we see this leadership becoming even more critical as we expand our position as a category innovator.

Through Board development, governance, and leadership, we will maintain and grow outstanding programs, broaden our reach, increase diversity, and assure our ongoing sustainability.

### UNPARALLELED PROGRAMS

The best student programs are never static. They are shaped by experience, enhanced by the latest research, and tested with new ideas.

To develop a nationally-recognized, research-based program for children with complex challenges that spans from kindergarten through post-graduate years, we must continually enhance our programs through growth and design thinking.

### AUTHENTIC ENGAGEMENT

All TQS community members should feel seen and supported throughout all of their experiences and interactions with our school while understanding their own roles and responsibilities.

We will enhance community engagement with clear communications, increased fundraising programs, and more opportunities for families to participate in their student's learning.

### AUDACIOUS INNOVATION

At TQS, we are not satisfied with the best of what's available today — we are committed to exploring and creating the best of what's next for individuals with complex challenges.

Our goal is to expand programs and opportunities to underserved children and families, and to provide broad-reaching support outside of core "education" — because students with complex challenges require more than classroom learning to shine as their full selves.



# Key Statistics

## FOUNDED IN

1982

## LOCATION

Horsham, PA

## CAMPUS SIZE

~10 acres

## STUDENTS

100

students

## MEMBERSHIP ORGANIZATIONS

NAIS, NBOA, ADVIS, Pennsylvania Association of Independent Schools (PAIS), Philadelphia Area Independent School Business Officers Association (PAISBOA), Friends Collaborative, Greater Philadelphia Diversity Collaborative (GPDC), Association of Tech Leaders in Independent Schools (ATLIS), Friends Council for Education (FCE), Independent School Management (ISM), Council for Exceptional Children (CEC)

K-22

grades/ages served

## ANNUAL FINANCIAL AID ALLOTMENT 24-25 SY

\$524,320

## OPERATING BUDGET (NOT CAPITAL) 24-25 SY

\$7.3M

4:1

student/teacher ratio

31

school districts in the Delaware and Lehigh Valley region



[www.quakerschool.org](http://www.quakerschool.org)



# Community Spotlight



**LORI BOCCUZZI**

ASSISTANT HEAD FOR  
ENROLLMENT MANAGEMENT  
AND INSTITUTIONAL  
ADVANCEMENT

**“THE SCHOOL REALLY CARES ABOUT PROFESSIONAL DEVELOPMENT OPPORTUNITIES, AND THERE’S A GOOD BALANCE BETWEEN CHALLENGING MEANINGFUL WORK AND PERSONAL LIFE.”**

I’ve been at TQS since 2016, and I came here because I wanted to work in a place where I could genuinely help families find the right-fit school for their child. What I appreciate most is how student-centered the school is in the most practical ways. Decisions are guided by what will serve students best, and when that stays consistent over time, you get to watch a program grow with integrity and attract the families who truly need it.

The working environment is supportive, both personally and professionally. People care about one another and that care shows up in the energy adults bring to their work and in the way the community stays grounded in purpose.



**JEN FLAHERTY**

TEACHER & TQS ALUM

**“IT’S AN ENVIRONMENT THAT WELCOMES YOU WITH OPEN DOORS, AND THERE ARE ALWAYS PEOPLE THERE TO SUPPORT YOU.”**

I’m a middle school special education teacher at TQS, and I’ve been here for six years. I also know the school from both sides. I was a student here back in 2006–2007. What brought me back was the people and the culture. Adults here genuinely care about one another and about the kids. You can go to any colleague to problem-solve, and leadership feels accessible and human.

A moment that captures the spirit of TQS for me is Spirit Day. It’s not teachers standing on the sidelines while students play. We’re all in it together, moving through stations across the school, competing, laughing, and fully participating. Students love seeing teachers outside the classroom, and the day has become a tradition that reminds everyone what this community feels like when we’re all together.



**KYLE GARCIA**

ASSISTANT BUSINESS MANAGER

**“EVERYONE’S STORY IS DIFFERENT, AND YET HERE, EVERYONE BELONGS.”**

I’m the assistant business manager at TQS, and I’ve been here a little over a year. My days are a mix of HR and operations. From my first interview I could feel how different TQS was: smaller, more personal, and genuinely welcoming.

What I appreciate most is the teamwork and support. Even when I’m deep in the behind-the-scenes work, it still feels connected to something that matters, because everything ultimately serves the students and the families. And what surprised me most is how quickly I began to feel part of the student experience too. Bringing my dog, Finn, into the office became a bridge. Students stop by between classes, when they need a breather, or when they’re having a hard moment, and you can see them settle.



