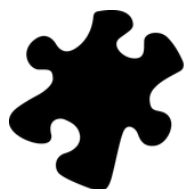




## HEAD OF SCHOOL

Start Date: July 2027

Good Shepherd Episcopal School  
Dallas, Texas | [gsesdallas.org](http://gsesdallas.org)



Carney  
Sandoe  
& ASSOCIATES

# MISSION STATEMENT

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Good Shepherd Episcopal School inspires children to learn with confidence, serve with compassion, and lead with courage.

## Vision

Students leave Good Shepherd equipped and eager to make a meaningful impact on the world around them.

## At a Glance



**1959**  
established



**PK- Grade 8**  
grades



**590**  
total enrollment



**58**  
total faculty



**15:1**  
student-faculty ratio



# OVERVIEW

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Good Shepherd Episcopal School (GSES) seeks its next Head of School at a moment of continuing promise and possibility. Located in Dallas, Texas, GSES is a PK-Grade Eight Episcopal school serving 590 students and guided by a clear purpose: to inspire children to learn with confidence, serve with compassion, and lead with courage.

Founded in 1959, Good Shepherd is a place where students are known and teachers are trusted, where families are invited in to be a part of something real, and where the culture is grounded. GSES is an authentic and down-to-earth school community. People talk about the community first, not as a slogan, but as an experience. New students are quickly folded in, and families stay because their children are seen and known.

At the same time, there is little complacency. Across the school, there is a shared sense that Good Shepherd is not finished becoming what it could be. The foundation is strong. With a capital campaign nearing completion, a new state-of-the-art gym which opened in the spring of 2026, and the next campus master plan on the near horizon, the next Head of School will step into a school with momentum and excitement. The work ahead is less about adding and more about deciding what matters most, what is sustainable, and what will define Good Shepherd in a competitive Dallas independent school market.





### **Core Values**

Good Shepherd clearly names its values: intellectual curiosity, common prayer, welcoming community, compassionate service, stewardship of resources, and respect for the dignity of others. What matters more is how they show up.

In classrooms, students are expected and encouraged to try, to struggle, to keep going. Teachers are given room to adjust, to experiment, and to respond to the group in front of them. This flexibility is part of the school's strength and ethos. Students learn early that they are responsible for more than just themselves through a robust, integrated service-learning program. It is part of how the community understands itself and is a direct outreach of the school's Episcopal identity. There is also a strong sense of mutual support among adults. Faculty describe GSES as a place where colleagues step in for one another and where leadership provides aid and care when it matters.

### **Episcopal Identity and Community**

GSES's Episcopal identity is steady and visible. Families of all faiths are welcome and included, while Chapel, prayer, and language are all present and threaded naturally into the school's culture. The relationship with the Good Shepherd Episcopal Church shapes governance, culture, and expectations. It also requires attention by a Head of School with a presence, respect, and a willingness to engage and connect. Like many parish schools, GSES serves a community in which only a small percentage of families are parish members, and the connection between the school and the church is carefully and intentionally nurtured. Handled well, this relationship adds depth and continuity.



### Program Distinction

The Classroom of the Earth (COE) program sits at the center of the student experience at GSES. COE provides hands-on outdoor learning experiences, inspiring students through nature-based education and environmental stewardship. It begins as early as PreK and builds each year, eventually taking students into the backcountry for extended trips in middle school. The COE program aims to teach life skills that go beyond traditional classroom settings, focusing on character development and appreciation of the natural world. Students talk about it as something that changes them. It is one of the things everyone—parents, students, and faculty—proudly mentions without prompting.

Inside the classroom, the work is grounded. Literacy and math have seen recent attention and improvement. The Spanish program is notably strong. GSES hosts its own Spanish-language competition, and many students test into advanced-level Spanish when they attend high school. Just as importantly, they leave with confidence in how they learn.



