

# ASSISTANT HEAD OF SCHOOL FOR INCLUSIVE EXCELLENCE SEARCH

**THE OVERLAKE SCHOOL**

Redmond, Washington  
overlake.org

Start Date: July 2025



**Carney  
Sandoe**  
& ASSOCIATES

CARNEYSANDOE.COM

# Mission Statement

The Overlake School champions students and their vast potential through engaging educational experiences in a diverse and inclusive community. Students are valued as multifaceted individuals and graduate with a passion for learning, ready for any path that contributes to a better world.

# Vision

The Overlake School will exemplify a student-centered education and a collaborative learning environment that connects to the broader world. We will cultivate a community rooted in equity and mutual respect with our diverse population of families, and we will be known for a definition of human success that includes learning, relationships, well-being, and purpose.

# Values

Compassion – Curiosity – Inclusion & Equity – Integrity – Mutual Respect

## At a Glance



Established  
**1967**



Total enrollment  
**551**



Total faculty  
**83**



Student/teacher ratio  
**7:1**



Students of color  
**75%**



Financial aid awarded  
**\$1.79M**



Faculty with advanced degrees  
**65%**



Campus size  
**75 acres**

Faculty of color: 25%

Average class size: 14

Students receiving aid: 9%

Endowment: \$34.8M

Annual operating budget: \$24M

Athletic teams: 50

Participation in the arts: 100%



## Overview

Situated on 75 lushly wooded acres in the increasingly dynamic and diverse Seattle suburb of Redmond, The Overlake School combines a rich academic program with a mix of classical and innovative courses, with a community committed to help students prepare for the complexity of the future. Enrolling 550 students, grades 5-12, the School prioritizes the important relationship between the students and School educators as critical to supporting the students to take meaningful risks to stretch their thinking, while having the safety of a community to hold and support them through their growth.

The Overlake School sits in the heart of technology advancement, with global companies staking their roots, and bringing an increasingly globally diverse group of professionals and their families to the area. While the parents in these positions are focused inward on developing human-centered technology, the children join the Overlake community with the offerings that come with the insights and perspectives of our diverse world. The Overlake School is eager to continue to explore how their school community can leverage the strength of the faculty and staff, and the diversity of the student body, to better meet its mission of supporting students to live lives of purpose.

Diversity, equity, and inclusion holds philosophical, pedagogical, programmatic and interpersonal tenets that are central to Overlake reaching its goals of educating and supporting all community members. Diversity, equity, and inclusion does not sit in any one department but must be embedded in all aspects at Overlake. The new Assistant Head for Inclusive Excellence will be focused on fostering program, policy and practices which tie inclusion in every element of the school—making its presence clear in not only in the curricula and co-curricular programs, but in the School's operations, development, communications, admissions, and culture. The Assistant Head will model the efficacy of collaboration and will be a key thought-partner to the Head of School to determine the strategic direction and implantation which will move the indicators of progress.



## Opportunities and Challenges

Overlake School has the benefit of a solid tradition of excellence alongside a spirit of innovation and curiosity. The Assistant Head for Inclusive Excellence will be the lead administrator to center the spirit and practice of inclusive culture, policies, and practices thereby strengthening the core of Overlake’s mission, vision, and values — relationships, community, and cultivating a sense of belonging.

The Assistant Head for Inclusive Excellence will pose critical questions to help Overlake define what inclusive excellence looks like in all areas of the school and student experience. It will work to elevate the importance of the work and previous iterations at Overlake as well as define the inclusion metrics and measurements that indicate success in the changing landscape of the school, country and world. The Assistant Head for Inclusive Excellence will focus primarily on big picture strategy, with a mindfulness and experience that is tactical, bringing a bridge between the two to the community, serving as a supporter and accountability minder to all members of the administration and community educators.

### Community Engagement

At the core of diversity, equity, and inclusion work at Overlake is the notion of “all-in”. It can be challenging work that strains the line between building on previous knowledge and playing with the discomfort of learning and practicing new ways of seeing and behaving. It is not work that is done alone, but is best done with a distributed leadership model, as is true for culture change work in high-achieving schools. They will be key in adjusting the staffing model of the work to include roles with explicit focus on the initiative.

In addition to a close collaborative relationship with the Upper School and Middle School Heads, the Assistant Head for Inclusive Excellence will:

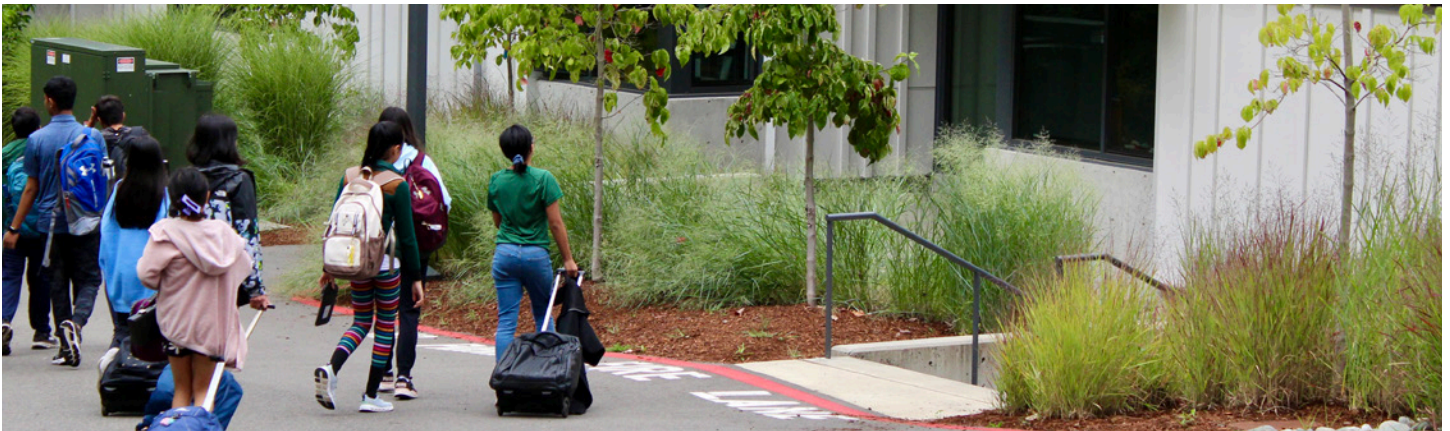
- Supervise the following areas of the School’s program:
  - » Inclusion Program Faculty and Staff: MS identity, affinity, and program coordinator; US identity, affinity, and program coordinator; New Family Coordinator for Black, Indigenous, and Latine students
  - » Experiential Education
  - » Information Literacy & Technology
  - » Health & Wellness
- Support direct reports to provide student experiences in contemporary diversity, equity, and inclusion learning through programs, speakers, and experiential learning opportunities.
- In partnership with the Division Heads and Department Chairs, develop, iterate, and implement curricular learning standards in diversity, equity, and inclusion; ILT; Wellness; and Experiential Education.



