Town School for Boys

Chief Technology Officer

Location
San Francisco, CA

Post Date
February 13, 2026

Priority Deadline
March 13, 2026

Semifinal Round
Mid-to-Late March

On-Site Final Round
Week of March 30

Decision Announced
April 13, 2026

Start Date
Summer 2026

Reports to
Head of School

Annual Salary Range
$180,000 – $210,000

Town School for Boys
EDUCATING BOYS SINCE 1939

12M & Ed Tech
RECRUITING

Summary

Located in the Pacific Heights neighborhood of San Francisco, Town School for Boys is a K–8 independent day school known for academic excellence, deep care for students, and a joyful community where learning is prized and boyhood is celebrated.

Town educates approximately 420 students and pairs a rich, developmentally attuned program with signature experiences in engineering thinking, the arts, athletics, and outdoor education. At Town, technology is more than a set of tools. It is part of the day-to-day experience of teaching, learning, and school life. That commitment has deep roots at Town, which was among the early independent schools nationally to adopt a 1:1 program.

Town now seeks a chief technology officer (CTO) to start this summer. Reporting directly to the head of school, the CTO will serve as a senior administrator and lead the school's technology strategy with a focus on what matters most in a K–8 community: age-appropriate educational practice, dependable service, and smooth day-to-day operations. This new role offers meaningful room to shape how technology is chosen, supported, and communicated so that it remains purposeful and age-appropriate for boys, and dependable and easy to use for faculty, staff, and families. The successful candidate will bring a community-minded, service-oriented leadership style, sound judgment, and the range to guide educational technology and core systems with clarity and care, along with the technical grounding to steward secure, reliable infrastructure and responsible risk management. The CTO will supervise the director of educational technology, the network administrator, and a part-time help desk staff member.

Mission

At Town School, learning is prized, love of school is essential and boyhood is celebrated.

Values

Respect

We respect ourselves and others.

- We treat others the way they want to be treated.
- We practice good listening, compassion and empathy.

Curiosity

We are curious.

- We ask questions, think critically and solve problems.
- We seek opportunities to reach our highest potential.

Belonging

We all belong.

- We embrace and celebrate each of our unique stories and experiences.
- We seek to ensure that every member of our community feels an equal sense of inclusion.

Integrity

We act with Integrity.

- We have the courage to do the right thing even when nobody else is watching.
- We always try our best and when we fail, we try again.

Joy

We are joyful.

- We make space for play, fun and laughter.
- We know joy can be found in hard work, risk-taking and perseverance.

Town School Philosophy

As an all boys' school, Town provides a rich, challenging and rigorous educational experience that addresses the distinctive energy levels and developmental styles of boys. Town values being a **diverse and inclusive** community that nurtures integrity, sensitivity and respect in its boys, and prepares them to become productive and contributing members of an ever-changing world.

A Diverse & Inclusive Town

Diversity, equity and inclusion are essential core values of Town School. The best education for our students requires a diverse experience because a broad spectrum of ideas is essential for understanding different perspectives, challenging assumptions, and inspiring curiosity, to support critical and complex thinking.

We are committed to creating an inclusive and welcoming environment where each boy is free to be himself, and where boys are confident and secure in their own identities. We equip each boy with the tools to explore differences in experiences, background, beliefs, and ideas. We seek to provide each student with the support and resources he needs to succeed and thrive at Town School. A diverse and vibrant community is essential. To build and sustain such a community, we reach out to enroll students and families from a broad range of socioeconomic backgrounds, cultures, races, religions, and sexual orientations, and we recruit and retain faculty, staff and administrators from the same broad range of backgrounds. We cultivate an environment where every member of the Town community senses he or she matters as a significant part of the life of the school. Only when each person feels valued and is engaged may the school and the individual achieve their full potential.

Strategic Plan Priorities

Town School for Boys is anchored in 87 years of educational excellence, consistently evolving over time to design learning experiences to meet tomorrow's world while remaining grounded in our mission. Head of School, Lorri Hamilton Durbin, joined in 2017 and has led the school through its current strategic plan.

