



OPPORTUNITY PROFILE

ASSOCIATE HEAD OF SCHOOL

TRINITY SCHOOL
DURHAM, NORTH CAROLINA



GREETINGS

Dear Prospective Associate Head of School Candidate,

Thank you for your interest in Trinity School and in our search for our next Associate Head of School.

Trinity School turns 25 this year, and we are grateful to God for his faithfulness over this first chapter of our school's life. We seek a new leader now, someone who will partner with the Head of School and the Board, to advance the school into its third and fourth decades and beyond, to embody the unique mission and vision of Trinity School.

Trinity is a Christian school that takes its evangelical and orthodox faith seriously and seeks to create a Gospel community of learners where students learn to steward their gifts and talents for the glory of Christ. Rooted in this biblical faith, we seek to be an ecumenical school that welcomes families and students from many denominations, as well as people from other faiths and from none.

Our school is founded on four pillars: our Christian faith, our classical goals and pedagogy, our rich curriculum that honors the personhood of each child, and our unhurried education that creates the atmosphere and culture where deep learning takes root. This education leads students to discover God's truth, goodness, and beauty in all of life. We teach our children and remind ourselves constantly that we are not the most important thing, that the purpose of education and of life is to give ourselves wholly to the One who is worthy. This is why the school's motto from Psalm 115:1 is engraved on the lintel of the gym: "Not to us, Lord, not to us, but to your name give glory."

Trinity's vision of education combines several elements not often found together: an evangelical faith, an ecumenical posture, a commitment to classical education, an appreciation for the pedagogy and educational vision of Charlotte Mason, an aspiration to offer an unhurried education, and a passion for diversity within a Christian framework. We seek an Associate Head who embraces this vision of education with enthusiasm, someone whose heart beats for the Gospel to be proclaimed and lived in a community that embraces students and families from diverse backgrounds.

I encourage you to read through this Opportunity Profile and to explore our website for additional information. You will want to be especially attentive to our Expanded Mission Statement, which attempts to explain and expand upon our mission statement. If you are interested in pursuing this position, please reference the Process of Candidacy page to begin the application process. If you have questions, please contact Laura Coverstone or Ed Poff (615-261-4623), the JobfitMatters Consultants who are assisting Trinity School in this search.

Sincerely,

Chip Denton
Head of School



OVERVIEW

Trinity is an independent Christian school in Durham, North Carolina. In the 2019–2020 school year, we have enrolled 532 students in grades TK–12 from over 360 families. Our campus includes two classroom buildings, a student commons building, two gymnasiums, athletic fields, a fitness center, and a planned 1,800 square foot arts and engineering building with an expected groundbreaking in December 2019.

Founded in 1995 by parents seeking a Christian school that integrated faith and learning, Trinity School seeks faculty, administrators, and families who embrace the school's unique mission:

The mission of Trinity School is to educate students in transitional kindergarten to grade twelve within the framework of Christian faith and conviction—teaching the classical tools of learning; providing a rich yet unhurried curriculum; and communicating truth, goodness, and beauty.

The pillars of Trinity's distinctive mission are our Christian commitment, classical pedagogy, rich curriculum, and unhurried ethos. In line with the classical tradition, Trinity aims to teach students to value and appreciate truth, goodness, and beauty. In our short twenty-five-year history, the results and blessings of many prayers and strong leadership by founding Head of School Chip Denton are numerous: consistent enrollment growth, careful facility expansion, and stellar achievements by Trinity students. Trinity School is proud of its many graduates who completed their time at the school before we launched our Upper School. From among Trinity's first ten graduating classes (305 alumni), we are gratified that our students have received twelve full-tuition scholarships: three Morehead-Cain Scholarships at the University of North Carolina; a Teaching Fellows Scholarship; a Faculty Scholarship at Whitworth University; a David Bittle Scholarship at Roanoke College; and an ROTC Scholarship (Davidson College). Other accolades include five Division I athletic scholarships; twelve Governor's School placements; National Merit commended, semi-finalist, and finalist scholarships; and over \$12.5 million in merit awards. Ninety-eight percent of our graduates have matriculated to a four-year college or university.

