



# The Windward School

**CHIEF  
TECHNOLOGY  
OFFICER**

#### LOCATIONS

White Plains and  
New York, NY

#### POST DATE

January 10, 2024

#### PRIORITY DEADLINE

February 11, 2024

#### SALARY RANGE

\$200,000–\$220,000

#### APPLICATION REVIEW BY WINDWARD

Approximately  
Late February to  
Late March

#### START DATE

Late Spring / Early  
Summer



## Summary

The Windward School is a premier co-educational, independent day school in the New York City Metropolitan Area that serves children with language-based learning disabilities (LBD) in grades one through nine. Windward is a large enterprise with three campuses, two are in White Plains, and one is in Manhattan. Over 400 part-time and full-time faculty and staff work with one primary focus: to help nearly 1,000 students achieve their full potential in preparation for a successful return to a mainstream educational environment.

Beyond its traditional school operations, Windward has an international reputation as being a leader in LBD education. For many years, The Windward Institute and the Windward Teacher Training Program have played a huge role in advancing and improving LBD instruction in public school districts and private schools throughout the world. Other schools have recently launched across the country, by following Windward's highly successful model.

The chief technology officer (CTO) is a new role that comes at a key time for Windward. Historically, technology was not a huge component of day-to-day instructional practices at this school, where reading and writing instruction was built around a multisensory direct instruction approach that focused on the skill

development and importance of handwriting. In addition, teacher training was also delivered in person for many years. Post pandemic, the school has not abandoned its roots, but at the same time it has recognized that technology has the potential to improve efficiencies and broaden the reach of the program. With the current head of school now in his fifth year, the technology program will be a cornerstone for the next chapter of this highly regarded educational institution approaching its centennial. Thus, the CTO will serve in the executive cabinet, which includes six other senior administrators with broad areas of oversight and responsibility.

The CTO will lead a department that currently has seven technology professionals working across the three campuses. Since the pandemic, the school has also worked with two different managed services providers to backfill support needs, major upgrades, and network engineering. The CTO will have the opportunity to evaluate how the department is structured and how each role is defined, while staying within the current FTE count of seven technology professionals plus the director. This new role reports directly to the head of school and starts this summer—or earlier by mutual agreement.



# Mission

Windward is a coeducational, independent day school dedicated to providing a proven instructional program for children with language-based learning disabilities. The multisensory curriculum is designed for students of average to superior intelligence who can benefit from the unique educational experience provided. Through direct instruction in small class settings, a trained staff assists students to improve their language skills. Academic success, combined with opportunities for social and emotional growth within an intentionally diverse and inclusive setting, enables students to understand their learning differences, build confidence, and develop self-advocacy skills. Windward is committed to helping students achieve their full potential in preparation for a successful return to a mainstream educational environment. To meet these goals, the School provides ongoing training to its faculty based on the most current research and shares its expertise with the parent body, other educators, and the broader community.

# Vision

A world where every child with a language-based learning disability is empowered to achieve unlimited success

DIFFERENCE IS  
**POWER**

# Core Values

## COMMITMENT

Windward maintains a disciplined and rigorous approach to all we do, and our every action is guided by an unparalleled commitment to a world where every child with a language-based learning disability is empowered to achieve unlimited success.

## GROWTH

We believe that everyone is capable of growing and learning. At Windward, a growth mindset is shared by all and takes many forms, from academic growth for students to professional growth for faculty and staff.

## IMPACT

Each day Windward strives to serve as many students as we can and to make a life-changing and transformational impact on every individual child in the classroom as well as within the greater learning disability population.

## COMMUNITY

Windward believes in fostering a strong, cohesive, and collaborative culture and building a diverse and inclusive community that puts our students at the center of all we do, and where everyone feels valued and a sense of belonging.



# Diversity, Equity, Inclusion, and Belonging



At The Windward School, we are committed to a world where every child with a language-based learning disability is empowered to achieve unlimited success—a vision fulfilled by disrupting the educational status quo. The Windward School deliberately builds both its curriculum and culture to foster a powerful sense of belonging through a research-based program that is authentically inclusive and a community in which everyone is seen in their full humanity.

