



THE DERRYFIELD SCHOOL

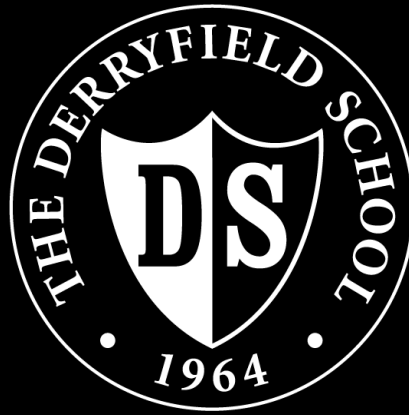
Manchester, New Hampshire

HEAD OF SCHOOL

Start Date: July 2022 or July 2023
derryfield.org



Carney
Sandoe
& ASSOCIATES



Mission

The Derryfield School inspires bright, motivated young people to be their best and provides them with the skills and experiences needed to be valued, dynamic, confident, and purposeful members of any community.

OVERVIEW

Founded in 1964, The Derryfield School is a dynamic, thriving, and forward-thinking educational institution. Encompassing grades 6-12, Derryfield is the leading day school in New Hampshire and fast becoming a model of excellence and innovation throughout New England.

The current Head of School, Dr. Mary Halpin Carter, announced in October that she would be leaving to take a new position at St. Luke's School in New Canaan, Connecticut. The School seeks a leader who will play a pivotal role in solidifying the transformative changes in curriculum, program, and pedagogy made in the last several years as well as building on these changes in the spirit of innovation and collaboration that defines the school.

SCHOOL HISTORY

The Derryfield School was founded in 1964 by thirty-nine visionary families in the greater Manchester community who wanted to offer an outstanding, traditional coeducational college preparatory education to students in grades 7-12. In September 1965, 102 students in grades 7-10 launched Derryfield's first academic year meeting in leased quarters in downtown Manchester, with grades eleven and twelve added in the two successive years. In March 1967, Derryfield moved to its present campus and celebrated its first commencement in 1968. Enrollment, curricula, co-curricular programs and the physical facility grew steadily with the addition of a gymnasium in 1974.

At a Glance

Founded: 1964

Total students: 410

Students of color: 24%

Total faculty: 55

Faculty with advanced degrees: 64%

Student/teacher ratio: 8:1

Financial aid budget: \$3M+

Students receiving aid: 28%

Endowment : \$11,660,225



The School developed its identity as it expanded its outreach into area communities, developed pride in the increasingly demanding academic program, and planned the construction of a new library, additional classrooms and administrative offices. The 1980's was characterized by new opportunities for student leadership, new Advanced Placement classes, expansion of athletic facilities and fields, the Performing Arts Auditorium, Summerbridge-Manchester (now known as Breakthrough Manchester) and increased cultural diversity in the student body. Derryfield's momentum continued in the 1990's with the acquisition of 72 adjacent acres. A middle school building, tennis courts, additional library, technology, classroom and athletic field space, and the addition of the sixth grade followed.

THE SCHOOL

Like all great independent schools, Derryfield lives its mission and core values. They are manifested every day, from a highly regarded college counseling office that encourages students to seek the right fit to an intentional culture of inclusion that refuses to tolerate acts of unkindness. The result is a community that is focused on "What is best for the students?" Under the school's leadership, this question is alive every day, sparking the imaginations of both teachers and students.

The steep upward trajectory of The Derryfield School over the last five years is evidenced in every aspect of the School's operation. As part of this recent facilities expansion and in support of its growing STEM and STEAM programs, the school has built a state-of-the-art Science and Innovation Center with wet labs and robotics rooms. These new facilities have provided much needed space for the School to expand its programs and provide more opportunities for students to discover their passions.



Reflective of the growing support of the School, Derryfield recently completed a \$7.5 million capital campaign. The amount raised far exceeds that of any previous campaign in the School's history. The thirty donors who gave six-figure gifts to this project reflect a growing culture of philanthropy.

