



Chapin School

Head of School

Princeton, NJ

An introduction to Chapin School



Chapin School was founded in Princeton in 1931 by Frances Jordan Chapin. Mrs. Chapin believed that self-esteem is essential to a student's learning, and she created an environment to foster each child's sense of self-worth. Over the next twenty years, the school grew to encompass a faculty of six and a student body of forty, all housed in Mrs. Chapin's cramped apartment in "downtown" Princeton.

Chapin remains in an enviable position of strength. Our educational program is comprehensive, age-appropriate, and rigorous. Our graduates are well prepared, and they are successful in their secondary schools. Our teachers are highly qualified, committed to Chapin's philosophy, and, as their predecessors were described long ago, have "a dedication and feel for children ... beyond anything one can describe in words."

Chapin School has completed \$13.2 million of new and renovated spaces which include:

- A 13,000 square foot Lower School addition with classrooms, library, technology center, and a large commons area
- A 14,000 square foot Upper School addition with six new classrooms, technology center, and learning commons.

These facility improvements significantly enhance our ability to provide a rich and deep educational experience for our students, but Chapin is so much more than its facilities. Chapin remains a warm, caring place where students grow and develop in marvelous ways as strong students and morally grounded people.



Our Mission

Chapin is dedicated to the belief that lifelong habits of the mind and heart are formed in the elementary and middle school years. Chapin provides a richly textured education that inspires academic achievement and builds strength of character. Within a diverse, caring, and supportive community, we prepare our students to meet the future with skill, confidence, determination, and generosity of spirit.

Commitment to Diversity

Chapin School seeks to enrich and broaden student perspectives through a deliberate and ongoing commitment to attract, maintain and celebrate a diverse school community. Recognizing the family as the first source of identity, and respecting the individuality and traditions of each child, we strive to build an inclusive, compassionate community. Appreciating that human growth is fostered through relationships with people from diverse backgrounds, Chapin prepares students to value differences and to be actively engaged in an ever-changing, culturally complex world.

Program and Community



There is a sense of safety and “home” when walking the spacious halls of Chapin and observing students in their age-appropriate settings. While taking a tour with confident and knowledgeable eighth graders, you see them greeting younger students and teachers, and you hear the pride they have in their school. You feel friendliness, connectedness, and purpose all along the way.

The personalized setting and small-school feel contribute to Chapin’s community strength, and the intentional infusion of the Chapin Character Development Program and its Virtues (Respect, Responsibility, Honesty, Kindness, Perseverance) creates a rich culture of community and caring. The eighth-grade tour guides quickly answer “yes” when asked if the youngest students can speak to these Virtues – they are central to the Chapin experience and in the lives of Chapin’s students.

Building upon this strong community foundation, Chapin provides a broad range of excellent programs and activities, including:

- A focus on STEAM and cross-disciplinary academic work.
- Enriched math and language arts offerings.
- A 1:1 iPad program.
- Instruction in Spanish and Mandarin.
- Music, Drama, and Visual Art classes, with corresponding performances and shows.
- Offerings in robotics, the award-winning Quiz Bowl Team, Science Olympiad, Mock Trial, chess, the Chapin newspaper, coding, mixed media, and music.
- A three-season, no-cut athletic program with cross-country, soccer, fencing, basketball, and volleyball teams.
- A campus garden on Chapin’s 13-acre campus.

After growing, learning, and leading at Chapin, students then move on, and succeed, at some of the strongest public and independent secondary schools in the country.

Opportunities and Challenges for the new Head of School

There are many strengths and attractions at Chapin in this transitional moment. They include:

- The family feel and personal relationships of the Chapin community, a foundation of the school for over 90 years.
- A strong and diverse set of families in the school.
- The culture fostered by the Chapin Virtues throughout the school.
- A talented and committed faculty and staff.
- High standards and expectations in a nurturing whole child environment.
- A supportive board of trustees with an impressive range of backgrounds and skills.
- The good work and alignment with the Chapin mission of current head of school Barbara Pasteris, and the thoughtful approach she and the board have taken to succession planning.
- The Princeton community. It is a world-class small town.

The new Head of School will take advantage of these strengths while considering challenges familiar to many schools of Chapin's size:

- Demographic, competition, and cost factors that impact enrollment.
- Balancing priorities and the budget, along with faculty/staff workloads.
- Balancing time-proven techniques and excellence with new curricular and pedagogical ideas.
- Communicating, both internally and externally, about Chapin's mission, quality, and brand.
- Facing the ongoing challenges of COVID protocols, social justice reckoning, and the anxieties of the times impacting families and their relationships with schools.

Who Should Apply: Desired Qualifications and Competencies

In considering the work ahead at Chapin, the search committee and staff members have identified six key competencies that they seek in their next leader.

- Communicates Effectively
- Ensures Accountability
- Financial Acumen
- Drives Vision & Purpose
- Instills Trust
- Plans & Aligns

Candidates will be asked for examples around these competencies during the interview process. In addition, Chapin seeks a child-centered leader with a strategic growth mindset,

someone aligned with the Chapin Mission, comfortable with all school constituents, and capable of making tough decisions.

Optimal experiences for candidates would include:

- An advanced degree in education or a related field
- School-based leadership or management of some or all of the following areas:
 - Enrollment Management
 - Fundraising
 - Communications
 - Strategic Planning
 - Budget Management
 - Hiring
 - Curriculum
 - Faculty Support and Evaluation
- Classroom teaching
- Demonstrated success in Diversity, Equity, and Inclusion work



Anticipated Search Calendar



Application Deadline: August 26
Semifinalist Interviews: September 19 – 28
Finalist Campus Visits: October 7 – 18
Start Date: July 1, 2023

Benefits and Compensation

Anticipated Salary Range: \$200 – \$250K, strong benefits package.

Search Process

DRG is conducting this search on behalf of the Chapin School. To discuss this opportunity in more detail, contact our lead consultants:

Andrew Watson
Senior Talent Consultant
awatson@drgtalent.com

James Wickenden
Senior Advisor
Founder, Wickenden Associates
jwickenden@drgtalent.com

Candidates should submit, as soon as possible, materials including the following:

- A cover letter indicating why they are particularly interested in and qualified for the position.
- A current resume.
- A statement of leadership philosophy.
- A list of five references (references will not be contacted until the finalist stage of the search).

All materials should be uploaded directly to the DRG website by visiting the Chapin School listing at [DRG \(drgsearch.com\)](https://www.drgsearch.com).

This position description is based upon material provided by the Chapin School.

Chapin is an Equal Opportunity Employer and seeks a diverse and broad spectrum of qualified candidates. Chapin welcomes candidates who would add to the diversity of our school community.

Chapin School prohibits discrimination against and harassment of students and/or employees on the basis of race, color, sex, gender identity, gender expression, sexual orientation, religion, national origin, age, marital status, disability and/or any other protected characteristics under all applicable laws.

To apply to this position, click [HERE](#).

Andrew Watson, Senior Talent Consultant

Jim Wickenden, Senior Advisor and Founder, Wickenden Associates