The Windward School aspires to bring forth students who are culturally engaged critical thinkers, confident self-advocates who understand and celebrate their differences, and upstanders who identify and challenge all forms of injustice. Windward is committed to these values and expectations of its community members by embracing the importance of ongoing anti-oppression dialogue and critical conversations; by advancing educational equity in underrepresented communities, especially those historically marginalized by society; and by working to ensure that our program is accessible to all who need it.



# History



## 1926

In 1926, two teachers—Agnes Inglis and Eleanor Foster—and a parent, Isabel Greenbaum Stone, formed a progressive day school with 21 students in an old real estate office in New Rochelle. They called it, “Windward,” because sailing windward requires more skill, effort, and persistence than sailing before the wind.

## 1976

In 1976, The Windward School was registered with New York State as a school for learning disabled students in grades K-8. The mission was not yet clarified and included a broad range of students. At this time, the School serves 89 students.

## 1988

The student profile is more defined to be students with language-based learning disabilities of average to superior potential and available to learn. Curriculum becomes research-based and students are directly instructed in a group model. The focus of the School is remediation for students with the goal being to return students to mainstream settings once remediated. At this time, the School serves 129 students.

## 1994

The campus at 13 Windward Ave. expands beyond its original building, doubling its size by adding 14 additional classrooms, a full-size gymnasium, science and computer labs, a teachers’ lounge and staff offices. At this time, the School serves 259 students. The Windward Teacher Training Institute (now known as The Windward Institute) is established to provide professional development based on scientifically validated research in child development, learning theory, and pedagogy.



## 2002

The campus at 40 West Red Oak Lane in West Harrison, NY, (now known as The Windward School Westchester Middle School) opens for grades 6–12.

Additionally, it is the first dedicated space for the Windward Teacher Training Institute (now known as The Windward Institute). The Windward School serves just over 400 students.



## 2007

Windward Teacher Training Institute (now known as The Windward Institute) receives accreditation from IMSLEC (The International Multisensory Structured Language Education Council). This accreditation enables the WI to offer national certification in Multisensory Structured Language Education to teachers at Windward and other schools. The professional development program offers extensive coursework and supervision leading to a professional certification. The International Dyslexia Association recognizes all IMSLEC-accredited training programs for meeting IDA's Knowledge and Practice Standards for Teachers of Reading.



## 2016

While The Windward School Manhattan Lower and Middle Schools officially opened in Manhattan in 2015, it moved to its permanent space at 212 E 93rd Street in Fall 2016 with 205 students in grades 2–7 on the first day of school. The Windward School, with three campuses serving children with language-based learning disabilities, now serves 795 students.

## 2020

The Windward School launches The Windward Institute and moves into the new Westchester Lower School campus located at 1275 Mamaroneck Avenue in White Plains, New York. The new campus will allow 150 additional seats to be available over time for students who need a Windward education. In addition, The Windward Institute will allow more teachers in the community to receive high-quality training.



# Three campuses



## Westchester Lower School

**1275 MAMARONECK AVENUE, WHITE PLAINS, NY, 10605**

The Westchester Lower School educates students in grades 1–5. Originally scheduled to open in Fall 2021, having students on campus was accelerated to enable in-person learning during the global pandemic. The campus includes over 100,000 square-feet and features classrooms, arts and music facilities, a new athletic field, and spaces for community-building activities. It also includes two auditoriums and expanded space for The Windward Institute. This new campus enables Windward to provide greater access to the School's unparalleled program. The lower school environment balances calm with exuberance, learning with fun—each in their appropriate places and often mixing together. Always, caring prevails in every interaction that the adults have with the children.