As Trinity continues to grow, the Head of School seeks a strategic partner who will lead and supervise many of the senior staff and take responsibility for the academic programs of the school. We invite you to learn more through the Responsibilities, Qualifications, Personal Characteristics, Expectations, and Process of Candidacy sections found in this document.



DOCTRINAL COMMITMENTS

Trinity School is a Christian school, dedicated to a vision of education that is rooted in the Triune God. As an independent school, without institutional ties to any church or denomination, we remain committed to what C. S. Lewis called “mere Christianity”: “no insipid interdenominational transparency, but something positive, self-consistent, and inexhaustible.” We hold to those truths that have united Christians through the ages, across the boundaries of time, place, race, denomination, and tradition:

- The only true God, the almighty Creator of all things, existing eternally in three persons—Father, Son, and Holy Spirit—full of love and glory.
- The unique divine inspiration, entire trustworthiness, and authority of the Bible.
- The value and dignity of all people: created in God’s image to live in love and holiness, but alienated from God and each other because of our sin and guilt, and justly subject to God’s wrath.
- Jesus Christ, fully human and fully divine, who lived as a perfect example, who assumed the judgment due sinners by dying in our place, and who was bodily raised from the dead and ascended as Savior and Lord.
- Justification by God’s grace to all who repent and put their faith in Jesus Christ alone for salvation.
- The indwelling presence and transforming power of the Holy Spirit, who gives to all believers a new life and new calling to obedient service.
- The unity of all believers in Jesus Christ, manifest in worshiping and witnessing churches making disciples throughout the world.
- The victorious reign and future personal return of Jesus Christ, who will judge all people with justice and mercy, giving over the unrepentant to eternal condemnation but receiving the redeemed into eternal life.



DEFINING QUALITIES

(Excerpted from *Who We Are: Explaining the Mission Statement of Trinity School*)

The Framework of Christian Faith and Conviction: Trinity School is a Christian school. Trinity aspires to be a place where children learn that God is at the heart of all that we are and do, that we do not belong to ourselves but to God, that the chief purpose of our lives is to glorify God and enjoy him forever. While acknowledging the existence of denominational differences in theology and practice, we emphasize those truths that Christians have believed in common for centuries, across boundaries of time, place, race, and culture.

The Classical Tools of Learning: Trinity believes that its students should be steeped in the letters, history, arts, sciences, technology, and mathematics of this Great Tradition. Such study helps them to understand their full humanness and to be informed participants in their own world's conversation...We believe that a solid classical curriculum augmented by modern, contemporary, and post-modern works will help our students to live as salt and light in the world, to delight in learning, and to exercise a faithful presence as educated citizens in their culture.

A Rich Curriculum: Trinity's emphasis on a rich curriculum derives from the belief that children are created in the image of God. As such, they have the ability to experience and reflect on God's world, the capacity to know truth, do good, and appreciate beauty, and the potential to be changed by their experiences...They are inquisitive, active learners—not empty vessels needing to be filled full of facts, but persons brimming with potential, ready to be formed. For this kind of learning, the teacher's job is to bring the student into direct contact with the book, the idea, or the thing to be studied. Trinity's intellectual focus, then, is on living ideas: ideas that stimulate thought, inquiry, and inference, and lead students to acquire not merely information but knowledge.

An Unhurried Curriculum: We believe that an unhurried education fits learners who have been created in the image of God. In the Genesis story we read how God brought forth his good creation through the rhythm of patterned speaking and acting to bring order out of chaos. At the culmination of his creation, we see God's rest. An unhurried education is rich and intellectually deep. It is challenging and interesting, and it is properly rigorous. It makes room for a certain kind of excellence that is not possible when learning is rushed. It slows down and pauses, when doing so fosters reflection, creativity, and higher-order thinking.

