



ASSISTANT HEAD OF SCHOOL FOR ACADEMICS

INTRODUCTION

Landon School is a private, non-sectarian, college preparatory school for boys with 680 students in Grades 3–12 and located on a beautiful 75-acre campus in Bethesda, Maryland. Paul Landon Banfield and his wife founded the school in 1929 with a vision for a boys school committed to challenging academics, daily athletics — now extended to arts as well — and strong values. Today, Landon continues to be known for its rigorous academics, robust co-curricular program, and emphasis on character education. Graduates leave the school committed to honor, character and excellence, and they are prepared to achieve in college and life beyond school.

WHAT SETS LANDON APART

Comprehensive academic and co-curricular programs. Both structured and nurturing, Landon encourages its students to gain a solid grounding in essential academic skills, hone intellectual curiosity, cultivate artistic expression, strive for physical well-being, increase their social awareness, practice serving their community, and internalize a sense of honor, civility, and integrity. Landon is known not only for academic excellence but also for its commitment to developing students' skills and character through rich co-curricular programs in the arts, athletics and service.

A rigorous, daily athletic requirement helps students experience the benefits of teamwork, the exhilaration of honorable competition, the importance of lifelong physical fitness, and the virtue of persevering to achieve collective goals. Participation in visual and performing arts develops boys' creativity, ability to communicate, and collaborative skills. And an array of community service opportunities across the three divisions helps students to understand the needs of society, develop a sense of responsibility to help others, and find joy in service.

The Teacher-Coach-Mentor approach. At the heart of Landon's philosophy is a belief in the importance of relationships and the holistic development of boys as they become men. To that end, teachers are encouraged to connect with students not only in the classroom but also on the playing fields, on the stage, and as advisors. This "teacher-coach-mentor" model is a hallmark of the Landon experience. It promotes close and trusting relationships between students and faculty, ensures that every boy is known well, and ultimately fosters a community to which the boys feel connected and in which they feel safe to take intellectual risks, discover and pursue their passions, and express themselves honestly.

AT A GLANCE

Head of School:

Jim Neill (since 2015)

Founded: 1929

Campus: 75 acres in Bethesda, Maryland

2016–17 Enrollment: 680 boys

Lower School: 113

Middle School: 226

Upper School: 341

Students of Color: 35%**Full- and Part-Time Faculty and Staff:** 125**Tuition:**

Lower School: \$36,430

Middle & Upper School: \$38,500

Financial Aid:

\$3.7 million to 23% of students

Budget: \$29 million**Endowment:** \$12 million

Annual Giving: \$1.66 million raised in 2015–16

MISSION

Landon School prepares talented boys for productive lives as accomplished, responsible and caring men whose actions are guided by the principles of perseverance, teamwork, honor and fair play.

Character development. Woven throughout not only the academic and co-curricular programs but also the daily life of the school is a commitment to character education. At the beginning of the school year, each student, teacher, administrator, staff member, and trustee signs the Code of Character, comprised of the Civility Code and the Honor Code:

CIVILITY CODE

I will treat all people with respect, civility and dignity. I will also respect my school, my surroundings and myself.

HONOR CODE

I will not lie, cheat or steal, or tolerate those who do.

The values of the Code of Character are reinforced both implicitly and explicitly at every grade level, and students and teachers alike feel a sense of responsibility to honor the Landon community through their behavior. Dress codes, ranging from a dress shirt and slacks for younger students to coat and tie in the older grades, teach students to show respect for themselves and their school through their personal appearance.

In the Lower School, faculty members emphasize the division’s motto, “Be honest, do your best, and help the other fellow,” by capitalizing on teachable moments throughout the day. In the Middle and Upper Schools, boys attend ethics assemblies once every eight days and regularly meet with their faculty advisors to discuss ethical issues of personal, community and global interest. Members of the Upper School Student Council also serve as evaluators and advisors to the administration when a potential Honor Code violation is brought to light and, along with Prefects, spend time in the Middle and Lower Schools to act as mentors, tutors and role models for younger students.

LANDON BY DIVISION

Landon’s **Lower School** enrolls 113 boys in Grades 3–5. The division’s curriculum provides a robust array of academic and social experiences, all of which are designed to encourage boys to realize scholastic and ethical growth. The core curriculum is enriched by numerous experiential learning trips. Boys take part in studio art, music and theater, and each spring lower schoolers put on a full-scale theatrical production. In addition to twice-weekly physical education courses, each boy participates in athletics daily, with offerings such as soccer, football, intramural sports, basketball, wrestling, baseball, lacrosse, track and field, and tennis.