The vision that has propelled The Derryfield School to new heights can be found in its strategic plan. The strategic plan is a living, breathing North Star, a set of goals that embody the school's ambition to become a leader of excellence and innovation. Divided into four categories (Belonging, Leading, Building, and Elevating), the strategic plan details the roadmap for achieving this ambition, and the fact that much of it has been implemented, speaks to the school's intentionality and determination to fulfill its dreams. The implementation of the strategic plan by trustees, faculty, and administrators has infused the School with a palpable sense of enthusiasm and confidence. Faculty embody a growth mindset and seek professional development opportunities with well-supported goals. They lead innovation through "taking the best of what works and adding the best of what's new."

DIVERSITY, EQUITY & INCLUSION

In keeping with its core values and existing strategic plan, The Derryfield School embraces diversity, equity, and inclusion as critical components in its educational mission: Derryfield believes that a school is strengthened by its diversity. Therefore, the School is committed to building and nurturing a diverse and inclusive community with individuals from a variety of backgrounds and perspectives. Working together, they strive to provide experiences both in and out of the classroom that will allow students to consider and embrace their own and others' identities and perspectives. This will empower our students on their journey to leading lives of purpose and passion.



Of particular note in the School's effort to serve the Manchester community is its program, Breakthrough Manchester. Founded in 1991, Breakthrough Manchester is a tuition-free program for Manchester middle school aged students, many of whom lack educational opportunities that would prepare them for success in college. The multi-year, highly successful program connects qualified Derryfield and university students with these middle school students to provide supplemental academic instruction in support of their aspirations to attend college. The program is funded exclusively from outside philanthropy.

ACADEMICS

The Derryfield Academic Vision, implemented in the fall of 2019, cultivates agile, resilient problem solvers. The School planned this academic redesign to better equip students for the 21st century's problems. The new academic vision strives to prepare our students to tackle challenges with a resilient, entrepreneurial spirit.

Leadership, Ethics, and Development (LEAD)

Through the program Leading for the Common Good, all Derryfield students explore the meaning and practice of ethical leadership through classes and extracurriculars. The Leadership, Ethics, and Development program (LEAD) is designed to foster each student's social, emotional, physical, and ethical growth. Intentional and age-appropriate curricula encourages students to develop skills to confidently navigate adolescence and prepare them to be purposeful citizens in any community.

Exploration Courses

Exploration Courses, which are offered two blocks out of the eight-day rotation, are designed to immerse students and faculty in experiences and pursuits that inspire new interests, broaden skills, and sharpen awareness of the community outside of the classroom. Rooted in academic and real-world skills, they are designed to encourage students and faculty to risk, to be playful, and to venture into new territory such as beekeeping, forensics, sports casting, podcasting, journalism, academic competitions such as robotics, Model UN and Math Team, and more.



Middle School

For many children, the middle years are a crucial period for developing a lifelong love of learning. Housed in its own building linked to the Upper School, the Middle School is a haven for young learners. Derryfield has identified eight specific skills they know students need to work toward to be successful in high school. A sampling of the traits include becoming a strong community member, a self-directed learner, a healthy person, and a problem-solver. As part of Derryfield's leadership initiative, all eighth grade students receive a Personal Pathway. The Pathways process seeks to explore a student's interests, talents, and strengths and then to connect them with the broad array of school opportunities. The outcome of the process is a personalized roadmap that serves as a guide and evolves with students for their next four years in the Upper School.

To enable students to explore their full range of passions, learning extends well beyond the core Math, English, World Languages, History, and Science curriculum. Students participate in a wide variety of required and elective courses including STEM X; Coder X; Finance Literacy and Entrepreneurship; Art, Drama, Band, Choir, and Strings. Beyond the school day there are numerous offerings ranging from the school play to after school athletics and activities. Through the supported exploration and development that characterizes the middle school years, students better understand themselves and are ready to embrace the challenges of High School.



Upper School

In the Upper School, Derryfield students understand that what they learn matters, and are called upon to turn their discoveries into lifelong passion pursuits. Through exposure to numerous interdisciplinary and Advanced Topics courses, authentic relationships with faculty, and uniquely designed independent projects, each student's experience is highly personal and engaging. As a result, upper school students see the immediate impact they can have on their own trajectory, as well as the world at large.

All new Upper School students also receive a Personal Pathway. The outcome of this process is a personalized roadmap that serves as a guide and evolves with students during their next four years in the Upper School. Reflecting the excellence in preparing students for college, one hundred percent of recent graduates have graduated from their respective colleges in four years.

