Town School for Boys



Head of Lower School

(Grades K-4)

Location
San Francisco, CA

Post Date
November 19, 2026

Priority Deadline
December 21, 2026

Semifinal Round
Mid-January

On-Site Final Round
Week of February 1

Decision Announced
February 19, 2027

Start Date
July 1, 2027

Reports to
Head of School

Annual Salary Range
$215,000–$235,000

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. Since its founding in 1939, Town has provided a dynamic and engaging environment that supports boys' learning and development.

Town values academic excellence, belonging, service learning, and social-emotional development. The school's program brings classroom learning together with the arts, engineering, athletics, and outdoor experiences. Faculty are supported in their continued professional growth through collaboration, coaching, and professional development.

Town seeks a head of lower school (HLS) to lead its kindergarten through fourth-grade division. The next HLS will be a warm, visible, and organized leader who builds trusting relationships with children, faculty, and families while communicating expectations and following through thoughtfully. Knowledge of elementary curriculum, reading development, and developmentally appropriate student support will be essential as Town continues to refine its literacy framework, integrate engineering thinking, and coordinate learning across grades. The HLS will work closely with colleagues on faculty development, including the classroom partnerships between head teachers and resident teachers that distinguish Town's New Teacher Institute. An effective candidate will welcome a collaborative academic leadership model, contribute sound judgment, and know when to seek input and make timely decisions. With initial board approval of Town's next strategic plan anticipated in spring 2027, the incoming HLS will help guide its implementation in the Lower School. Reporting directly to the head of school, the HLS will begin on July 1, 2027.

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.

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.

Curiosity

We are curious.

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

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 intrinsic to and aligned with the 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 they matter 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.

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
420

faculty & staff
110

student / faculty ratio
1:6 including specialist teachers

Lower School K–4
self-contained classrooms

Upper School 5–8
departmentalized classes



19%
of students receive financial assistance

facilities

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

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

membership organizations

National Association of Independent Schools **(NAIS)**

International Boys' Schools Coalition **(IBSC)**
Founding Member

Council for Advancement and Support of Education **(CASE)**

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

Education Records Bureau **(ERB)**

Independent School Athletic League **(ISAL)**

People of Color in Independent Schools **(POCIS)**

Independent Schools of the San Francisco Bay Area **(ISSFBA)**

Association of Technology Leaders in Independent Schools **(ATLIS)**

www.townschool.com

Signature Programs

Town School Literacy Framework

A literacy framework has been developed by Town in recent years to center its work with boys around five core competencies of reading and writing development. These include **Language** (vocabulary, morphology, word networks, and background knowledge), **Accuracy** (phonemic awareness, phonics, orthography, and orthographic mapping), **Agency** (self-regulation, independence, and ownership of the process), **Fluency** (prosody, phrasing, automaticity, and meaningful practice), and **Insight** (higher-order comprehension and synthesis). Grounded in the science of reading, The Six Shifts, Scarborough's Reading Rope, and the four-part processing model for reading comprehension, this framework continues to be refined by the administrative team with the support of an outside consultant.



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.

From kindergarten through second grade, students are introduced to engineering through imagination, hands-on exploration, and creative problem-solving, learning to see themselves as designers and builders as they experiment, create, and revise their ideas. In third and fourth grade, this curiosity deepens as students take on more complex challenges, explore topics such as renewable energy and digital design, and begin to understand how thoughtful choices connect to larger systems and human experiences.

Art

At Town, the arts are core academic subjects. Across music, studio arts, and theater arts, the school looks to further students' understanding of classroom content and ensure that every boy develops a creative voice, storytelling and communication skills, while experiencing the benefits of risk-taking and teamwork.



Studio Art

Each year, the Studio Art department centers its curriculum around a yearly theme. Each grade's artwork is then on full display at the annual Festival of the Arts, a community-wide celebration of the year's theme and student artists. Lower School art curriculum builds on essential artistic skills while encouraging the development of personal voice, problem-solving, and creative risk-taking.



Music

Music in the Lower and Upper School is designed as a continuous, thoughtfully sequenced journey that nurtures confident, expressive young musicians. Lower School music curriculum is intentionally structured to build community, collaboration, and foundational musical literacy through diverse vocal and instrumental experiences.