The Lower School’s 1:1 iPad program supports teachers in differentiating learning and helps students become comfortable with technology from a young age. A required technology course teaches online safety and basic computer literacy, as well as more advanced skills such as computer coding, using a 3D printer, and programming robots. Boys also have opportunities to gain leadership experience through Lower School Student Council, which organizes the division’s community service projects throughout the year.

The **Middle School**, which includes 226 boys in Grade 6 and Forms I and II (Grades 7 and 8), is a supportive and structured environment that is designed to help boys not only become accomplished students, artists and athletes but also to mature as responsible, caring individuals. A Grade 6 “foundations” course provides students with important study skills and habits for success, which are reinforced throughout other classes, as boys assume greater responsibility for their learning. Teachers actively engage students in learning to promote critical and creative thinking, intellectual risk-taking, and self-advocacy. In addition to the regular course load, middle schoolers take



AVERAGE CLASS SIZE

13

STUDENTS



LOWER SCHOOL TEAM FINISHED **16th**



PLACE OUT OF 1,150 U.S. TEAMS IN 2015 ROBOTICS COMPETITION



part in experiential learning through annual “Mini-Mester” courses and off-campus field trips, which take advantage of Washington’s cultural, scientific and intellectual resources. Activities are also scheduled in conjunction with Landon’s sister school, Holton-Arms, to give boys a chance to work with girls in both academic and social settings.

Middle schoolers take a studio art class each year and can choose between a music group — such as Middle School Band, String Ensemble, Hand Bells, Chorus, Choir, or Glee Club — or a theatrical arts class. Thirteen interscholastic sport options, and a number of intramural sports, promote perseverance, teamwork, honor, fair play, and the value of a healthy lifestyle while building community among the boys. Although not required, a majority of students also participate in one of the numerous community service opportunities with the school’s 17 partner organizations, such as the Special Olympics and Thrive DC.

Landon’s **Upper School** is comprised of 341 students in Forms III–VI (Grades 9–12). The division’s schedule allows for a good deal of flexibility and open time so that each boy may better customize his experience according to his own needs and goals. Through a rigorous course of study that both establishes foundational knowledge and encourages independent critical thinking, Upper School boys partner with teachers to develop mastery of ideas, intellectual approaches and personal dispositions. The challenging academic curriculum includes 15 honors and 17 Advanced Placement courses. All boys take a signature class in the humanities, a team-taught, interdisciplinary course designed to teach independent thought through exploration of the foundations of Western intellectual and artistic culture.

Seniors also complete a self-led independent project guided by two faculty advisors; examples from prior years include climbing Pikes Peak to practice survival skills, opening an on-campus coffee shop whose profits go to a local charity to gain business acumen and serve others, and honing STEM skills by designing and constructing a go-kart from scratch. Landon upper schoolers expand their global thinking by hosting participants from the Chinese Scholastic Exchange Program or from Knox Grammar School in Sydney, Australia, or by immersing themselves in the culture and language of other countries through teacher-led trips to China and Spain each summer.

Boys take at least two years of performing or studio arts and can choose from 22 courses in these areas. Upper schoolers are also required to participate in athletics every season and select from 20 interscholastic sports, winter intramurals, midday fitness courses, or after-school strength and conditioning classes. Upper schoolers volunteer for community service with the Special Education Center at River Terrace, the Walter Reed National Military Medical Center, Children’s National Medical Center, and many other local partners.

A personalized college counseling process, with a low 30-to-1 student-to-counselor ratio, ensures that boys receive ample attention and that counselors can create productive partnerships between themselves, students, parents and academic advisors. Over the past three years, Landon graduates have gone on to 116 colleges and universities, including the University of Virginia, the University of Pennsylvania, Columbia University, Morehouse College, Dartmouth College, Davidson College, Johns Hopkins University, Georgetown University, Cornell University, and the United States Naval Academy, to name a few. Notably, 66 percent of students in the class of 2016 who filed early applications were admitted.

For a more in-depth overview of Landon’s academic and co-curricular programs, please view [the curriculum guide here](#).