Communicating Truth, Goodness, and Beauty: Truth, goodness, and beauty are the great transcendentals of the classical tradition. At Trinity, these great transcendentals are interpreted through a specifically Christian vision: We believe their source and medium is the Triune God—Father, Son, and Holy Spirit. Trinity School welcomes all truth as God's truth. Trinity seeks to provide an education in goodness, one that develops the conscience and teaches virtuous habits. Most importantly, we hope to plant and tend the seed of faith in Jesus Christ, without which true goodness is impossible, and to help shape that faith into deep spirituality and Christian character. Trinity also nurtures an appreciation for reflections of God's glory and beauty in nature, in the arts, in culture, and in human relationships.

Please see [Who We Are: Explaining the Mission Statement of Trinity School](#) for a more detailed explanation of Trinity's distinctives.



HISTORY

In the early 1990s, a group of Christians from different churches began to dream of a new school for Durham and Chapel Hill. Some were parents with children in public schools, some had homeschooling experience, and some had backgrounds in independent schools. Some were visionaries without school-age children. All shared a vision for education that integrated thoroughgoing Christian faith with the best teaching and learning.

In the winter of 1995, a group began meeting to craft a vision and explore the logistics of a new school. Trinity School was incorporated in the spring of 1995, and shortly after Labor Day of that same year, the school opened its doors for the first time to 39 students in three classes covering five grades, K–4.

In its early years, the school met at Hope Creek Church on Erwin Road in Durham. The school expanded upward to sixth grade, and then later up to eighth grade—growth that was made possible by the purchase of 26 acres of land on Pickett Road. In the summer of 2000, the school broke ground for its first permanent facilities, funded by Trinity’s first \$5 million capital campaign. The new buildings included an academic building and a gymnasium, both of which were completed in 2001. In the spring of that year, Trinity graduated its first class of eighth graders.

The ensuing years brought significant growth to Trinity School. Our Lower School grades doubled in size as the school expanded to two sections in each grade, and the Middle School emerged as a distinctive division within the school. The school’s infrastructure was expanded significantly during these years, and a number of full-time senior staff were added. A task force worked hard to plan for the launch of the Upper School, which was funded by our second major capital campaign, the \$8.4 million “Growing Up” campaign. After years of planning, the Upper School began in the fall of 2006. In the second year of the Upper School, a new academic building, the South Building, was completed. During this time the school also established a \$1 million endowment for scholarships. The school saw the graduation of its first class of seniors in the spring of 2010.



In the last decade, Trinity School has been in a strong period of growth both in enrollment and in the richness of our programs. Space has been converted and expanded for additional classrooms, and our staff has grown to 124 full- and part-time employees. Robotics has burgeoned from two small teams into a program that is recognized at state and national competitions, and we have seen an explosion of interest in our band, strings, drama, and visual arts programs. Trinity athletics is a strength of the school: we offer thirteen sports, at the Middle School, Junior Varsity, and Varsity levels, and over 80% of students in the Middle and Upper Schools participate in at least one sport. Trinity School ranked #4 as a 2A member of the TRI-TAC Conference within the North Carolina Association of Independent Schools. In 2014 Trinity welcomed its first Diversity Coordinator, who leads the school in its pursuit of diversity, equity and inclusion within a Christian framework. Our very active Trinity Parent Organization coordinates a wide variety of opportunities for service that support our students, teachers, and administrators throughout the year.

In 2015 Trinity launched the Digital Learning Initiative, which provides students in grades 6–12 with digital devices offering new opportunities for learning, study, research, collaboration, and production.

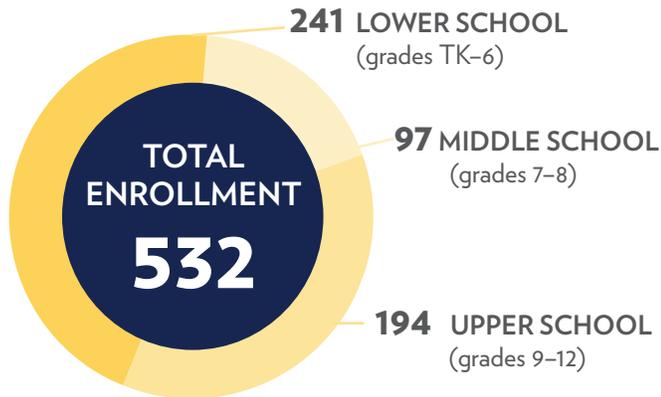
In 2016, the school dedicated the beautiful HUB—the Blake Hubbard Commons, a versatile learning space that supports many different functions, especially for the Middle and Upper Schools.

