



POSITION STATEMENT
HEAD OF SCHOOL SEARCH

TREMONT SCHOOL

CONCORD, MASSACHUSETTS
START DATE: JULY 1, 2024





HEAD OF SCHOOL POSITION STATEMENT



Tremont School is seeking a new head of school for July 2024. The next head of school will have an opportunity to build enrollment, secure a new facility, and move a young, dynamic school forward. Candidates will be expected to demonstrate that they possess the passion, expertise, empathy, and energy to ensure that Tremont School remains a progressive place of learning for many years to come.

MISSION

Tremont School's vision is to fill a need in the educational landscape for a model learning community that embraces diverse capabilities and empowers students to access their capacity as engaged, joyful, global citizens.

Tremont's mission is to provide an innovative approach to education that (re)ignites a passion for learning. The School honors and embraces each student's individuality, empowering them to become critical thinkers and compassionate citizens.

OVERVIEW

Imagine leading a small school that challenges each and every student to take ownership of their own learning. Tremont School is an independent, nonprofit school serving middle school, high school, and post-grad students in Concord, MA, where students engage in personalized real-world, interdisciplinary content that fosters joyful exploration and scholarship, while developing each student's natural curiosity, personal interests, and individual potential.

At Tremont, students are the leaders in their academic journey, and teachers appreciate them as learners and individuals. Tremont students have diverse learning styles and seek a dynamic and friendly environment where academic, social, and emotional learning are equally valued. At Tremont School, students can be themselves, appreciate the uniqueness of others, and thrive academically, socially, and emotionally.





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HISTORY AND GUIDING PRINCIPLES

Tremont School was founded in 2011 by three families, each of whom dared to ask, *“Why can’t the children in our family, who are diverse learners, attend school together in a place where they all can thrive?”*

They set out to start a school that supported students in learning together in a collaborative and caring community, recognized neurodiversity, employed best practices, and honored different modes of learning, all in an evidence-based design. The school derives its name from the three mountain peaks of learning—academic, social, and emotional. Current research on learning underscores what the founders set in motion—that learning necessarily involves the heart, the mind, and one’s community.

Today, Tremont School is a vibrant and deliberately diverse community that challenges students to take ownership of their own learning. Real-world, interdisciplinary contexts, joyful exploration, and scholarship build on each student’s natural curiosity, personal interests, and individual potential. A guiding principle is that it is human to have both strengths and challenges, so education needs to attend to both for each learner. The *Tremont Agreements* speak to this:

- Everyone is working on something.
- Everyone gets what they need.
- Fair is not always equal.

Further, everyone does what they are able to at a given time, and the role of the school is to steward student learning and development. Together with faculty designed curricula, Tremont’s “Living Curriculum” gives students an active and central role in their learning, and the school is documenting and sharing this approach with other schools locally and across the world.





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AN INCLUSIVE PLACE TO GROW AND LEARN

Tremont School is intentionally heterogeneous and welcomes a range of talented students. Typically, successful Tremont students have demonstrated both strong academic ability and found frustrations in more traditional school settings. An innovative Living Curriculum allows students to achieve incredible academic success while also developing as a whole person— socially and emotionally. Tremont students often find that they go from underperforming to accelerated academic studies within the span of an academic year.

Tremont’s researched-based design makes way for students to thrive. Some students who currently receive services or accommodations in their public school will find that Tremont School’s overall conditions are invitational, engaging, and inspire commitment to one’s learning and growth.

Tremont’s project-based, experiential curriculum and small classrooms with low student to faculty ratios are conducive to deep learning and relationship building. Other students may require more support than Tremont School can provide.

THE PLACE

Tremont’s current home is within a commercial complex on the outskirts of Concord, MA. In addition to its colonial charm and important role in American history, Concord’s proximity to Cambridge and Boston, situated 18 miles to the east, provides access to the rich intellectual and entertainment offerings of a major metropolitan area, while the beaches of Cape Cod and the mountains of Northern New England are within easy driving distance.

Tremont’s space is bright and filled with both natural light and the energy of engaged, productive students. A large common area is surrounded by



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middle school and high school classrooms and offices. There are distinct and well-supplied teaching spaces for humanities, math, science, art, music, and language, as well as an open “maker space” for independent use by students. While there is no gym, physical education is an important component of Tremont’s program, and students utilize expansive outdoor space for games, orienteering, and other physical activities.

Tremont’s current home is welcoming and very supportive of the school’s program, while at the same time there is a widely acknowledged dilemma articulated by both employees and board members that the current space is too small to support desired growth in enrollment and that the annual lease is too high to be sustainable. While there is no set timeline, clear priorities for the next head of school will be working with the board to secure a future home for Tremont School and then working with the faculty to facilitate a smooth move into a new facility.

THE PROGRAM

Drawing on evidence-based educational research, contemporary understandings of neuroscience, and time-tested principles of community-building, the Tremont learning community is one that supports personalized learning and deep connections with peers and adults alike. Tremont School’s program is designed very carefully to be its own integrated, multi-disciplinary model that incorporates academic, social, and emotional learning, arts, technology, health, and connection to the outdoors and community.