Theater Arts & Performance

Leveraging the Dolby Family Center for the Performing Arts, students build theater arts, performance, and public-speaking skills throughout their journey at Town. Students from K–8 participate in speaking and performance opportunities at all-school assemblies and community-wide events. In third and fourth grade, Theater Arts courses allow students to explore acting exercises designed to build ensemble, collaboration, empathy, and active listening.

Physical Education & Athletics



Lower School Physical Education builds foundational motor and character development skills in a positive environment grounded in Town's values.

In the early grades, the curriculum emphasizes mastering locomotor skills, such as running, skipping, and leaping, alongside manipulative skills like throwing and catching. As students advance, they apply these skills to a variety of team sports, building routines and developing as leaders and teammates. Across all grade levels, students learn to navigate cooperation, competition, and conflict resolution effectively.

Physical Education at Town lives alongside a robust **Athletics program** that encourages all boys to participate, develop as athletes, grow as sportsmen, and persevere regardless of skill level. Team sports begin in kindergarten, with the Athletics Department partnering with parents to organize teams through second grade and leading school teams from third grade onward, emphasizing effort, teamwork, and enjoyment of competition.

Outdoor Education

Town's Lower School Outdoor Studies program utilizes the unique natural environment of nearby Presidio National Park to foster curiosity, spatial awareness, and scientific observation skills.

Through sensory exploration and hands-on learning, students connect with local ecology, various habitats, and how scientific concepts play out in real life. In kindergarten, students engage their senses, journal their findings, and learn about native plant life and water systems. As they advance, students investigate local ecosystems and transition toward environmental stewardship through problem-solving and sustainability projects.

This hands-on approach helps students cultivate a growth mindset and develop critical thinking skills to become informed stewards of the natural world.



Character Development



Raising boys of character and impact is a central pillar of Town School's recent strategic plan. Through this work, the school aims to embed consistent language and an age-appropriate character development curriculum throughout the K–8 journey.

The sections below represent the key elements of Town's character development model, designed to prepare students to serve as leaders for good. Across each element, students engage in personal reflection and community-based experiences that reinforce essential skills and support meaningful, lasting growth.

Emotional Intelligence

Self-awareness, self-management, relationship skills, responsible decision-making, and social awareness.

In the Lower School, weekly social-emotional learning (SEL) classes help students develop emotional vocabulary, problem-solving, mindfulness, and conflict resolution skills.

Executive Functioning

Organization, planning & prioritizing, initiation & completion, and cognitive flexibility.

Teachers across the grades partner together to support each boy in developing executive functioning skills through coaching, lessons, and assignments.

Intercultural Competency

Self-awareness, understanding similarity & difference, perspective-getting, and intercultural knowledge, context, skills.

Through academic experiences and global and local partnerships, students develop respect, empathy, and kindness while building an understanding of multiple perspectives and communities.

Service Learning

Self-awareness, project management, leadership & mentorship, global citizenship, and stewardship.

Starting in kindergarten, students explore the meaning of community, learning about roles and responsibilities within the school. A dedicated K–8 service learning leader connects service learning with classroom curricula.

Information Literacy

Media literacy, digital literacy, digital citizenship, research skills, library skills, and information ethics.

Town's two full-time Librarians, technology team, and head teachers lead a progression of library, research, and digital literacy skills across all grades. These skills are developed through standalone classes and integrated throughout the curriculum, beginning with foundational library skills and literature appreciation.

Health & Wellness

Physical well-being, nutrition, mental health, and sexuality education.

Regular PE classes, movement breaks, recess, healthy food options, and support from the Lower School SEL specialist, school counselor, and Learning Services department promote student well-being. Beginning in fourth grade, boys receive sexuality education through a partnership with Well Beyond Academics.

New Teacher Institute

Since its founding in 1990, Town School's New Teacher Institute has provided aspiring educators with a two-year program that combines both theoretical and practical aspects of classroom teaching.

The program emphasizes daily teaching, curriculum planning, and professional growth. Each K–4 homeroom classroom includes a resident teacher who works alongside a head teacher. The two-year experience gives the resident teachers the opportunity to integrate and apply the theoretical and practical aspects of classroom teaching. With this constant opportunity for immediate feedback between the resident teacher and head teacher, the returns are enormous for the boys, the resident teachers, and the head teachers, all of whom benefit from the mutually rich relationships fostered at Town. Resident teachers are considered full faculty members and are invaluable to the life of the school.