**15.4%**  
students of color



**\$1.49M**  
*(18.1% of students)*  
financial aid  
awarded



**\$16.2M**  
endowment



**\$15.9M**  
annual operating  
budget



**9.7 acres**  
campus size



**110,335 sqft**  
facilities



**313**  
*applicants (97 spaces; 3-  
year average)*  
admissions



**59%**  
admissions yield

**Accreditation:** Most recent  
(2019); next (2029)

**GSES Parents' Day Out:** A robust infant and toddler program for children aged 6 months-4 years.

**85** number of students

**18** total staff

**\$888,000** budget

# OPPORTUNITIES AND CHALLENGES

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## **Strategic Focus and Prioritization**

Good Shepherd offers a wide range of programs and experiences, many of which are valued and aligned with its mission. Over time, however, this breadth of programming has created a pace that can feel difficult to sustain. The community is increasingly focused on what is most essential, what defines the School at its best, and aligning time, energy, and resources with those priorities. This next phase will require maintaining the School's responsiveness to students and families while making more deliberate choices about where to invest and how to sustain excellence over time.

## **Organizational Leadership and Decision-Making Clarity**

As the School has grown, so too have its structures and responsibilities. In some cases, roles and decision-making pathways are not as clearly defined as they could be. An opportunity exists to clarify how work is organized and how decisions are made, while preserving the collaborative culture that is central to Good Shepherd.

## **Program Coherence and Balance (PK–8 Experience)**

Good Shepherd benefits from strong programs and committed educators across all divisions. Looking ahead, the School wants to ensure these efforts feel more intentionally connected so students and families have a cohesive journey from PK through Grade 8. At the same time, while the academic core and signature programs such as Classroom of the Earth and Spanish are deeply valued, there is an opportunity to continue strengthening the arts, athletics, and student learning support to ensure a well-balanced student experience.





### **Faculty Culture, Capacity, and Professional Expectations**

Good Shepherd is widely known for being warm, welcoming, and deeply relational. These qualities remain central to its identity. At the same time, there is an opportunity to create structures that bring adults together across divisions and further a shared sense of purpose. As the School continues to mature, there is an emerging expectation for greater consistency in communication, clear articulation of expectations, and a shared understanding of professional standards—efforts that will help retain, empower, and celebrate this dedicated faculty.

### **Market Positioning and Story**

In a competitive landscape of independent schools in Dallas, Good Shepherd is well-regarded and deeply valued by its community. The opportunity ahead is to clarify further and communicate what distinguishes the School, both in the strength of its program and in how it tells its story to prospective families.

### **Leadership Context and Priorities**

In the first phase of leadership, the next Head of School will be expected to:

- Be present and visible across the life of the School
- Build trust through authentic and consistent engagement
- Listen carefully while also identifying patterns and priorities
- Bring greater clarity to roles, expectations, and decision-making
- Strengthen the leadership team and align it around shared goals
- Further a culture where accountability and care coexist
- Position the School to execute its campus master plan with discipline

# QUALIFICATIONS & PERSONAL ATTRIBUTES

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The next Head of School will be:



- An experienced and confident leader
- An enthusiastic expert in PK-8 education and the credibility to serve as the School's academic leader
- Experienced with recruiting, hiring, supporting, retaining, and leading talented, diverse, and mission-aligned faculty and senior leadership
- A clear and effective communicator who brings both transparency and direction
- Comfortable making difficult decisions and addressing issues directly
- Deeply relational, with a visible and engaging presence in the community
- Grounded in educational practice, with a commitment to strong academic fundamentals
- Able to implement innovation with balanced discipline and follow through
- Respectful of Episcopal identity and capable of working in close partnership with the Church
- Thoughtful, steady, and self-aware



# LEARN MORE

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- [School Website](#)
- [Community and Belonging](#)
- [Virtual Tours](#)
- [Portrait of a Graduate](#)
- [About Dallas, Texas](#)





## 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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**Carney  
Sandoe**  
& ASSOCIATES