Tremont’s program and Living Curriculum intentionally make daily life at the school look different from a more traditional setting. Collaborative and individual work are woven together into a learning environment encouraging



exploration, engaged participation, scholarship, and problem solving. Class sizes, daily schedules, and classroom design are developed in service of students. Teachers work with students closely to understand their strengths, challenges, and goals in a holistic way. Goal-setting and self-reflective conversations with students and parents throughout the year, paired with an understanding of individual learning styles, creates the foundation for Tremont’s personalized instruction.



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THE FACULTY

Tremont's dedicated and talented faculty members are the lifeblood of the school. They are passionate and deeply appreciative of the very special teaching and learning environment that they share. Many have previous experience in public schools or other settings where they felt they could not serve students well. As a group, they are hard-working and extremely collaborative. Recently, to acquire a more predictable and consistent voice in decision-making about working conditions at Tremont, faculty entered into a collective bargaining agreement with the school. Today, a shared commitment to the school's mission and program and regular communication have resulted in a very productive, cooperative relationship between teachers and the school's administration.



STRENGTHS, CHALLENGES AND OPPORTUNITIES

While the leadership opportunity at Tremont will not appeal to everyone, it is a school with inspiring opportunities and many strengths, including its clearly articulated mission, the alignment of mission and program, the commitment of talented faculty, and the passionate support of board members and parents.

As noted by its most recent accreditation visiting team, "Tremont is evolving from a young organization into a more established presence. The desire . . . to have clearly defined and consistent roles and policies reflects a classic moment in a progressive school's life cycle: when the founding principles – initially understood and practiced by all – need the support of defined structures and written procedures to carry forward."





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Like many other independent schools, Tremont is still working to rebound from the loss of connection during the pandemic, while also managing a confusing and divisive national conversation about the relationship between diversity and academic excellence in schools.

The new Head of School should be prepared to build upon the momentum generated by Tremont's current leader, while collaborating with the Board of Trustees to lead the school boldly into the future. The following are likely to be some of the key challenges and opportunities facing the new Head of School:

- *Strengthening awareness of Tremont's "brand" and developing a plan to grow enrollment from the current 40 students to a more sustainable 70-80 students.*
- *Continuing to attract and retain an outstanding faculty in an increasingly competitive environment.*
- *Building a culture of philanthropy to reduce pressure on tuition, to make the school more accessible, and to support ongoing financial stability.*
- *Effectively managing with limited resources, while moving an institution with great potential forward.*
- *Working with the Board to secure a new facility and working with faculty to plan and implement a smooth move.*





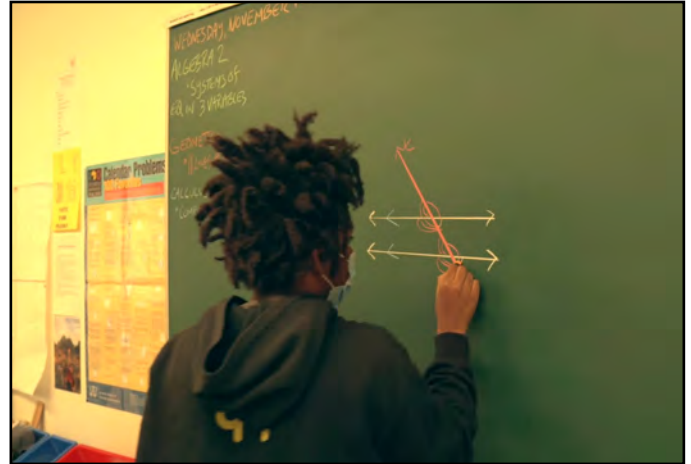
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THE POSITION

The Head of School at Tremont School oversees the ongoing operations of the school, hires and supports its employees, and manages its annual budget. Base salary for the new Head of School will be as generous as possible, but modest when compared to larger, more established Boston area independent schools.

First and foremost, successful candidates will need to embrace Tremont's mission and values. *Demonstrated experience with and commitment to sustaining a collaborative school culture, characterized by transparency and trust, will be essential.* In addition, candidates should demonstrate a record of skill in leadership and change management, including many of the following professional and personal attributes:

- Experience with and respect for neurodiversity
- Record of forming caring, respectful relationships with employees, parents, and students
- Proven ability to hire, develop, and support outstanding faculty and staff
- A cheerleader, eager to be the face of Tremont in the broader community
- High emotional intelligence – self-awareness, empathy, compassion, authenticity
- Excellent communicator – demonstrated ability to listen and reflect back
- Inclusive leadership style – seeks and values input, willing to make hard decisions
- Highly organized – demonstrated ability to plan, implement, and follow through
- Lifelong learner – curious and creative; seeks and values feedback
- Balances humility and confidence – knows when to be flexible and when to be firm
- Approachable, warm, joyous, playful spirit, and a sense of humor



APPLICATION PROCESS

Tremont School has retained Resource Group 175 (RG175) to support the search for its next Head of School. To apply, interested candidates should prepare a cover letter, a current resume, and a personal statement. Candidates are requested to submit these materials online at: <https://rg175.com/candidate/signup>.

For an initial inquiry or to nominate a potential candidate for this exciting leadership position, please contact RG175 consultant Jerry Katz jkatz@rg175.com.

Application Deadline: **October 31, 2023**
Start Date: **July 1, 2024**

Tremont School does not discriminate on the basis of race, color, national or ethnic origin, ancestry, sex, religion, gender identity or expression, sexual orientation, disability, or any other status protected by applicable law in hiring or in the administration of its program.