- Work collaboratively with school leadership to develop vision for measurable inclusion practices; support execution and implementation
  - » Use scholarly research, community-based data, evolving needs, best practices, and thoughtful collaboration to develop and implement systems and accountability to cultivate an inclusive and diverse community that is grounded in equity and equitable practices.
  - » Support the cultivation of a school community where people have a strong sense of belonging and the daily practice of its core values is evident. Design and iterate systems, processes, and structures that will facilitate a more cohesive and consistent student experience in 5-12 curricular and co-curricular programs
- Design, propose, and execute DEI-specific strategic sprint as part of broader strategic plan;
- Head of School Collaboration
  - » Serve as strategic thought partner to the Head of School and participate as a collaborative and engaged member of the senior administrative team
  - » In partnership with the head of school, coordinate the school's response to the recent re-accreditation process
- Serve as a resource for faculty, staff, students, and administrators on opportunities and challenges with inclusion

Specific opportunities and challenges include:

- Working to build community engagement, inspiration, trust and connection to the development of new understanding of Inclusive Excellence
- Evaluating the school's current diversity, equity, and inclusion programs and progress
- Working with the community to redefine its diversity, equity, and inclusion principles to include explicit discussion of inclusive excellence
- Utilizing research to educate and engage the community in evolving practices of diversity, equity, and inclusion in the next decade
- Partnering with the leadership team to explore new ways to deepen a vision of and strategies to align the previous work of the school to reflect the evolving demographics and current best practices
- Working with the business office, development, communications, admissions, curriculum and pedagogy leadership to ensure all areas identify clear definitions of inclusively excellent practice and policies
- Defining the desired Inclusive Excellence outcomes and how best to assess the impact of the work
- Collaborating with Middle and Upper School Division Heads to infuse curriculum with the Learning for Justice Standard



- Further develop and articulate student identity supports and programs, including MS and US identity, affinity, and new family support for Black, Latine, and Indigenous students.
- Continuing efforts to recruit, support and retain a diverse faculty and staff
- Supporting an evolving team of colleagues who hold an explicit Inclusive Excellence thread

## Qualifications and Personal Attributes

- An orientation to think, lead, and act at both the strategic and operational levels and the ability to manage details and the larger picture;
- A highly relational and communicative diversity, equity, and inclusion practitioner who is experienced and skilled in working with, supporting, and providing accountability for administrative colleagues, faculty, and staff;
- A demonstrated portfolio of collaborative work which works towards a vision that utilizes the strengths and perspectives of others;
- Deep knowledge of current best practices and innovation in curriculum, pedagogy, and student life related to Diversity, Equity, Inclusion, global education and service learning;
- A history of thoughtful innovation moderated by a skillful and sensitive approach to change;
- The ability to navigate complexity, in part through effective prioritization, delegation, and management of systems;
- A strong personal presence who can build confidence and connection with the broadest range of constituents—middle schoolers to board members;
- A strong eye for talent and the ability to contribute to the recruitment and retention of a diverse and aligned faculty and staff;
- A team builder, educator, and mentor who calls individuals into the work, supports their development, and deploys them in work aligned to their strengths and roles and responsibilities;
- A steady demeanor and the ability to maintain a professional distance and stand strong when navigating the challenging work facing diversity, equity, and inclusion leaders in schools;
- A deep appreciation for the development of young people and a desire to engage with students as a part of their work;
- A collaborative, confident, and humble leader with energy, a sense of humor, and a commitment to self-care;
- Excellent organizational and project management skills, with the ability to prioritize and manage multiple tasks simultaneously;
- Commitment to ongoing professional development and personal growth;
- Bachelor's degree required, master's degree or higher preferred.

# Learn More

Click on the links below to learn more about The Overlake School.

[School Website](#)

[Strategic Plan](#)

[School History](#)

[School Profile](#)

[Diversity at Overlake](#)

[About Redmond, Washington](#)



## 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

As the process moves forward, selected candidates may be asked to submit:

- Responses to writing prompts specific to this search
- 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)

Candidates are invited to contact the consultants in confidence and to submit a résumé and cover letter to:

**Heather Flewelling**

Consultant

heather.flewelling@carneysandoe.com

**Cathy Shelburne**

Consultant and Executive Coach

cathy.shelburne@carneysandoe.com

*The full-time equivalent salary range for this position is \$185,000 - \$195,000. The starting salary is based upon, but not limited to, several factors that include years of experience, education level, and expertise.*