## Westchester Middle School

**40 WEST RED OAK LANE, WHITE PLAINS, NY, 10604**

The Westchester Middle School educates students in grades 6–9. Students build warm and trusting relationships with their teachers in a structured environment where expectations are clear, and care for each student is paramount. In addition to the neatly organized classrooms, students enjoy a large gymnasium, an auditorium, a cafeteria, two art rooms, five science laboratories, a library, and playing fields for recess, intramurals, and competitive sports. We enjoy hosting visitors and showing them our building and our program. The Middle School program provides a strong instructional program in which students acquire academic proficiency, learn self-advocacy skills, and build self confidence in an environment that nurtures each child's personal and social development.

## Manhattan Lower & Middle Schools

**212 EAST 93RD STREET, NEW YORK, NY, 10128**

The Manhattan campus opened in 2015 with approximately 100 students in grades three, four, five, and six. The 2016-2017 school year included the addition of second and seventh grades. Eighth grade was added in the third year, and a total of 350 children in grades one through eight were taught on the Manhattan campus by the sixth year of operation. The Manhattan campus is a 60,000-square-foot facility designed to carry on the School's tradition of providing an outstanding education to students with dyslexia and language-based learning disabilities. The academic curriculum mirrors the Windward program at the White Plains campuses. All faculty members receive the same expert instruction and training from The Windward Institute.

## PROFILE OF A WINDWARD STUDENT

- A written diagnosis or evidence of a language-based learning disability
- An average to superior intellectual potential
- No primary emotional or behavioral issues that would interfere with the instructional program



# Strategic Plan



## Foster leadership

Further enhance the reputation of The Windward School as a pre-eminent leader in the remediation of language-based learning disabilities

- By delivering The Windward School's core messages and values in a way that is well-understood, embraced, and impactful
- By engaging current students, alumni, and Windward families as ambassadors and 'voices' of success
- By maintaining an unwavering commitment to a direct-instruction model and ongoing measurement of results

Employ the highest standards to hire, train, mentor, monitor, and retain Windward teachers, staff, and administration

- By following professional development practices that are current and research-based
- By safeguarding The Windward School's research-based teacher training and mentoring program to ensure that it remains comprehensive, demanding, and highly effective
- By having a succession plan for key leadership positions

## Save more lives by expanding our impact

Provide greater access to The Windward School's expertise and research on proven ways to remediate language-based learning disabilities

- By leveraging The Windward Institute to become internationally recognized as a leader in closing the knowledge gap between proven research and current teaching practices
- By partnering with leading research institutions to help improve language and literacy outcomes for children at risk
- By expanding supplemental programs for non-Windward students
- By advocating for the appropriate way to remediate language-based learning disabilities on the local, national, and international levels
- By preparing a new generation of educators and clinicians and empowering parents and guardians to act as advocates
- By proactively cultivating a diverse and inclusive community



## Employ the highest standards of stewardship

Preserve the highest standards of Board governance and leadership to promote the success of current students and prepare for the next generation of students

- By supporting the long-term strategic plan and providing oversight of reputational, operational, and financial opportunities and risks
- By recruiting trustees for the Board who strengthen the School by virtue of their diversity, experience, and knowledge
- By following Board governance best practices, championing The Windward School's vision, and maintaining a leadership role in fundraising

Implement a financial plan that supports The Windward School's vision, mission, and expansion plans

- By managing an economic model that balances access to the program with reinvestment and growth in the assets of The Windward School
- By supporting strategic initiatives such as The Windward Institute and the Windward Teacher Training Program
- By supporting evolving development efforts, including endowment growth, while maintaining financial flexibility

## Invest to support growth

Ensure the facilities reflect the quality of the Windward program and dedication to the needs of the students