# Background & Narrative



Not far north of downtown Philadelphia is a school that has been changing trajectories since 1982. The Quaker School at Horsham began as a program for students with language-based learning differences and has grown into a distinctive K-12 community serving learners with complex challenges, including ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety. Families arrive after years of searching for a setting that truly understands their child and offers both structure and hope. At TQS, they find educators who know students deeply, teach with clarity and intention, and celebrate progress that is meaningful and lasting.

As TQS enters its next chapter of growth, the school is creating a new director of marketing and community engagement role to help it communicate with greater coherence and to bring community life into sharper focus. A newly completed campus expansion will enable enrollment growth into the mid-100s, and the school is in the midst of a visual rebrand and an August website transition. This department-of-one leader will guide the strategy and do the work, shaping communications systems, stewarding the refreshed brand across touchpoints, and elevating the family-facing programs and events that help the community feel connected as it grows.

Rooted in its historic relationship with Horsham Friends Meeting, TQS is guided by the Quaker testimonies of simplicity, peace, integrity, community, equality, and stewardship. You do not need to be Quaker to thrive here, but you do need to value a culture that is relational, solution-focused, and grounded in a belief in each student's dignity and potential. The school's warmth is not performative. It is lived daily in classrooms, meetings, and partnerships with families.

In recent years, TQS has built momentum while remaining anchored in mission. The school continues to invest in research-based practice and a schoolwide focus on executive function skills that help students plan, self-regulate, and apply durable strategies beyond the

classroom. Over the past two years, every faculty and staff member completed intensive professional development with Dr. Cheryl Chase, a nationally recognized expert in executive function and ADHD, with monthly learning and practice that helped the school integrate strategies into everyday student life. The training has shaped physical spaces too, including strategy walls and visual cues that help students externalize plans, processes, and time, so skills are practiced across the day, not only taught in isolation.

At the same time, TQS invests in the adults who make this work possible. In 2024-2025, the school reached its highest enrollment to date, finished the year with nearly perfect faculty retention, and did not need to hire a single new teacher. Every literacy teacher is now certified as an Orton-Gillingham Classroom Educator, the culmination of a four-year professional development journey. TQS also graduated four faculty members from a two-year mentor program designed to prepare experienced teachers to guide and support new colleagues.

A campus expansion now underway will add purpose-built learning spaces and, once completed this fall, will position the school to grow enrollment into the mid-100s. This physical growth reflects a broader aspiration to serve more students well and to do so in environments intentionally designed for the learning profiles TQS understands best. TQS's campus growth is rooted in a larger vision the community calls A Place to Blossom. The expansion is more than additional square footage. It is a promise to create intentionally designed classrooms, specialized sensory spaces, expanded clinical offices, and adaptive areas where children with complex challenges can flourish. The project also reflects deep community partnership, including ongoing collaboration with Horsham Friends Meeting and the commitment of trustees, families, alumni, and community donors who are investing in what TQS can become.

This moment of expansion coincides with a significant



brand and communications transition. TQS is in the midst of a rebranding process and preparing for an August website transition. While the school will continue to maintain a strategic partnership with an external marketing and content vendor, most brand stewardship, communication strategy, and day-to-day execution is moving in-house to support consistency, agility, and deeper alignment with mission. The opportunity extends beyond implementing a new logo or launching a website. It is about shaping how the school presents itself during a pivotal growth chapter, building systems that bring clarity and professionalism to communication, and elevating the voice of a school whose work changes lives.

Community connection is not an accessory at TQS; it is core to the experience, and this leader will be responsible for guiding and elevating that work. In lieu of a traditional PTA, TQS builds belonging through signature community programs such as Sweetheart Tea, the bookfair, bowling nights, movie gatherings, and other family events. The director of marketing and community engagement will take ownership of these initiatives, ensuring they are thoughtfully designed, well-communicated, and experienced as meaningful touchpoints for connection.

The school's traditions reinforce that sense of belonging. This year, the community celebrated 20 years of drama productions under the leadership of a beloved director, with performances that bring families and alumni together while building student confidence, communication, teamwork, and the courage to take creative risks. These moments are part of how TQS helps students practice life skills in public, joyful ways, surrounded by adults who want

them to succeed.

This role will also lead the development of a more intentional new family onboarding experience and formalize a parent ambassador program that empowers families to share the school's impact authentically and confidently. These efforts help families feel connected early, invite them into the life of the school, and support enrollment growth through relationships.

The director of marketing and community engagement role exists because TQS is ready to bring greater coherence to how it communicates and connects, aligning a growing public presence with the lived experience families find on campus. Reporting to the director of development, this department of one will be both strategist and executor, responsible for clarifying communication structures, stewarding the emerging brand across touchpoints, and helping the school tell its student stories with consistency and care.