There have been over **225** individuals who have completed the two-year program, and many have gone on to hold a number of teaching and administrative jobs in the field of education.

In a recent survey, **98%** of our accurate contacts shared that they continued in the field of education upon completion of the NTI program, and **87%** of those are still in the education field.

There are **12+** current Town faculty and administrators who are former NTI resident teachers.

Leadership at Town



Town's 10-person senior leadership team consists of academic and administrative leaders who collectively guide schoolwide priorities, strategic initiatives, and institutional decision-making. Within this broader team, five members form the Academic Admin team, providing focused leadership for the school's educational program. The head of lower school serves on both teams, contributing a divisional perspective to schoolwide planning and decisions.

Working Together

Town's Academic Admin team operates through a shared leadership model that values collaboration while recognizing each member's distinct areas of responsibility and expertise. Each division head leads their respective program, working closely with academic colleagues to strengthen teaching and learning across the school.

For the HLS, this means partnering with the director of teaching, learning, and innovation on curriculum and instructional programming, and with the director of teacher development and strategic initiatives on faculty growth and the development of head teachers and resident teachers. These partnerships allow the incoming HLS to draw on colleagues' expertise while providing clear leadership and direction for the Lower School.

Inside the Lower School



Town's Lower School nurtures curiosity, creativity, and a love of learning, guiding students to grow as confident thinkers, compassionate collaborators, and joyful explorers.

Serving boys in kindergarten through fourth grade, the Lower School features self-contained classrooms where head teachers and resident teachers work together in daily teaching and curriculum planning. Classroom teachers collaborate with specialists to support each boy's academic, social, and emotional development.

K–4 self-contained classrooms

2 sections per grade

2+ teachers per classroom

2 Reading Specialists serving grades K–2

2 Learning Specialists

1 K–4 SEL Specialist



Weekly social-emotional learning (SEL) classes

10 head teachers across grades K–4

Buddies Program

Each kindergartener is paired with a fourth-grade "buddy." Buddy pairs meet regularly throughout the year, providing younger students with mentors and older students with leadership opportunities.

Student Leadership

Fourth graders help design and lead Lower School Assemblies and welcome younger students each morning by assisting at the curb during arrival.

Extended Day Program (EDP)

100+ students participate in Town's Extended Day Program, building friendships across grade levels through indoor and outdoor activities.

Learning Enrichment Activities Program (LEAP)

LEAP offers interest-specific classes primarily for Lower School boys, including arts, sports, imaginative play, technology, and design, taught by Town faculty or outside enrichment providers.

Faculty Spotlights





Alexis Schmidt

Kindergarten
Head Teacher

What do you value most about Town?

This is the first time in my career that I have worked in a single-sex school. At co-ed schools, I often saw girls taking on roles that were implicitly or explicitly expected of them. Now in my seventh year here at Town, I see how boys in a single-sex environment are able to fill all of the roles in the school, from athlete to nurturer. They learn to express their emotions, and are open to showing both their moments of struggle and success. This environment really allows us to expand what it means to be a boy.

Another thing I truly value at Town is the way in which we integrate and execute our mission and values and continue to embed them within our curriculum. Town's mission and values touch everything we do. Even in kindergarten, the question my students are most excited to ask their peers after a "Boy of the Week" presentation is, "What is your favorite Town value?" The things that we say that we are trying to build at Town, we are actually, actively doing. There is an acknowledgment that there is always more work to do, but a consistent, collective, and significant group effort to get there.



Eli Bloch Garcia

4th Grade
Co-Teacher

What were your first impressions of NTI and joining Town?

As a new teacher, I loved how inclusive NTI was, even from the first day. I had meaningful opportunities to communicate with families and was actively involved in planning curriculum. Jennifer Liu, Director of Teacher Development & Strategic Initiatives, was immediately supportive as a mentor. The opportunity to join a cohort of people all starting a two-year program together was incredibly valuable as we journeyed together through this path of discovery at Town.

The community at Town is amazing. The faculty and staff are so kind, outgoing, and friendly with one another, and the kids can see the friendships and positive energy of faculty and staff, and they internalize this. In my first two years of NTI, I worked with head teachers who had great partnerships across the grade-level team. Because of this culture of support, there are also many other members of the team who are eager to serve in a mentorship capacity. When I was considering pursuing graduate school, Town connected me with past resident teachers who had taken a similar path. I am now completing my second year of the Bay Area Teacher Training Institute (BATTI) to obtain a Multiple Subject Teaching Credential and a Master's in Education.