The current capital campaign, Trinity Forward, seeks to raise \$6.8 million to advance faculty salaries and to build a new Arts and Engineering Building. We plan to break ground on that new space during 2020 and to occupy it sometime during the 2020-2021 year. We also plan to renovate the space on the first floor of the current gym for new after school classrooms.

AT-A-GLANCE

Trinity School is an independent, coeducational day school that educates students in grades TK-12 within the framework of Christian faith and conviction—teaching the classical tools of learning; providing a rich yet unhurried curriculum; and communicating truth, goodness, and beauty.

ENROLLMENT



30% STUDENTS OF COLOR

FINANCIAL



ANNUAL BUDGET 2018-2019: **\$9,025,000**
GIVING FOR 2017-2018: **\$433,000**
TRINITY FORWARD CAMPAIGN: **\$5,545,000**
TOTAL DEBT: **\$3,665,000** (June 30, 2019)

2019-2020 TUITION RANGES



TK-K: **\$5,780-\$11,560**
GRADES 1-5: **\$8,125-\$16,250**
GRADES 6-8: **\$9,250-\$18,500**
GRADES 9-12: **\$11,175-\$22,350**

Flexible tuition rates are based on a need analysis that takes into account each family's unique financial circumstances.

FINANCIAL AID

29% of the student body receives need-based financial aid
More than **\$1,249,100** was awarded in need-based financial aid for the 2019-2020 school year.

FACULTY

84 → **72** + **12**
FACULTY FULL-TIME PART-TIME

HOLD ADVANCED DEGREES* **64%**
* 7 have doctorates

MAXIMUM CLASS SIZE OF GRADES 1-6: **18** STUDENTS

STUDENT/FACULTY RATIO

LOWER SCHOOL **7:1**



MIDDLE & UPPER SCHOOLS **8:1**



CLASS OF 2018-2020



ACT AVERAGE: **26** COMPOSITE

SAT AVERAGE:

CR/WR/MATH **1764**

CR MATH **1180**

ACCREDITATION AND MEMBERSHIP

Trinity is accredited as a TK-12 institution by Christian Schools International (www.csionline.org) and the Southern Association of Independent Schools (www.sais.org). Trinity School is a member of the North Carolina Association of Independent Schools (www.ncais.org).

MORE INFO



For more information about Trinity School of Durham and Chapel Hill, please visit our website at <http://www.trinityschoolnc.org>.



STRATEGIC PLAN

The school is in the middle of a three year (2018-2021) strategic plan that has three goals:

- Enhancing our faculty compensation
- Strengthening our diversity, equity, and inclusion from a Christian perspective
- Strengthening the Christian formation of our students

The Trinity Forward campaign is allowing Trinity to make significant progress on all three of these goals. Faculty salaries will have increased significantly over this three-year period, enabling Trinity to attract and retain faculty in hard-to-find departments like math. The completion of the Assessment for Inclusivity and Multiculturalism (AIM) process is yielding important insights into the school's opportunities and challenges in the area of diversity; and all Trinity faculty and staff will have completed two-day ReNew training in a biblical understanding of racism and multi-ethnic institutions. And several new ventures are being launched in support of Trinity's Christian mission (a peer mentoring program, a new healthy relationships curriculum in Middle School, and a ninth-grade Introduction to Christianity).

In March of 2020, Trinity will host a joint accreditation team from the Southern Association of Independent Schools and Christian Schools International. Trinity expects to achieve another five-year accreditation at that time and to adopt a new school improvement plan. That plan will be adopted in conjunction with the school's next strategic plan, which will be developed and adopted during the 2020–2021 school year.

Trinity operates from a 2013 Campus Master Plan that envisions a school of 650 students on the Pickett Road Campus. In addition to the planned Arts and Engineering Building, the school plans to construct a performance space, additional space for the Upper and Middle Schools, Lower School additions, a circular drive around campus, and outdoor athletic enhancements like a track, seating, and concessions.