Priority 1 — Designing Learning Experiences for Tomorrow

Town will build on a vibrant and joyful educational experience by creating more challenges and learning opportunities for every boy across all academic disciplines. Curricula will be designed and differentiated to engage and stretch boys, with coursework allowing for varying paces and providing authentic opportunities for problem-solving and intellectual development. Town will ensure that every boy possesses the skills he needs to thrive and lead as a lifelong learner in the 21st century.

Priority 2 — Raising Boys of Character and Impact

Town will integrate a new set of school values, which will be known and embodied by adults and students alike, to frame an expanded character education program. We will build an intentional learning journey for grades K-8 to fully realize these values in our community. With a Town School character education, graduates will be equipped to serve as leaders for good.

Priority 3 — Cementing a Community of Belonging

Town will dedicate new resources and attention to expanding and nurturing an inclusive, equitable community. Broadened financial resources will ensure that more boys can join the Town community and that all students have access to the same educational, extra-curricular and social experiences and feel a deep sense of belonging. Faculty and staff will help students from all backgrounds see themselves and their experiences represented in all curriculum and program areas. We aim to expand our reach in the Bay Area through a variety of community partnerships.

Priority 4 — Investing in Our Faculty and Staff

Town will become a leader in meeting the needs of a talented and diverse workforce. We aim to provide faculty and staff with benefit options that offer support wherever they are in their careers, whether they are emerging professionals or nearing retirement. We will continue to celebrate community and strive for sustainability through robust faculty engagement and appreciation. Professional development will align with parent education programs to support thoughtful partnership.

Priority 5 — Bringing Our Best in Athletics and Wellness

Town will expand and enhance athletic and physical education programming to incorporate nutrition, wellness, self-care and healthy decision-making. Our program will support and connect more closely to character development across the general curriculum, and we aim to nurture athletic potential in students of all skills and abilities. Boys will learn how to apply Town values to sportsmanship, competition and school spirit as well as develop a strong sense of self in arenas outside of the classroom. We strive to broaden our teaching in athletics and wellness in order to help boys learn essential life lessons.

Key Stats

founding year

1939

campus

City-centric building in Pacific Heights, a neighborhood of San Francisco

50%

of our students come from self-identified families of color

student count

415

faculty and staff

116

Lower School K–4

self-contained classrooms with at least two teachers in each classroom

Upper School 5–8

departmentalized classes

19.5%

of our families receive financial assistance

facilities

Over **70%** of the campus was rebuilt and modernized during our recent renovation

2 STEM labs and a rooftop garden/outdoor STEM lab with greenhouse

Engineering Studio Space

2 music rooms

Library with two full-time librarians

Dolby Family Center for the Performing Arts

2 full-size gymnasiums

2 rooftop play spaces including all-weather turf field

Leased access to a full-size grass field in the Presidio within walking distance

tech at a glance

School Provided Devices

- K–3: iPads
- 4–8: Chromebooks (CTL)
- Employees: MacBook Air; MacBook Pro

Systems

- Blackbaud transitioning to Veracross
- Blackbaud RE
- Ravenna
- Google Workspace
- Google Classroom + Seesaw
- ADP
- Freshdesk

Hardware

- Cisco Meraki APs
- Meraki MX250 firewall
- Meraki + Cisco/HP switching
- Epson projectors
- Apple TVs + Chromecasts
- Canon fleet + PaperCut
- TPX / Avaya

www.townschool.com

Technology & Innovation at Town

Lower School

STEM

In Lower School STEM, students cultivate a curious mindset and learn how to think like a scientist through hands-on exploration of the world around them. Alongside this work, the primary curriculum includes foundational scientific skill development, including collecting data and formulating hypotheses and an elementary understanding of physics, energy, and electricity. Students progress toward more advanced scientific practice, strengthening their observational skills, interpreting complex data, and using evidence to support their conclusions in inquiry-based investigations.

Collaborating throughout with the Engineering Thinking Program, students build an understanding of ecosystems and leverage technology-based tools such as 3D design software and creative coding to model possible solutions to global problems.