Because TQS has invested so deliberately in research-informed practice, faculty learning, and environments designed for its students, the school has real insight to share. As it enters this next chapter, TQS has an opportunity to communicate not only what it does, but what it has learned about helping students with complex challenges build self-understanding, confidence, and independence. Done well, this is marketing in the most mission-aligned sense: helping more families recognize what is possible, and helping the broader education community see what it looks like when a school is organized around belonging and growth.

**“Something special is happening here, and you can feel it when you walk into the building. Everyone that makes up the TQS family is working to give our students their best possible futures.”**

– Amy Colburn, Director of Development

We invite you to [watch our video](#) with Amy Colburn, Director of Development, who talks about her background as school leader, what brought her to TQS, the unique and rewarding mission of the school, and what she is seeking from a director of marketing and community engagement as the school embarks on this pivotal hire.



**AMY COLBURN**  
DIRECTOR OF DEVELOPMENT



# Duties



## Lead Communications and Content

- Evaluate current communications practices and establish clear systems, cadence, and norms that support effective internal and external communication.
- Develop and execute a communications plan aligned with enrollment, advancement, and broader school priorities.
- Create timely, high quality content in house, including storytelling, event coverage, and copywriting across platforms as needed.
- Use data, feedback, and practical indicators to assess effectiveness and refine messaging, channels, and delivery over time.
- Report directly to the Director of Development and perform other duties as assigned.

## Cultivate Community Engagement and Family Experience

- Lead and cultivate community engagement initiatives that strengthen the family experience and reinforce connection to the school's mission.
- Design, launch, and steward a parent ambassador program.
- Design and implement a comprehensive new family orientation experience.
- Plan, promote, and oversee key family facing community events throughout the year.

## Steward the Brand and Support Adoption

- Serve as the steward of the school's brand, ensuring consistent voice, tone, and visual identity across all touchpoints.
- Develop and maintain core templates, shared assets, and tools that support faculty and staff in communicating efficiently and cohesively.
- Partner with faculty and staff to support adoption of communication tools and practices that align with brand and strategy.

## Manage Partners, Platforms, and Digital Presence

- Manage relationships with external partners supporting paid digital advertising and specialized marketing services.
- Support and steward the transition from Finalsite to WordPress and oversee ongoing website content updates and governance in partnership with external developers.
- Oversee social media and digital storytelling.



# Qualifications & Qualities



## Professional Qualifications

- Possession of a bachelor's degree in marketing, communications, public relations, or a related field, or equivalent professional experience
- Experience leading marketing and communications strategy in a mission driven organization, school, or closely related community setting
- Demonstrated ability to develop a communications plan and execute it hands on with strong attention to quality and follow through
- Experience stewarding a brand rollout or maintaining brand consistency across materials, platforms, and departments
- Experience using data and practical indicators to refine messaging, improve engagement, and support enrollment or community goals
- Experience supporting community facing events through communications and coordination
- Familiarity with common communications tools including email platforms, website CMS systems, social media tools, and design or template platforms, along with a willingness to learn new systems
- Experience coordinating and managing relationships with external marketing or digital partners

## Leadership & Personal Qualities

- A relationship centered presence and an eagerness to step away from the desk to build trust with colleagues and families across campus
- A clear and thoughtful communicator in writing, conversation, and presentations, with the ability to translate nuance into accessible language
- Strong organizational skills and the ability to manage multiple priorities with steady follow through in a department of one role
- Initiative and creativity paired with the discipline to build repeatable systems and templates that keep the work sustainable
- Discretion and professionalism in a school setting, with respect for student and family privacy
- Comfort working collaboratively across departments, aligning messages and strengthening the overall family experience
- Alignment with the mission and core beliefs of The Quaker School at Horsham and respect for Quaker values in practice (Quaker affiliation not required)



# How to Apply

12M & Ed Tech Recruiting is acting on behalf of The Quaker School at Horsham to identify exceptional marketing leaders to fill this extraordinary opportunity. Direct inquiries to:

[jobs@12MRecruiting.com](mailto:jobs@12MRecruiting.com)



Applications submitted by **April 3, 2026** will receive priority review.

All applications must be submitted online:

[www.12MRecruiting.com/jobs/TQS/marcom](http://www.12MRecruiting.com/jobs/TQS/marcom)

## AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the The Quaker School at Horsham 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:

In no more than a paragraph, please respond to the following: What is one adjustment you would make to help a school communicate more clearly and consistently with current families, without increasing the volume of messages?

*The Quaker School at Horsham (TQS) does not discriminate on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, physical or mental handicap/disability, citizenship, genetic information or any other characteristic protected by law in its programs, activities or employment practices.*

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