Source: *About Town*, Fall 2026, Town School for Boys' Magazine for Alumni, Families, and Friends.

Background & Opportunities

Located in San Francisco's Pacific Heights neighborhood, Town School for Boys has offered a K–8 education centered on boys' learning and development since 1939. Its program brings academic study together with the arts, engineering, athletics, and experiences beyond the classroom. Across those settings, Town encourages boys to explore different interests, understand themselves, and develop consideration for others. Learning and character development are closely connected, with the school's values of respect, curiosity, belonging, integrity, and joy providing a shared foundation for community life.

In the Lower School, that foundation takes shape through relationships with adults who know their students well. Faculty describe a place where boys arrive eager to see their friends and teachers, and where focused academic work coexists with play, movement, and creative exploration. Teachers bring their own interests and expertise into the classroom, and colleagues speak with enthusiasm about opportunities to develop their practice. The division's breadth gives boys many ways to participate and discover what engages them, while asking adults to work closely together around each child's experience.

As Town prepares for a transition in Lower School leadership, the school seeks a leader who can build on the warmth, accessibility, and family trust that colleagues associate with the outgoing HLS's leadership. Faculty and administrators describe the value of a thought partner who listens carefully, understands children, and helps adults navigate challenging conversations. The role calls for a leader who combines relational care with clear communication, thoughtful coordination, and reliable follow-through. The next HLS will bring instructional expertise and organizational skill to the division while sustaining the personal connections that make the Lower School feel welcoming and supportive.

Town's academic leadership model is an important part of that opportunity. The head of school, Lorri Hamilton Durbin, works with the two division heads, the director of teaching, learning, and innovation, and the director of teacher development and strategic initiatives as a closely connected academic team. Division heads bring responsibility for their respective programs into a setting where curriculum, teacher growth, and schoolwide questions draw on the expertise of several people. The incoming leader will help guide this work, draw on colleagues' expertise, and establish a shared understanding of who leads specific decisions and how work moves forward.

The director of teaching, learning, and innovation works across divisions on curriculum and instructional practice, while the director of teacher development and strategic initiatives leads the New Teacher Institute and supports resident teachers' development. The head teacher and resident teacher partnership makes mentoring part of daily classroom life. The HLS's work with head teachers therefore intersects with the resident teachers' supervision and development, requiring trust, ongoing communication, and coordination around feedback and support. For a leader who enjoys developing teachers alongside experienced colleagues, Town offers a collaborative professional environment.

Literacy will be a significant part of the next HLS's instructional work. Over the past two years, Town has invested in developing and refining a framework around five competencies: Language, Accuracy, Agency, Fluency, and Insight. The framework connects reading and writing development with foundational skills, comprehension, and growing independence. Working with an outside consultant, administrators and teachers have brought sustained attention to the research behind the framework and its application in classrooms. The next phase offers an opportunity to build on this investment and teachers' experience, support a coherent progression across grades, and provide practical guidance for daily instruction. The incoming HLS will need to understand the thinking behind the framework, listen to teachers' experiences, and work with academic partners to use classroom observations and assessment evidence to guide its continued development.

That attention to practice extends to mathematics, social studies, and the relationship between classroom instruction and programs offered by specialist teachers. The faculty value professional autonomy and opportunities to grow, including through teacher leadership and instructional coaching. The incoming HLS can build on these opportunities, working with academic colleagues to connect professional learning, cross-grade collaboration, and classroom practice. Town has been revisiting its approach to faculty evaluation. The next HLS will help carry that work into classroom observations and

conversations with teachers about their practice. This requires someone who notices what teachers do well, offers useful feedback, and is comfortable discussing concerns.

Classroom teachers work with learning specialists, the Lower School social-emotional learning specialist, and the school counselor to support children and their families. The next HLS will work alongside these colleagues as they consider individual students' needs, communicate with parents and guardians, and help teachers respond to classroom situations. Care for children is central to this work, as is a shared understanding of behavioral expectations and how adults respond. The division has made significant strides in collectively building consistent classroom routines, aligning on expectations for positive classroom behaviors, and fostering healthy recess play. Additionally, the HLS has worked with teachers to differentiate curricula to provide each boy with 'just right' challenges and support executive functioning development.