For more information on the Master Plan, see [Blog Post: Trinity's New Master Plan](#).



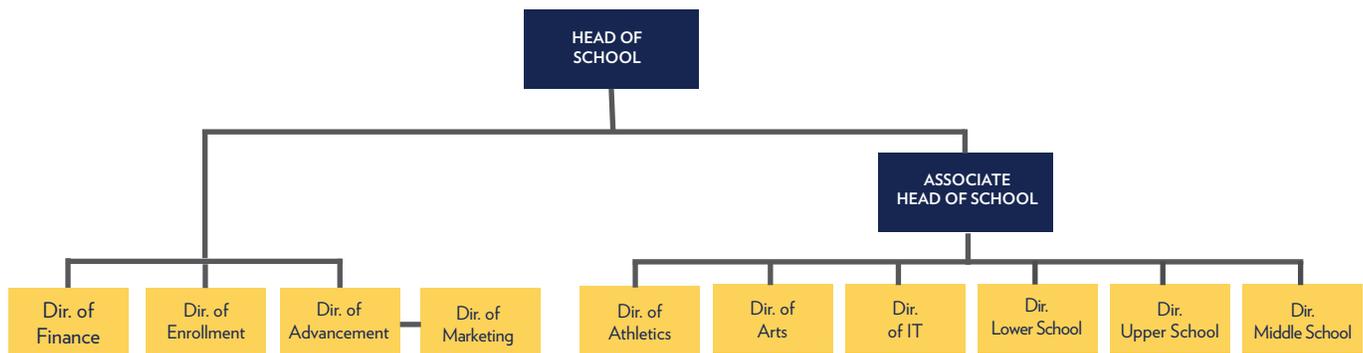
POSITION PROFILE

THE POSITION

The Associate Head of School (AHOS) reports to the Head of School and shares oversight of the entire school with the Head of School, with specific responsibility for internal and academic affairs. The Associate Head of School oversees the day-to-day operations and represents the Head of School when necessary at any and all events. This is a full-time, year-round administrative appointment. Trinity School seeks a talented educational leader who can work in concert with the Head of School and the senior leadership team, as well as with a strong faculty.

This is an unparalleled opportunity in the life of Trinity School for a strong leader to come alongside the founding Head of School and to take on significant leadership authority and responsibility. A strong partnership with the Head of School will be the key mark of the successful Associate Head. This level of authority, responsibility, and partnership marks a new chapter of leadership in the life of Trinity School, and we are excited to find a leader who is ready for this opportunity and challenge.

TRINITY SCHOOL ORGANIZATIONAL CHART





RESPONSIBILITIES

SUPERVISION: In collaboration with the Head of School, the AHOS provides ongoing leadership, guidance, support, and feedback to the three division directors, the Director of Arts, the Director of Athletics, the Director of IT, and the Director of the Trinity Neighborhood (afterschool and early care).

PARTNERSHIP WITH THE HEAD: The AHOS meets regularly with the Head of School to communicate about decisions and actions, to brainstorm about challenges and opportunities, to plan together for strategic initiatives, and to make important decisions together.

ACADEMIC LEADERSHIP AND OVERSIGHT OF THE ACADEMIC PROGRAM: Together with the Division Directors and the department chairs, the AHOS is responsible for a maintaining, supervising and aligning the school's academic programs with the mission of the school. This includes the management and alignment of curriculum, setting policies that carry out the school's mission.

RECRUITMENT, HIRING, AND RETENTION: The AHOS is responsible for the organization and supervision of the recruitment and hiring process for all positions and for decisions about retention and termination for those under his or her authority.

PROFESSIONAL DEVELOPMENT: The AHOS manages the school's professional development budget and is responsible for all school-wide professional development.

BOARD: The AHOS has direct access to all board members, attends all general session Board meetings, and at the Head's invitation, most executive session Board meetings. He or she is ex officio member of all Board committees, except the Trustees Committee and is the key liaison to the Education Committee. The Head and AHOS work together with the Board chair to set the agenda for Board meetings.

STUDENT SUPPORT: The AHOS is responsible for the TK-12 collaboration of the Student Support team and the alignment of the program's philosophy and implementation with the mission of the school.