100%
OF EIGHTH GRADERS GIVE
ETHICS SPEECHES TO PEERS AND
TEACHERS EACH YEAR



78%
OF THE CLASS OF 2017 SCORED **4**
OR **5** ON ALL THEIR ADVANCED
PLACEMENT (AP) EXAMS



68%
OF THE CLASS OF 2016 **ATTENDED**
SCHOOLS WHERE THEY APPLIED
EARLY ACTION, EARLY DECISION
OR PRIORITY



THE OPPORTUNITY

Mr. John Botti, Landon's previous Assistant Head of School for Academics, was appointed Headmaster of The Browning School, effective July 2016. Landon has launched a national search for his successor, who will join the school during an exciting time. Headmaster Jim Neill, now in his second year at Landon, is a fifth-generation Washingtonian who brings extensive experience as a teacher and coach at schools in Washington and San Francisco and most recently served for about a decade as Head of School at National Presbyterian School.

In addition, a number of important initiatives or goals are underway at Landon that aim to create greater consistency in academic philosophy and practice between divisions, to promote professional development, and to ensure continued academic excellence while at the same time preserving the school's intimate and flexible culture that keeps the best interests of boys at the heart of every decision. Current discussions within the school include examining the value and effectiveness of Advanced Placement curricula; integrating Understanding by Design, Project-Based Learning, and Teaching for Understanding into professional development and program; revisiting schedules across the divisions; reviewing and revising policies around assessment, homework, and grading; expanding service and character education initiatives; exploring the possibility of a global studies and citizenship program; and beginning a summer teaching institute.

The school is also developing a new strategic plan this year on the heels of completing its AIMS Accreditation Action Plan in the spring of 2015. The Assistant Head of School for Academics will be charged with leading faculty and staff in these and other critical, strategic conversations about curriculum, pedagogical practices, and professional development.

RESPONSIBILITIES

Reporting to the Head of School, the Assistant Head of School for Academics is responsible for overseeing all curricula and instructional practices, including ensuring that both are rooted in and consistent with Landon's mission, philosophy and strategic plan. The Assistant Head provides leadership and guidance in curricular content, infrastructure and change; pedagogy; and faculty growth and professional development. He or she collaborates closely with the three Division Heads and the Head of School in management of the academic program and serves as a member of the senior administrative team. Direct reports include the Department Chairs; all learning specialists, librarians, and academic technologists; the Registrar; and the Hiring Coordinator. Primary duties include:

- Embodying Landon's values and demonstrating a commitment to preparing boys for productive lives as accomplished, responsible and caring men.
- Serving as a visible, engaged presence in the daily life of the school, including visiting classrooms, attending after-school events, and ideally teaching a class or coaching a sport.
- Facilitating the ongoing evaluation and refinement of the academic program across all grades and disciplines to ensure overall quality, relevance, and vertical and horizontal alignment of content and skills.
- Serving as an inspirational voice for Landon's program and new curricular ideas, and supporting faculty in developing meaningful, mission-appropriate, and current curricular content through leading inclusive and disciplined processes.



STUDENTS OF COLOR

35%



6:1

STUDENT-TO-TEACHER RATIO



- Maintaining and, as needed, revising academic policies and curricular infrastructure materials to ensure consistency in general practices, philosophies and expectations across grades and divisions.
- Sustaining positive and trustworthy relationships with faculty and, in partnership with the Division Heads and Department Chairs, mentoring, supporting and reviewing faculty to ensure excellence in teaching, a student-centered approach, and maximum engagement in learning.
- Promoting a culture of growth by structuring and leading an effective, intentional system of professional development, including establishing school-wide, division-specific, departmental, and individual goals and programming based on faculty interest and needs, program priorities, strategic plans, and accreditation findings.
- Overseeing the faculty hiring process in collaboration with the Division Heads, Department Chairs and Head of School, and leading onboarding and orientation for new teachers.
- Being a key spokesperson for Landon’s academic program with internal and external constituencies, including maintaining open and consistent communication with faculty and staff, presenting to current parents on both the school’s programs and general educational theory, speaking at admissions events, and participating in regional, state and national associations and conferences.
- Strengthening the academic, cultural and extracurricular relationship with Landon’s sister school, Holton-Arms School, and serving as Landon’s key point of contact for the coordinate program.
- Serving as Acting Head of School in the Head’s absence.

The complete, detailed job description is available upon request.