Supporting boys across classrooms and specialist programs also depends on how the Lower School organizes its time. Classroom instruction, specialist classes, and meetings all make demands on the schedule. Setting priorities and delegating thoughtfully will give the HLS time to be present with children and teachers throughout the day. The HLS will also work closely with the head of upper school on curriculum across divisions and the transition from fourth grade's self-contained classroom to fifth grade's departmental structure. The HLS actively partners with the K–8 Math Programs director and the Lower School Math specialist to support math curriculum implementation.

Parents and guardians are active in school life and look to the HLS for guidance about their children. The HLS leads grade-level parent/guardian coffees twice a year for each grade to share curricular initiatives and to provide parent education regarding the developmental progression of their boys as well as distinct happenings at the grade. The role calls for someone who listens, speaks candidly, and supports teachers in sensitive conversations with families. Warmth and accessibility matter, along with the judgment to set appropriate boundaries. Through work with Admission, the HLS will also meet prospective families and help welcome new students. As all families experience school differently, attending to those differences will help the next HLS welcome and hear each one.

With initial board approval of Town's next strategic plan anticipated in spring 2027, the incoming HLS will have an opportunity to help put its priorities into practice. The HLS will contribute to this next chapter alongside colleagues who know Town well and care deeply about its future.

For an educator who loves elementary school life, Town offers much to enjoy: children eager to share what they are learning, teachers invested in their craft, and a program that makes room for scholarship, creativity, movement, and play. Town is proud to educate boys and seeks a leader who appreciates their energy and understands how they grow from kindergarten through fourth grade. That work calls for intercultural understanding and attention to how culture and gender intersect in each boy's experience of school. The next HLS will get to know boys as readers and writers, performers and teammates, and older buddies learning to care for younger children. Leading this division means being part of those daily discoveries while helping teachers and families support each child's growth. It is an opportunity to shape a school experience that boys will carry with them long after fourth grade.

Interview with the Head of School

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



Lorri Hamilton Durbin

Head of School

Lorri has been the head of school at Town School for Boys since 2017. She previously held senior administrative roles at independent schools on both coasts. She has served on the boards of the International Boys' Schools Coalition and Marin Academy and currently serves on the board of SMART and on a regional advisory group for Common Sense. When asked which Town School value 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."



On the Horizon

Town's next head of lower school will join the community as the school considers its future through strategic planning, community listening, and an evolving approach to technology. These interconnected efforts offer opportunities to work alongside colleagues and the incoming chief technology officer, bringing an elementary perspective to schoolwide conversations and helping translate shared priorities into daily practice.

The Next Strategic Plan

Town is developing its next strategic plan with support from Carla Silver and her colleagues at Leadership + Design, with board approval anticipated in the spring of 2027. The incoming head of lower school will join as the school moves toward implementation, contributing to the work of connecting its broader direction with the experiences of students, teachers, and families. Working within Town's senior leadership team, the HLS will help shape divisional priorities and support thoughtful, sustained progress.

Launching a New Climate Assessment

Belonging is one of Town's core values, and a schoolwide climate assessment will provide an opportunity to better understand how students, families, faculty, and staff experience the community. Dr. Derrick Gay, who has partnered with Town for nine years, will facilitate the process, building on the school's 2020–2021 assessment.

Anonymous surveys are planned for November 2026, followed by focus groups in February 2027. Using the same core questions as the earlier assessment will allow Town to examine changes over time and consider experiences that may differ across groups. Findings will help inform future priorities, offering the incoming HLS valuable context for cultivating belonging in the Lower School.

Refining Faculty Evaluation & Growth

Town is refining its faculty evaluation process, building on a recent pilot that includes classroom observations and individual conversations about teaching practice. This work sits alongside existing opportunities for instructional coaching and teacher leadership.

The incoming HLS will help carry the process forward with academic colleagues, offering teachers specific feedback and connecting professional goals with their classroom work. It is an opportunity to shape an approach that supports continued growth while making expectations clear.

The Next Phase of Technology & AI at Town

Town has established an initial framework for artificial intelligence through work with academic leaders, a parent advisory group, and conversations with families about AI. The next phase will involve learning from its use, supporting faculty, and revisiting guidance as tools and educational questions evolve.