EXTERNAL AFFAIRS: The AHOS works closely with the Di-

rectors of Enrollment Management, Advancement, and Finance to support all external functions of the school. These senior staff do not report directly to the AHOS, but the AHOS's authority to lead across the entire school means that strong collaboration and communication with these leaders is essential.

FINANCES: The AHOS works closely with the Director of Finance to oversee the budgets under her or his authority. This includes especially the personnel budget for all faculty and staff who work under in the areas of the AHOS's responsibility.

BUILDING AND GROUNDS: The AHOS works closely with the Director of Finance to oversee the day-to-day management of the campus and the successful completion of new construction projects.

ATHLETICS: As the supervisor of the Athletic Director, the AHOS has significant leadership responsibility in the area of athletics, advocating for all athletic programs and ensuring that they align well with Trinity's mission.

ARTS: As the supervisor of the Director of Arts, the AHOS has significant leadership in the area of visual and performing arts, advocating for the arts and ensuring that Trinity's programs align with its mission.

INFORMATION TECHNOLOGY: As the supervisor of the Director of IT, the AHOS leads the school in its policies and programs that integrate learning experiences with technology in ways that align with Trinity's mission.

SAFETY AND SECURITY: The AHOS has primary responsibility for establishing, maintaining, monitoring, and strengthening school security and safety for all students, staff, and parents.

ACCREDITATION: The AHOS is responsible for maintaining the school's accreditation and for preparing annual reports on our school improvement plan.

SENIOR STAFF: The AHOS plans and runs the regular meetings of the senior staff (a group of twelve, including the Head). With the Head, the AHOS will build trust and respect among this senior staff team, inspiring and encouraging collaboration, communication, and alignment among these leaders.



QUALIFICATIONS

- Strong and clear Christian testimony and agreement with the purposes and doctrine of the school.
- Enthusiastic embrace of the school's evangelical, orthodox, and ecumenical commitments and aspirations.
- Strong commitment to diversity, equity and inclusion from a Christian perspective.
- Strong interpersonal, communication, and relationship skills (high EQ).
- In-depth understanding of the complexity of independent Christian schools and broad experience in school leadership.
- Teaching experience, preferably in a K-12 independent school; understanding of the integration of Christian faith and learning under the lordship of Christ.
- Skills and experience in human resource recruitment, assessment, and development.
- Curriculum management experience and training.
- Interest in and appreciation for building connections with all stakeholder groups: faculty, staff, parents, alumni, and Board.
- A sense of humor and genuine enjoyment of the role, even with its challenges.
- A collaborative and collegial leadership style that encourages faculty to take risks and explore passions.
- Proven experience in balancing justice and mercy in student discipline and maintaining strong parent partnership through fair and consistent enforcement of the school's code of conduct and honor code.
- Excellent written and oral communication skills.
- Exceptional organizational skills and attention to detail.
- Confidence balanced by humility; the ability to hold one's own with a strong faculty and a demanding parent/guardian body.
- Keen interest in continuous improvement, intellectual curiosity, and an analytical approach to problem solving.
- Balance of creative openness to innovation with a dedication to the tradition and culture of the school.
- Bachelor's degree required. Master's desired.



PERSONAL CHARACTERISTICS

The ideal candidate will possess the following characteristics:

- Is imbued with a deep sense of Trinity's mission and culture.
- Has an inherent zeal for exceeding goals.
- Displays a proper sense of humility.
- Is motivated to partner with the Head of School in a supportive, complementary, and deep relationship.
- Has an innate ability to listen to what people are saying "in the margins" and discern their real concerns—and know how the school can effectively address their concerns.
- Has the ability to speak truth to power (i.e., gives candid feedback to school leadership in a mature, confidence-building manner).
- Has an inherent ability to show respect to and honor the dignity of all faculty, students, parents and other constituents, regardless of role or tenure.
- Is committed to his or her own professional growth and the professional growth of the staff.
- Is able to recognize, nurture, and mentor talented staff members to help them succeed in their roles.
- Is known as a person of great integrity who can build trust within the team and the donor base.
- Has a sense of humor, used to maintain personal and team morale in challenging times.
- Exhibits excellent oral and written communication skills. The candidate must be able to communicate on a professional level with groups and individuals across the school and with external constituents.
- Has strong interpersonal skills, including the ability to exchange information using tact and confidentiality.
- Has a high level of motivation and a positive attitude. The candidate must be warm and friendly toward all current parents, prospective parents, faculty, staff, students, and other stakeholders.



