

ASSOCIATE HEAD OF SCHOOL SEARCH

OREGON EPISCOPAL SCHOOL

Portland, Oregon

oes.edu

Start Date: July 2026



Oregon
Episcopal
School



Carney
Sandoe
& ASSOCIATES

CARNEYSANDOE.COM

Mission Statement

Oregon Episcopal School educates students to realize their power for good as engaged citizens of the world.

Vision

In a dynamic, joyful community of scholars, OES ignites a passion for lifelong learning and empowers students to become the architects of their education. OES students navigate complexity, collaborate in partnership, and lead with purpose as the innovative, compassionate, ethical citizens the world urgently needs.

At a Glance



Established
1869



Enrollment
881



Financial aid budget
\$4.8 million



Student-teacher ratio
7:1



Students of color
47%



Total Faculty
138



Faculty with advanced degrees
80%



Campus size
59 acres

Boarding students: 50

Faculty of color: 17%

Average class size: 16

Students receiving aid: 23%

Endowment: \$35 million

Operating Reserves: \$10 million

Annual operating budget: \$40 million

Mascot: Aardvark



Overview

Established in 1869, Oregon Episcopal School (OES) has long enjoyed an outstanding reputation as one of the premier schools in the Pacific Northwest. Under the leadership of The Reverend Michael Spencer, OES has just launched a bold and comprehensive strategic plan. [OES 2030: Leading with Purpose](#) builds on the School's mission and vision with ambitious goals along three pathways: fostering excellence through inquiry, cultivating character through connection, and building community through belonging. OES seeks an Associate Head of School (AHOS) who will collaborate with Michael and the leadership team and take a significant role in implementing and strengthening programs that bring the Plan to life.

The next AHOS will join the school at a time of strength and momentum. The OES faculty and staff enjoy a strong sense of collegiality, pride in the transformational impact of an OES education, and confidence in the school's future and ability to fulfill its mission. Now in his third year as Head of School, Michael is an accomplished relational leader, educator, collaborator, and community builder with three decades of experience in administrative and academic roles at highly regarded independent schools. He values a thought partner with complementary leadership skills, especially in academic leadership and project management, while also possessing exceptional interpersonal skills, genuine curiosity, and a drive to pursue excellence.

The AHOS reports to the Head of School and is a member of the senior administrative team. The three division heads, Director of EC3 Design Center, Health Director, Director of Counseling and Student Support, and Director of Faculty Growth and Development report to the AHOS. Essential responsibilities for the AHOS include leadership and support for the division heads and other academic leaders to create a cohesive learning philosophy, coordinated schoolwide curriculum, and faculty professional growth in service of student learning. The AHOS guides academic program reviews, standardized assessments through MAP testing, student health and student support services, the evolution of the EC3 Design Center, the philosophy of Education Technology (with a focus on Artificial Intelligence), the hiring process for faculty, and professional development for all teachers. The AHOS supports institutional decisions, strategies and tactical operations in collaboration with other administrative team members, including the prioritization of initiatives within and between divisions in the context of institutional priorities.



In collaboration with the Head of School, the AHOS will be a critical point person in the daily functioning of the school and support other leaders in making student-centered and mission aligned decisions. The AHOS will have the capacity to ask generative questions that help others frame solutions or next steps within an institutional framework that elevates collaboration, mutuality, and compromise and fosters curiosity about how a decision in one area of the school affects the whole institution.

Priorities, Opportunities, and Challenges

Develop a trusting and collaborative partnership with the Head of School. The AHOS will be a key sounding board for Michael Spencer as he and the leadership team pursue the goals of the Strategic Plan. While Michael is deeply involved in overseeing the strategic and operational work of the School, he needs to trust that the day-to-day tactical operations will be overseen by a values-aligned, reliable, dynamic, and capable partner. The capacity to listen carefully, synthesize complex information, offer creative pathways forward, grapple with ideas and opportunities, communicate clearly, and act courageously on behalf of the school will be important characteristics in this essential partnership.

Oversee and elevate the academic program. Together with the Head of School, the AHOS will serve as an academic leader of OES defining the school's commitment to excellence and inquiry. The AHOS will lead the efforts aligning curriculum and pedagogy to bring greater cohesion to the PK-12 experience across three divisions. The AHOS will partner closely with division and assistant division heads, department chairs (upper school), and curriculum leads (lower and middle school) to continue to refine and improve the program.

Prioritize, communicate, and advance initiatives. The AHOS will help the school focus its energies on strategic priorities by deploying resources and setting realistic implementation goals based on the capacity of the school community. The ability to articulate institutional goals across divisions, sustain momentum, and assess outcomes will be fundamental to this work. For example, under the leadership of the current AHOS, OES has made significant strides in program review, equitable hiring and onboarding, AI integration, and scope and sequence alignment. New evaluation and professional growth programs ensure consistent, timely, and constructive feedback that honors the faculty and staff's professionalism and capacity for growth. Development of Portrait of a Graduate is also underway. The next AHOS will continue to move these important initiatives forward.



Develop institutional leadership in others. Across the three division, the AHOS will continue to mentor academic leadership teams (department chairs, curricular leaders, student support teams) to clarify responsibilities and encourage a sense of professional agency.

Build community. As a thriving community, OES has much to celebrate. Sustained by strong relationships with faculty and staff, students describe being challenged and engaged in academics, athletics, the arts, experiential learning, and service. They build confidence and sense of agency in an environment of high expectations. The AHOS will find joy in being present at performances, games, events, competitions, and gatherings to witness, support, and celebrate the community. The professional community appreciates the culture of collegiality and support and aspires to increase connection and collaboration across divisions and departments, to continue to grow professionally, and to improve onboarding processes to best support new colleagues. The next AHOS has the opportunity to lead and support these aspirations.

Qualifications and Personal Attributes

The ideal candidate(s) will offer most or all of the following qualifications and qualities:

- Deep appreciation for Oregon Episcopal School's mission, history, and values;
- Experience as a curricular leader, facilitating connections across divisions and departments, particularly in a multi-division school;
- Systems thinker and project manager – capacity to see the big picture and attend to details with high level organizational skill;
- The ability to navigate complexity, in part through effective prioritization, delegation, and management of systems;
- The flexibility and collaborative spirit necessary to partner and compromise with other members of the senior administrative team for the smooth functioning of a cohesive multi-division school;
- Personal and professional commitment to diversity, equity, and inclusion and the requisite skills to support critical conversations in the design of ever more inclusive culture, curriculum, pedagogy,



and programs;

- Strong interpersonal communication, especially listening, and relationship building skills;
- An understanding of, and commitment to, supporting the Episcopal identity of the School;
- Ability to make difficult decisions with compassion and appropriate transparency;
- A relational leadership style built on approachability, transparency, and responsiveness;
- Ability to coalesce teams and generate momentum of a group;
- Delegator who can appropriately balance the tension between autonomy and accountability;
- The ability to articulate vision and strategy, the tactical skills necessary to deftly manage the systems and processes necessary to implement strategy, the organizational fluency to manage multiple streams of information and respond to situations as they emerge;
- Experience recruiting, hiring, supporting, retaining, and leading talented, diverse, and mission-aligned faculty and staff;
- The confidence and humility to advocate for and embrace new ideas, invite disagreement, and welcome feedback; and
- A style characterized by curiosity, warmth, and optimism.

Learn More

Click on the links below to learn more about Oregon Episcopal School.

[School Website](#)

[School Profile](#)

[School History](#)

[Working at OES](#)

[Strategic Plan](#)

[About Portland, Oregon](#)

[Equity & Inclusion](#)



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 statement of leadership philosophy
- 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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