Independent Senior Project

During the final five weeks of spring term all seniors are required to complete an Independent Senior Project. The nature of the project is completely up to the student, although the program philosophy encourages "real world" structured experiences. These projects have been as diverse as the individuals who participate: interning in hospitals and law firms, acting as teachers' aides, doing site work in archeology, studying ecology in Costa Rica, or interning at radio and T.V. stations.

College Matriculation

Graduates from the class of 2021 attended the following institutions, among others:

American University
Bard College
Bates College
Bentley University
Boston College (3)
Boston University (2)
Bowdoin College
Brown University
Carnegie Mellon University
Citadel Military College of South Carolina
Colgate University
College of Charleston
Colgate University
Dartmouth College
Elon University
George Washington University (2)
Georgetown University
Grinnell College
Hamilton College
Hobart and William Smith Colleges (2)
Lehigh University
Massachusetts Institute of Technology
Northeastern University
Northwestern University
Pitzer College
Princeton University
Rensselaer Polytechnic Institute
Rochester Institute of Technology (2)
Sarah Lawrence College
Skidmore College (2)
Syracuse University
Trinity College
Trinity College Dublin
Tufts University
University of Illinois at Urbana-Champaign
University of Virginia
Villanova University (2)
Washington University in St Louis
Worcester Polytechnic Institute (3)



Visual Foundations

Visual Foundations is a required course for ninth graders developed by the Creative Arts team to introduce students to the power of visual communication, a keystone in the 21st century skills. Hands-on classroom and homework assignments, in both traditional and digital media, explore the creation of the visual image and form, and provide connections to both historical and contemporary concepts and themes in the arts and the world around us.

Advanced Topics Courses

Derryfield offers three levels of courses in the Upper School: Advanced Topics, Honors (stand alone or embedded) and Regular. Advanced Topics courses are the most intellectually rigorous courses offered at Derryfield. These courses are designed around critical-thinking, collaboration, creativity, communication, and research curation. Often interdisciplinary, they include either a Buck Institute Gold Standard Project or a significant research project with a public element.

The Malone Schools Online Network

As a member of the Malone Schools Online Network (MSON), highly motivated and strong independent juniors and seniors can take synchronized, online classes from other independent schools from around the country. If a student is accepted to the program, Derryfield covers the cost of the class, and the class can count as a fifth or sixth class and earn full Derryfield credit.

[See the full list here.](#)



THE ARTS

Derryfield encourages its students to engage in theatre, music ensembles, and the visual arts. The Creative Arts Department faculty is committed to promoting artistic excellence through self-discovery, creative expression, and collaboration. The program builds confidence and discipline in students by encouraging creative risk-taking and the application of technical skills.

The School offers a range of visual arts courses including visual foundations, drawing, painting, ceramics, photography, digital art, printmaking, and sculpture. Those interested in theatre arts can enroll in technical arts and filmmaking courses. Derryfield also offers young musicians ample performance opportunities including choir and instrument ensemble.

ATHLETICS

Derryfield's stellar athletic program provides opportunities for students to compete and develop essential leadership skills. Athletes looking to excel will benefit from Derryfield's coaching staff, six of whom have been inducted into the NHIAA Hall of Fame. The school also boasts multiple coaches who have played their sport at its highest level. Athletic opportunities include cross country, crew, soccer, field hockey, golf, basketball, skiing, ice hockey, swimming, baseball, equestrian, lacrosse, softball, tennis, and track.



SCHOOL LIFE

The Derryfield community is perhaps the most beloved feature of the school. Small yet diverse, the school challenges each of its students to “lead lives of passion and purpose.” Service is woven into nearly every aspect of Derryfield life, as global trips, clubs, and other school programs engage students in meaningful work in Manchester and other communities.

Derryfield students can join any of an impressive offering of student-run clubs (13 in the middle school and over 25 in the upper school) that foster student leadership as well as build community. Regularly scheduled assemblies, free time during the day, and a robust advisor system contribute to the strong sense of community within the school.

CAMPUS

The Derryfield School is located on 84 wooded acres adjacent to the Merrimack River in south-central New Hampshire and has been an anchor of the North End of Manchester for over fifty years. Included among the five campus buildings are a 400-person auditorium, the 75-seat Lyceum, and a library with over 20,000 volumes. The arts facilities encompass two music/drama rehearsal rooms, two art studios and two digital media labs. There are also three art gallery spaces.