CANDIDATE QUALITIES

Leadership

- A visible, accessible and approachable person whose regular presence in the life of the school, authentic relationships, and genuine investment in students’ and adults’ growth engender the trust and support of all constituents.
- One who leads not only by virtue of intellect and experience but also by exhibiting strong character, care for others, and moral decision-making.
- A collaborative leader with a “player-coach” mentality who values the contributions of others, empowers faculty and staff, leads by process and conversations rather than by mandate, and nonetheless possesses the courage of conviction to make difficult decisions.

Experience

- At least five years as a senior administrator and 10 years of teaching experience in independent schools, preferably in a multi-divisional setting.
- A successful track record of reviewing, designing and implementing curriculum, ideally across grade levels and disciplines.
- Experience hiring and supporting faculty and staff; providing meaningful and growth-oriented faculty evaluation; and designing and implementing professional development programs that are consistent with a school’s institutional strategy and meet the needs of individual teachers and departments.

17 ADVANCED
PLACEMENT
& **15** HONORS
COURSES



**RATIO OF STUDENTS
TO COLLEGE
COUNSELORS**

30:1



- A background that includes involvement in or exposure to strategic decision-making with regard to curriculum, pedagogy, hiring and professional development.
- A history of building positive relationships and working effectively with teachers, staff members, students, trustees and parents.

Skills and Knowledge

- Broad and deep knowledge of traditional and emerging curricular and pedagogical trends, ideally in the elementary grades through Upper School, and including familiarity with areas such as interdisciplinary and experiential education; project-based learning; technology; character and social emotional curricula; multiculturalism, diversity and inclusivity; and service.
- Excellent communication and interpersonal skills that allow one both to speak compellingly about Landon School and to develop authentic and productive relationships with faculty, staff, students and parents.
- Strong perceptive skills and the high emotional intelligence required to understand the needs and motivations of a wide range of constituents.
- The strategic thinking and problem-solving capability necessary to move seamlessly between “the big picture” and day-to-day matters; to develop and execute plans; to respond to shifting priorities; and to help faculty and staff understand how their work connects to the school’s overarching vision and strategy.
- The ability to assess a program to identify both strengths and areas for growth, to articulate compelling reasons for change when necessary, and to coach teachers and staff members in making curricular and pedagogical refinements.
- An understanding of the developmental and educational needs of boys in Grades 3–12 and the ability to support faculty and staff in meeting the social-emotional and learning needs of a broad range of students.
- The ability and willingness to listen well and to invite input from a wide range of people while still seeing to the core of an issue and making difficult decisions when necessary.
- A talent for identifying, recruiting, supporting and retaining exceptional teachers; working effectively with both new and long-tenured faculty and staff members; and maintaining a healthy balance between faculty autonomy and consistency in quality and programs.
- A facility for creating and refining administrative systems and policies that ensure organized and consistent processes for decision-making, communication, and overall academic operations while nonetheless maintaining the flexibility and collaborative spirit that have been critical to Landon’s success.

Personal Attributes

- A warm and caring person of unquestioned honesty and integrity who exemplifies Landon’s Code of Character.
- An egalitarian leader who blends confidence, humility and self-awareness.
- One who is excited about working in an all-boys environment and committed to Landon’s emphasis on strong academics supported by rich involvement in athletics and the arts.



- An optimistic, even-tempered and patient person whose wisdom and ability to see the best in others brings a sense of balance and perspective to the community.
- An educator who fully embraces the teacher-coach-mentor model and is sensitive to the time commitment such an approach places on faculty.
- An open-minded and flexible person whose dedication to life-long learning is an inspiration to faculty and students.
- An informed citizen who models cultural competency, values diversity and equity, and demonstrates a commitment to the cultivation of an inclusive and multicultural community.

OTHER CONSIDERATIONS

Compensation: Competitive with comparable institutions in the region.

Education: Master's degree required.

Website: www.landon.net

FOR MORE INFORMATION, CONTACT:

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LANDON HAS MORE THAN
3,900 ALUMNI LIVING
IN **44** STATES AND **20**
COUNTRIES



ACCREDITATION/ MEMBERSHIP

Landon is a proud member of the following associations:

- Middle States Association of Colleges and Schools
- Association of Independent Maryland and D.C. Schools
- Association of Independent Schools of Greater Washington
- International Boys' Schools Coalition
- National Association of Independent Schools

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