Technology

Lower School Technology curriculum treats technology as a tool that grows in complexity with the boys through the years. Students begin with foundational understanding of digital literacy and basic programming, and explore hands-on work with the Coding Mouse robot and Lego® engineering. Second grade introduces formal typing lessons, and furthers skill development in robotics and design. Third grade students receive their own Google accounts, explore Google apps, advance their understanding of coding and basic circuitry. In fourth grade, students receive their own Chromebooks and progress to video editing, more advanced design work, advanced programming, and engineering projects including Lego® Technic and circuit boards. Across the curriculum, there is a focus on consistent threads of media production, digital design, digital literacy, safety and citizenship, coding and robotics. An emphasis is placed on balancing skill and knowledge development and using the right tool at the right time to enhance meaningful learning, with technology closely integrated with other curricular threads and our Character Development Program.

Upper School

STEM

Upper School STEM curriculum is designed to foster scientific inquiry and engineering skills through a highly hands-on approach to complex concepts. In the early grades, students focus on life sciences, exploring the remarkable systems of the human body, the structure and function of cells, genetics, and foundational physics related to energy transfer and electrical circuits. In seventh and eighth grades, students advance into in-depth studies of chemistry, examining atoms and molecules, nutrition, food inequity, and biological evolution, including mechanisms like mutations and natural selection. Throughout all grades, students engage in iterative engineering challenges, applying scientific principles to design functional solutions, whether they are building electronic devices with microcontrollers or constructing circuits and testing the mechanics of structures like bridges and rockets. These projects consistently develop crucial technical competencies, requiring students to collect, organize, and interpret data, practice collaborative problem-solving, and utilize a rigorous engineering mindset to address real-world issues.

Selectives and Electives

The Selectives and Electives curriculum across sixth through eighth grade provides a dynamic, hands-on journey that establishes foundational skills in creative expression, technical arts, digital literacy through music, studio art, woodshop, and technology. Students first have the opportunity to experience the breadth of the program in their earlier years of Upper School before honing in on two electives per year in their later years.

Engineering Thinking Program

In 2023, Town opened the doors of the Engineering Studio, providing a new and purpose-built space for our pioneering Engineering Thinking Program. Led by a dedicated Engineering Program Lead, the program is intentionally woven into the K-8 curriculum across subjects, with the goal of graduating students who are able to apply the mindset and skillset of professional engineers to any academic, professional, or personal path they might take.

As boys begin to think like engineers across all areas of their lives, they are able to approach complex and multi-faceted problems with developed problem-finding, creative and ethical problem-solving, visualizing, adapting, improving, and systems thinking skills that allow them to consider how we make things work or make things work better. When we look at the challenges that our students might face in the world ahead, and the ways in which recent technological advances may shape our future industries, we see this mindset as critical for our students.

For this reason, our program doesn't look to just teach students engineering as a class, it embeds engineering-thinking in three-dimensional ways where they can deepen their understanding of classroom curricula through cross-subject projects, explore engineering-specific technical domains, and have the opportunity to pursue independent projects through Open Studio hours before school or at recess.

Background & Opportunities

Located in the Pacific Heights neighborhood of San Francisco, Town School for Boys is an outstanding K–8 independent day school with a long history of all-boys education. Since its founding in 1939, Town has been committed to an environment that is demanding and joyful, attentive to the developmental needs of boys, and grounded in warm relationships. Town's mission is grounded in three commitments: learning is prized, love of school is essential, and boyhood is celebrated.

Town's program is intentionally balanced. On any given day, boys might move from close reading and lively discussion to rehearsal, lab, athletics, or outdoor learning in the Presidio. The school is also deeply invested in design and making. Town's Engineering Thinking Program, anchored by the Engineering Studio, reflects a belief that students learn best when they can identify problems worth solving, test ideas, learn from failure, and improve what they build. The program is woven into the K–8 experience, creating frequent opportunities for cross-subject projects and independent exploration in the studio.

Town has long been thoughtful about educational technology and was among the early independent schools nationally to adopt a 1:1 program. That history reflects an approach that is purposeful and age-appropriate, with technology in service of learning and student experience.

Today, Town's technology environment supports a wide range of academic and operational needs, touching nearly every part of school life. The opportunity ahead is to make that experience feel even more seamless for faculty, staff, and families, with practices and systems that are as dependable as they are easy to use. It is with this backdrop that Town is excited to launch a new chapter in technology leadership.

