

# HEAD OF SCHOOL SEARCH

## CHARLOTTE COUNTRY DAY SCHOOL

Charlotte, North Carolina

[charlottecountryday.org](http://charlottecountryday.org)

Start Date: July 2025



CHARLOTTE  
COUNTRY DAY  
SCHOOL



Carney  
Sandoe  
& ASSOCIATES

[CARNEYSANDOE.COM](http://CARNEYSANDOE.COM)

# Mission Statement

Through excellence in education, Charlotte Country Day School develops the potential of each student by fostering intellectual curiosity, principled character, ethical leadership, and a responsibility to serve.

As partners in student success, Country Day’s goal is to shape confident, healthy, well-rounded adults who are ready to make significant contributions to society. [Watch what it means to be Country Day Ready.](#)

## At a Glance



Established  
1941



Enrollment  
1,747



Student-teacher ratio  
8:1



Campus size  
117 acres



Students of color  
21%



Total faculty  
340



Financial aid awarded  
\$8.6M



Faculty with  
advanced degrees  
64%

International students: 15%

Countries represented: 63

Faculty of color: 46

Students receiving aid: 21%

Endowment: \$66M

Annual operating budget: \$58.6M

AP and IB courses: 50

Upper School clubs and organizations: 50

Sports teams: 72

Annual Fine Arts performances: 70+



## Overview

Charlotte Country Day School, a JK-12 independent school in the heart of Charlotte, seeks an experienced and dedicated Head of School effective July 2025.

Emboldened by its clear mission and grounded in its Affirmation of Community, Charlotte Country Day School deserves but never rests on its longstanding reputation for delivering an extraordinary education to its 1747 students in junior kindergarten through 12th grade. With a forward-thinking curriculum that includes dynamic arts and athletics programs, an exceptional faculty inspires students to be “Country Day Ready” college students, citizens, and leaders. In addition to two superb campuses located four miles apart and covering approximately 117 acres, the 330-acre Weddington Farm, located less than 10 miles away, offers students various opportunities for hands-on learning activities and experiences.

In spite of its size and richly diverse offerings and opportunities, nothing is more important to Country Day than community, which the school cultivates and nurtures at every turn. Ask a teacher, a student, a parent, or a graduate what they value most about the school and you’ll hear, without hesitation, “the community,” and “people really care here,” and “my child is known and inspired here.” When Dr. Thomas Burton founded Charlotte Country Day School in 1941, he never could have imagined either his school’s rise to pre-eminence among Charlotte schools and schools nationally or its success in maintaining - while prospering and growing - his founding vision of a school that emphasizes individual learning, diverse experience, and close parent-school relationships. Both opportunity and connection abound for Country Day students, who go on to attend a rich array of the country’s finest colleges.

With reputation, enrollment, and resources all robust, Charlotte Country Day School is thriving by every measure. In addition to the obvious metrics, the next Head of School will partner with a seasoned and talented senior leadership team, a dedicated and forward-thinking Board of Trustees, and unusually loyal and generous alumni in one of the fastest growing cities in the country. As a result, the next Head of School will lead a school of enviable foundation and lofty ambitions. The sky, truly, is the limit.





## Opportunities and Challenges

Based on its great strengths and desire to continuously improve the experience of students, Charlotte Country Day School seeks an experienced, strategic, and high EQ school leader to chart a course for an even more vibrant future. The specific challenges and opportunities will include:

### **Partner with a committed Board**

The Country Day Board brings a wealth of talent to the school. Generously contributing their wisdom and time, the trustees have consistently provided extraordinary resources and vision to support Country Day's leaders. At this time, they are hard at work on the next strategic plan and preparing to support the new Head, who will execute the new strategic plan and chart the school's future.

### **Balance tradition and innovation**

Country Day leaders have always embodied traditional values of community, integrity, and kindness while looking outward and forward to anticipate the school's future. Among countless other accomplishments, they hired a Director of Diversity Planning and wrote the Affirmation of Community, articulating inclusivity and belonging as core values well before these terms became part of the common parlance. They also built community and led the campaign that revitalized the Upper and Lower School campus to provide top notch facilities for academics, the arts, and athletics. With the addition of the 330-acre Weddington Farm property, the next Head of CCDS will steward plans to optimize learning in a stunning natural setting rich with potential while working with faculty and staff to further define excellence for today's educational program and excellence for the future. As ever, the focus will be on what is best for students now and what they will need in college and beyond.