The 42,000 square foot Athletic and Wellness Center, which opened in the spring of 2020, includes three playing courts, a movement room, a cardio room, a strength and conditioning room, and an athletic trainer space. The lighted turf field, a newly constructed tennis complex, four playing fields, a cross-country running course and a high and low ropes course complete the extensive athletic facilities. The Science and Innovation Center also debuted in the spring of 2020. It houses three wet labs and two dry labs, a maker space, a robotics lab with a machine shop, an inspiration lab, and an audio/video production studio.

MANCHESTER, NEW HAMPSHIRE

Once a 19th century manufacturing center, Manchester has in recent years become a thriving city with a population of 110,000. Having shed its industrial past, the city today boasts a burgeoning tech industry with a nationally recognized high quality of living. With a major university, a robust arts scene, and a plethora of outdoor activities, Manchester provides plenty of opportunities for entertainment. The Currier Museum of Arts houses works from American and European artists and is considered one of the top art museums in northern New England. Ski slopes, hiking trails and beaches are within easy driving distance. Boston is an hour away.

Noteworthy is the low cost of New Hampshire living in comparison to that of Massachusetts. On average, in Manchester, the cost of living is 20 percent below that of MetroWest Boston. In addition, New Hampshire does not have an earned income tax, making it even more affordable in comparison to cities in other New England states. Manchester is served by a regional airport that has several major airlines.



PRIORITIES, OPPORTUNITIES, AND CHALLENGES

Derryfield enters its Head of School search in a position of great strength, with a deeply committed faculty, a well-rounded student body, a strong administrative team, and a dedicated board of trustees. Derryfield is a place where students are encouraged to take risks and try new experiences that might be out of their comfort zones. All stakeholders embrace and celebrate the school's commitment to balance and to a place that offers a rigorous curriculum in a warm and inclusive community.

The priorities that lay ahead for the next Head of School include:

- Promulgate the outstanding sense of community that defines the Derryfield experience;
- Honor Derryfield's roots and its commitment to high standards of scholarship, citizenship, and personal responsibility;
- Reinforce and enhance Derryfield's commitment to equity and inclusion in all aspects of school life;
- Engage internally with faculty and staff in a visible and collaborative way;
- Engender a spirit of compassion and empathy within and among students;
- Inspire a large and diverse faculty while underscoring both accountability and autonomy as equally important guideposts.

DESIRED QUALITIES AND QUALIFICATIONS

Derryfield is an aspirational and caring community. As such, the community is looking for a visible and visionary leader, a strategic thinker, collaborative team builder, and a skillful manager who can mobilize and direct the passion and commitment of the school community.

Successful candidates will have a background and skills that include most or all of the following:

- Joy in and enthusiasm for working with students and a commitment to fulfilling Derryfield’s mission to “inspire bright and motivated students to be their best.”
- A passion for working with teachers and administrators to provide students with an education based on the school’s values and rooted in a community that celebrates each person’s uniqueness.
- A deep understanding of important trends in education and the ability to combine that understanding with an appreciation for Derryfield’s values, culture, and traditions to articulate a compelling vision for the school’s future.
- Experience in supporting and developing the growth of talented and committed teachers.
- A collaborative leadership style that projects openness and genuinely invites and respects the perspectives and views of others yet is decisive and firm when necessary.
- An ability to connect and communicate effectively with faculty members, administrators, parents, students, community members, and the Board of Trustees so that these groups are appropriately informed of school events, potential issues, key decisions, and needs.
- A deep commitment to an active role in a comprehensive outreach program that includes enrollment management, fundraising, and broader community involvement to provide the financial and human capital to support the school’s aspirations.
- Significant teaching and administrative experience.
- Bachelor’s degree required; graduate degree preferred.

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 the candidate’s interest in this particular position.
- A current résumé;
- A writing sample (e.g., article, speech, blog post, etc.) pertaining to leadership and/or educational issues.

Should you advance in the search, you will eventually be asked to share a list of five professional references with names, relationship, email address of each (references will not be contacted without the candidate’s permission). Materials should be sent to:

Charlie Britton

Search Consultant

charles.britton@carneysandoe.com

Lisa Parsons

Search Consultant

lisa.parsons@carneysandoe.com