EXPECTATIONS

As a result of the AHOS's leadership:

- The staff and faculty at Trinity will experience clear direction, effective communication, high levels of motivation and satisfaction, and high retention.
- The faculty, staff, and parents at Trinity will feel confidence in the school leaders' decision-making processes.
- Co-curricular programs such as arts and athletics will continue to flourish and grow.
- Enrollment will grow to 650 students because of the team's collective efforts to grow and improve excellence in Trinity's program.
- The Head of School will be freed up to lead completion of the current and subsequent capital campaigns consistent with the master plan.
- A robust culture of professional development will grow among all staff and faculty.
- Trinity will consistently recruit high-quality, missional faculty, increasing the number of faculty of color.
- A sense of partnership between the parents and the school will be strengthened, particularly around student discipline issues.
- Collaboration across faculty of all divisions will increase.
- The leadership capacity and succession ability of the senior staff and the entire team will grow.
- The AHOS will authentically fulfill a Jonathan-to-David relationship with the Head of School (1 Samuel 18-20):
 - Be aware: (1 Sam. 1-2)
 - Be intentional (1 Sam. 3-4)
 - Be available (1 Sam 20:4)
 - Be honest (1 Sam. 20:9)



THE LOCATION

DURHAM, NORTH CAROLINA

Consistently ranked by regional and national media as one of the top places to live and do business in the United States, Durham, North Carolina is not only a place where great things happen, but also an open and welcoming place to call home. Durham residents are accepting, culturally diverse, community-spirited, and passionate. Most telling, opinion polls confirm that nearly 80% of Durhamites are proud of their hometown.

Durham is halfway between the Blue Ridge Mountains and the pristine beaches of North Carolina's Outer Banks.

Residents and visitors enjoy the many cultural, historical, educational, and natural amenities that Durham offers. The reasonable cost of living, world-class health care, sports teams, arts, entertainment, shopping options, and an abundance of the natural beauty typical of the Carolina Piedmont all contribute to the high quality of life that Durhamites™ enjoy.

Durham is home to the world-renowned Research Triangle Park (RTP), home of more than 170 high tech companies, as well as a thriving entrepreneurial community, making it a great place to pursue employment.

Durham offers funky cafes and vibrant local music, touring Broadway shows and a great farmers market, engaging cultural events and a wealth of talented people. The city is known as Black Wall Street for its longstanding financial institutions led by African Americans. Durham residents embrace diverse thought and experience to build a stronger community.



Durham has a unique combination of a growing economy, high quality of life, low cost of living, and a community that is physically active, mentally engaged, and tremendously welcoming. Maybe it's the tradition of Southern hospitality or maybe it's the good weather, but the people of Durham are just plain friendly!

Check out the [Convention and Visitors Bureau](#) for even more information.



PROCESS OF CANDIDACY

If, after reading this Opportunity Profile, you sense that the gifts and experience God has given you are a good match for the Trinity School of Durham and Chapel Hill, we invite you to begin the inquiry process. We handle all candidate information and conversations confidentially. You may contact Laura Coverstone at any stage of the process for more information and to ask questions (see contact information below).

Please provide the following for review:

- A current resume
- A letter of interest summarizing why you are interested in this position and Trinity School and how your life, training, and career have prepared you for this role.
- The names and contact information (telephone numbers and email addresses) for four references who know you and your career well enough to comment on your suitability for the Associate Head of School position at Trinity School. References will only be contacted after we have requested and received your permission to do so.

Submit this information in one Microsoft Word (.doc or .docx) document to:

Laura Coverstone

JobfitMatters

resumes@jobfitmatters.com

Phone: 615-261-4623

In the subject line of the email, please write "AHOS – Trinity School"