The incoming HLS will bring a developmental lens to this work alongside academic colleagues and the incoming CTO. Their partnership will help Town consider where technology serves learning, how its use should differ across developmental stages, and how to keep families informed about classroom choices.

Duties

Divisional Leadership

- Lead the Lower School's academic program, daily operations, and student experience, working closely with the academic admin team.
- Lead faculty hiring, onboarding, development, and evaluation, including direct supervision of all Lower School head teachers and specialists, through classroom observation, coaching, and clear expectations.
- Coordinate schedules, meetings, coverage, and divisional processes, delegating effectively and protecting time for teaching and learning.
- Serve as a collaborative member of academic admin and senior leadership, contributing to schoolwide priorities and the next strategic plan as approved.
- Supervise the Extended Day Program leader and support coordination between the program and the Lower School.
- Support the partnership between head teachers and resident teachers in Lower School classrooms, working with the director of teacher development and strategic initiatives, who leads the New Teacher Institute.
- Design and host parent education experiences by grade level.
- Report to the head of school and carry out other responsibilities appropriate to the position.

Curriculum, Pedagogy & Engagement

- Guide continued implementation and refinement of literacy, mathematics, and the broader Lower School curriculum with faculty and academic colleagues.
- Use assessment and classroom evidence to support differentiation, identify learning needs, and coordinate appropriate student support.
- Partner with the head of upper school and academic leaders to improve curricular coherence and the fourth-to-fifth-grade transition.
- Work with technology leadership and faculty on developmentally appropriate digital tools and clear communication about their educational purpose.
- HLS partners with the engineering program lead, director of outdoor studies, director of library services, director of learning services, and director of teaching, learning, and innovation to provide robust learning experiences and cohesive integration across the grades.

School Culture & Community

- Coordinate character development, SEL, and consistent, developmentally appropriate behavior expectations and response pathways with student-support colleagues.
- Advance belonging, cultural understanding, and equitable participation throughout Lower School life in partnership with the director of community building and inclusion.
- Build trusting family partnerships, communicate clearly, and handle sensitive concerns with warmth, judgment, and appropriate boundaries.
- Partner with the director of admissions and financial assistance on prospective-family engagement, student assessment, and welcoming kindergarten and transfer students.
- Maintain a visible presence in classrooms and school activities, supporting collaboration across classroom teachers, specialists, and programs.

Qualities & Qualifications



Qualifications

- Bachelor's degree required; graduate degree preferred
- At least five years of classroom teaching experience
- Teaching and/or administrative experience in early childhood or elementary education, with a well-developed understanding of child development and boys' learning
- Knowledge of literacy and mathematics instruction, assessment, differentiation, and social-emotional development
- Proficiency with Google Workspace and the ability to use digital tools to collaborate with faculty, support teaching and learning, and communicate with families
- Demonstrated ability to coach and evaluate teachers and lead sustained curricular or instructional improvement
- Success working within a collaborative academic leadership model with shared expertise and clear responsibility
- Experience guiding parents and guardians through sensitive student-related matters and building productive home-school partnerships

Leadership Qualities

- Warmth, emotional intelligence, and a visible commitment to children, combined with the ability to set expectations and address difficult issues directly
- Attentive listening and effective written, oral, and presentation skills across school constituencies
- Excellent organization, prioritization, delegation, and follow-through in a busy school environment
- Humility, flexibility, sound judgment, and a genuine willingness to learn from colleagues and share leadership
- Intercultural competence and a demonstrated commitment to belonging, fairness, and understanding families' different experiences
- Eagerness to participate fully in school life and pursue continued professional growth, including occasional evening or weekend responsibilities

How to Apply

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

jobs@12MRecruiting.com



Applications submitted by **December 21, 2026** will receive priority review.

All applications must be submitted online:

www.12MRecruiting.com/jobs/Town/HLS

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:

> A statement of educational philosophy, aligned to this role, that illuminates your leadership style and interest in leading within a boys' school.

Town School for Boys admits students of any race, color, religion, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, scholarship programs, athletic and other school-administered programs.

Town School for Boys is an equal opportunity employer. Salary and benefits are commensurate with our peer schools in the San Francisco Bay Area and with similar NAIS schools. Please see the employment section of our website for additional information.