As Town looks ahead, the school is creating the CTO role to provide school-wide leadership for how technology supports the life of the school, in classrooms and behind the scenes.

The CTO will set direction, guide decision-making, and ensure that technology remains well supported, developmentally appropriate, and aligned with Town's values. In a school with just over 400 students, technology leadership requires staying close to the work, balancing long-range planning with day-to-day stewardship and follow-through. The CTO will help the school carry important work already underway to a successful next phase, and set a clear path forward. Reporting to the head of school, the CTO will serve as a senior administrator, attend Board meetings, and engage with trustees as appropriate in a community with a history of Board partnership and support for technology priorities.

The CTO will lead a small, collaborative team that includes the director of educational technology and the network administrator, supported by part-time morning help desk coverage. The role sits close to the life of the school, including collaboration with colleagues working at the intersection of educational technology, programming, and digital media, the Tiger Robotics head coach, and STEM teachers across grades. In partnership with the lower division and upper division heads and the director of teaching, learning, and innovation, the CTO will help ensure that technology supports excellent teaching and learning while also serving the school's operations.

Town also partners with Novani, a Bay Area managed service provider, to support the on-campus team on core infrastructure and escalation. Looking ahead, this partnership will continue to support infrastructure priorities and lifecycle planning, including network upgrades, improvements to backup and recovery, and exploration of upgraded or redundant internet service and related power protection. The CTO will oversee this partnership and other vendor relationships to ensure clear scope, accountability, and alignment with the school's priorities.

The CTO will also step into the role following a significant enterprise transition that is already underway. A cross-functional internal team is leading Town's move from
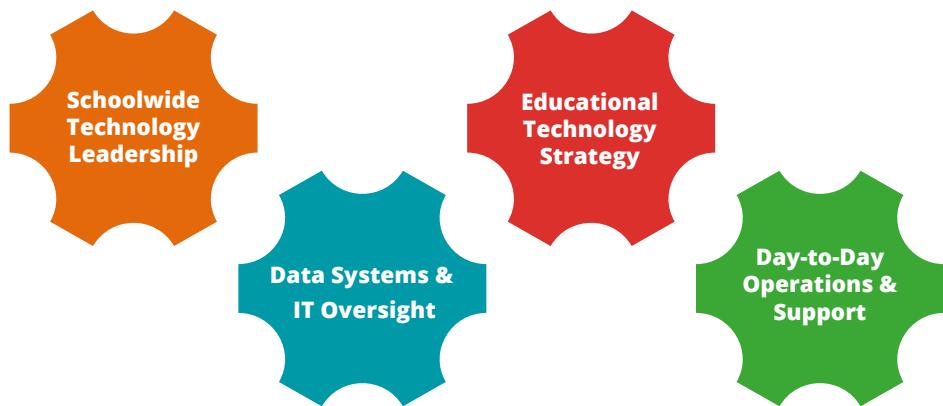
Blackbaud to Veracross, with the school planning to complete the transition by the end of this school year. The CTO will guide what follows, supporting adoption in daily use and shaping how Veracross connects to other key platforms and workflows over time, with attention to stability, security, and ease of use.

In addition, Town has begun focused work in cybersecurity and risk management, also led by a cross-functional internal team. This has included engaging an external consultant, drafting cybersecurity documentation, and convening a small committee to guide ongoing efforts throughout the year. Alongside this work, Town is refining its governance for instructional tools and digital practices, including clearer processes for app review and approval and updated

guidance that supports responsible use for students and adults. The CTO will carry this work forward, establishing routines and readiness that fit a busy K–8 school and building shared confidence across the community.

Town's parent community is engaged and largely tech-savvy, and families appreciate clear communication about how the school uses technology in ways that are purposeful and age-appropriate. The CTO will serve as an ambassador and translator, helping the community understand the goals behind Town's choices and ensuring that technology remains a support to the school's mission and to the daily experience of boys and adults. Town looks forward to welcoming the CTO to start this summer.