### **Elevate professional accountability**

Faculty and staff appreciate the professional trust they enjoy from colleagues and parents, and they understand the motivational power of being held to high standards. As professionals who routinely tell their students, "I believe in your ability to learn and grow," teachers expect the Country Day leadership to set high professional standards, define pathways for continued growth, and hold them accountable. In the spirit of supporting the pursuit of excellence and lifelong learning, the next Head of School will initiate and sustain clear and sustainable professional growth and feedback processes.



### **Revitalize the Middle School Campus**

In grades 5-8, Country Day students move to the Bissell Campus, where the Middle School team guides them through their early adolescence in a program designed to meet their particular developmental needs. Moving to the Bissell Campus for Grade 5 and returning to the main campus for Upper School are important rites of passage. The Middle School faculty and administration have built an admirable esprit de corps, and their students navigate the often turbulent years of middle school with joy and love of learning intact. A master plan and campaign for the Bissell Campus facilities will be key priorities for the next Head of School.

### **Three divisions – one identity**

Country Day's size and two-campus structure have created challenges around curricular cohesion. Parents would like a clear articulation and consistent communication about the JK-12 curriculum, and faculty and staff are eager for opportunities to collaborate within and across divisions. The next Head of School will reaffirm and communicate CCDS's whole school identity and establish benchmarks to ensure that all three divisions are working toward well-articulated learning outcomes, intellectual habits, and standards of conduct. While recognizing the need for flexibility to meet the different developmental stages of students in each division, the Head of School will partner with and set clear expectations for one-school alignment among the division heads. Key expectations for the new Head include: setting the tone for the whole community; articulating the "why" behind major decisions and initiatives; being present in all three divisions and understanding the importance of spending time on both campuses; and working with colleagues to ensure the coherence of the overall student experience.

### **Identity of CCDS**

Charlotte Country Day School has been a leader in independent school education, excelling at academics, the arts, and athletics. Collaborating with faculty and staff, the next Head of School will have the opportunity to deepen CCDS' identity through further exploration and prioritization of signature cocurricular programs all while strengthening the core academic excellence of the school.





### **Build relationship across the CCDS community**

CCDS has thrived under relational leadership. By building authentic relationships with established Charlotte families who supported the founding and growth of the school and newer Charlotte families who are drawn to the school's exceptional reputation and equally committed to the success of the school, CCDS leaders have drawn upon the wisdom and generosity of the community to sustain the school's momentum. The next Head of School will relish the opportunity to understand the community's hopes and dreams. Balancing curiosity, humility, and a drive to make CCDS the best it can be, the Head of School will seek out, build, and sustain relationships across the community.

## **Qualifications and Personal Attributes**

The next Head at Charlotte Country Day School will be a highly relational and inspiring leader who embraces CCDS's mission and core values of Educational Excellence, Character, Community, and Service. The strongest candidates will offer the following qualifications and qualities:

- Demonstrated success in education as a teacher, administrator, supervisor, and leader;
- Attention to current educational research and ability to combine that understanding with an appreciation for Charlotte Country Day School's mission, values, and history;
- Eagerness to engage actively with students and faculty and willingness to prioritize visibility amidst the demands of a busy professional schedule;
- Exceptional listening and interpersonal skills and the ability to communicate with inspiration and clarity;
- A collaborative leadership style built on approachability, responsiveness, and transparency;
- The ability to articulate vision and strategy and the tactical skills necessary to deftly manage the systems and processes necessary to implement strategy;



- Classroom teaching experience and a track record of supporting and developing teaching faculty;
- Personal and professional commitment to diversity, equity, and inclusion work and the requisite skills to support critical conversations in the design of ever more inclusive culture, curriculum, and programs;
- Experience recruiting, hiring, supporting, retaining, and leading talented, diverse, and mission-aligned faculty;
- Experience with what effective fundraising/development/advancement functions look like in a school and the ability to lead and manage in these areas;
- The confidence and humility to advocate for new ideas, invite disagreement, manage difficult conversations, and welcome feedback;
- Ability to navigate complexity and ambiguity;
- An appreciation for the humility and vulnerability embedded in humor and laughter, as well as the ways it can deepen community and shared experiences;
- A dynamic and engaging presence;
- A love for children and appreciation of their development, differences and delights, which are apparent daily in a JK – 12th grade school.



# Learn More

Click on the links below to learn more about Charlotte Country Day School.

[School Website](#)

[School Profile](#)

[Diversity, Equity, Inclusion, and Belonging](#)

[About Charlotte, North Carolina](#)



## To Apply

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position;
- A current résumé;
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission) to:

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