Four Areas of Focus for the CTO

- Schoolwide Technology Leadership
- Data Systems & IT Oversight
- Educational Technology Strategy
- Day-to-Day Operations & Support

Interview with the Head of School

Lorri Hamilton Durbin
Head of School

Lorri has been the head of school at Town School for Boys since 2017. Prior to joining Town School, Lorri served as the middle school director at The Dalton School in New York City, associate director of administration at Klingenstein Institute, Teacher's College, Columbia University, and middle school head at Nueva School. Lorri has a BA in Government from Pomona College, where she was the varsity soccer captain and member of the All-League Teams and played women's lacrosse. Lorri holds a Master's in Educational Administration from Stanford University, and a Master's of Business Administration from the Tuck School of Business at Dartmouth. When asked which of the Town School values she most identifies with, Lorri chooses *integrity*:

Inherently, my role as Head of School means that all of the values are central to everything I do. Leadership can unfold in many ways and I strive always to act with integrity in order to build a community of belonging where through respect and curiosity, there is great joy.

We invite you to **watch our interview** with Lorri, who describes the collaborative and joyful community at Town School and the exciting initiatives ahead.

Duties

Technology Leadership

- Serve as Town's senior technology leader, reporting to the head of school and contributing to school-wide planning and decision-making.
- Supervise the director of educational technology, the network administrator, and part-time help desk support, setting clear priorities and expectations.
- Communicate technology plans and decisions with clarity to faculty, staff, families, and trustees as appropriate.
- Model a school-centered approach to technology leadership, grounding decisions in student experience, faculty practice, and the daily life of the community.
- Participate actively in school life as a visible member of the community and perform other duties as assigned.

Educational Technology

- Provide direction for educational technology through the director of educational technology, in close collaboration with division leadership and the director of teaching, learning, and innovation.
- Advance faculty support and shared practices for instructional tools in ways that fit Town's program, values, and students' developmental needs.
- Help the school establish clear, practical guidance for emerging tools, including AI, and communicate that guidance effectively to families and faculty.

Systems & Data

- Provide oversight of Town's core systems environment, including the ongoing stewardship of Veracross after transition.
- Guide planning for how key platforms and workflows connect with Veracross over time, coordinating internal stakeholders and vendors as needed.
- Promote sound data practices and reporting routines that support daily operations and informed decision-making.

Infrastructure, Security, & Reliability

- Oversee network and systems reliability, lifecycle planning, and campus technology needs, including AV and shared spaces.
- Guide cybersecurity, privacy, and risk management practices appropriate to a school environment, including readiness planning and vendor oversight.
- Lead technology budgeting and multi-year planning for upgrades and replacements.

Qualities & Qualifications

Qualifications

- Bachelor's degree required; advanced degree and/or relevant certifications preferred
- 5+ years of progressive technology leadership experience, including senior-level responsibility for systems, infrastructure, and cybersecurity (school or similarly mission-driven environment preferred)
- 5+ years of people management experience, including hiring, coaching, and performance management
- Demonstrated experience overseeing network and core systems operations, enterprise platform integrations including SIS-related systems, and cybersecurity and risk management, even if prior experience in these areas is not equal
- Experience managing budgets, contracts, and multi-year planning, including refresh cycles and project delivery

Leadership Qualities

- A collaborative leader who builds shared direction across academic and operational teams
- Clear communicator with the ability to translate between technical detail and day-to-day school needs
- Sound judgment and disciplined prioritization in a fast-moving environment
- Steady, service-oriented approach that supports reliability, responsiveness, and user experience
- Commitment to fostering belonging and leading technology practices that support an inclusive community
- Willingness to participate in the life of the school, including occasional schoolwide events outside the regular day

How to Apply

12M & Ed Tech Recruiting is acting on behalf of Town School for Boys to identify exceptional technology leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@EdTechRecruiting.com

Applications submitted by **March 13, 2026** will receive priority review.

All applications must be submitted online:

www.EdTechRecruiting.com/jobs/Town/tech

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the Town School for Boys 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 each, describe two technology strategies you would be excited to bring to Town: one that supports teaching and learning and one that supports school operations. For each, briefly explain the purpose, the communities it serves, and how you would approach implementation and communication in a K–8 environment.

www.12MRecruiting.com

RETAINED SEARCHES FOR MISSION-DRIVEN ORGANIZATIONS

12M & Ed Tech RECRUITING