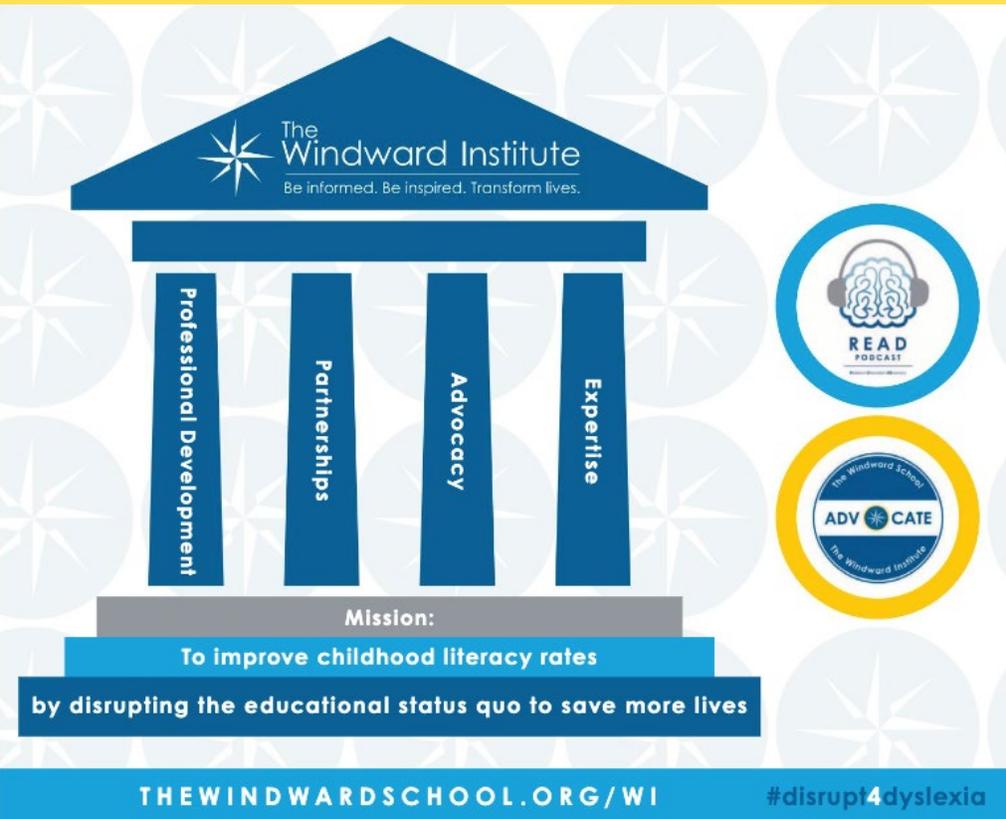
- By investing in state-of-the-art facilities consistent with the Windward program
- By addressing the needs of The Windward Institute, the potential demand for new programs, and increased access to The Windward School's expertise
- By employing sustainable practices and demonstrating commitment to neighboring communities

Leverage technology to advance the mission of The Windward School

- By evaluating the role and potential benefits of emerging technologies to the Windward experience
- By ensuring that technology enhances communications within the School and the broader educational community
- By providing reliable, seamless, and secure technology experiences for all constituents



# The Windward Institute



The Windward Institute fulfills the School's mission by sharing Windward's expertise through world-class, accessible, and affordable resources for educators, parents/guardians, and policymakers with the aim to ultimately improve literacy rates worldwide.

Founded in 2019, The WI currently comprises nine Windward School employees, including a director of The Windward Institute. The WI has an advisory board of leading researchers in the field of LBLD education and training. The WI has a four-pronged implementation plan: Spread the Word, Change the Rules, Build Partnerships, and Train Educators. For more information, please visit the [WI website](#).

## THE WINDWARD INSTITUTE MISSION

To increase childhood literacy rates by disrupting the educational status quo to save more lives.

## THE WINDWARD INSTITUTE IS A DIVISION OF AND SERVES THE WINDWARD SCHOOL BY:

- Providing professional development;
- Forming partnerships with leading education institutions;
- Advocating for students with language-based learning disabilities; and
- Expanding The Windward School's reputation and expertise.

"The Windward Institute continues the work of bringing awareness to the decades of research on the Science of Reading, connecting the field of literacy research with educators, practitioners, and families, and giving them the tools they need to effectively translate the science and apply evidence-based instruction in any learning environment or subject."

**ALEXIS POCHNA, DIRECTOR OF THE WINDWARD INSTITUTE**

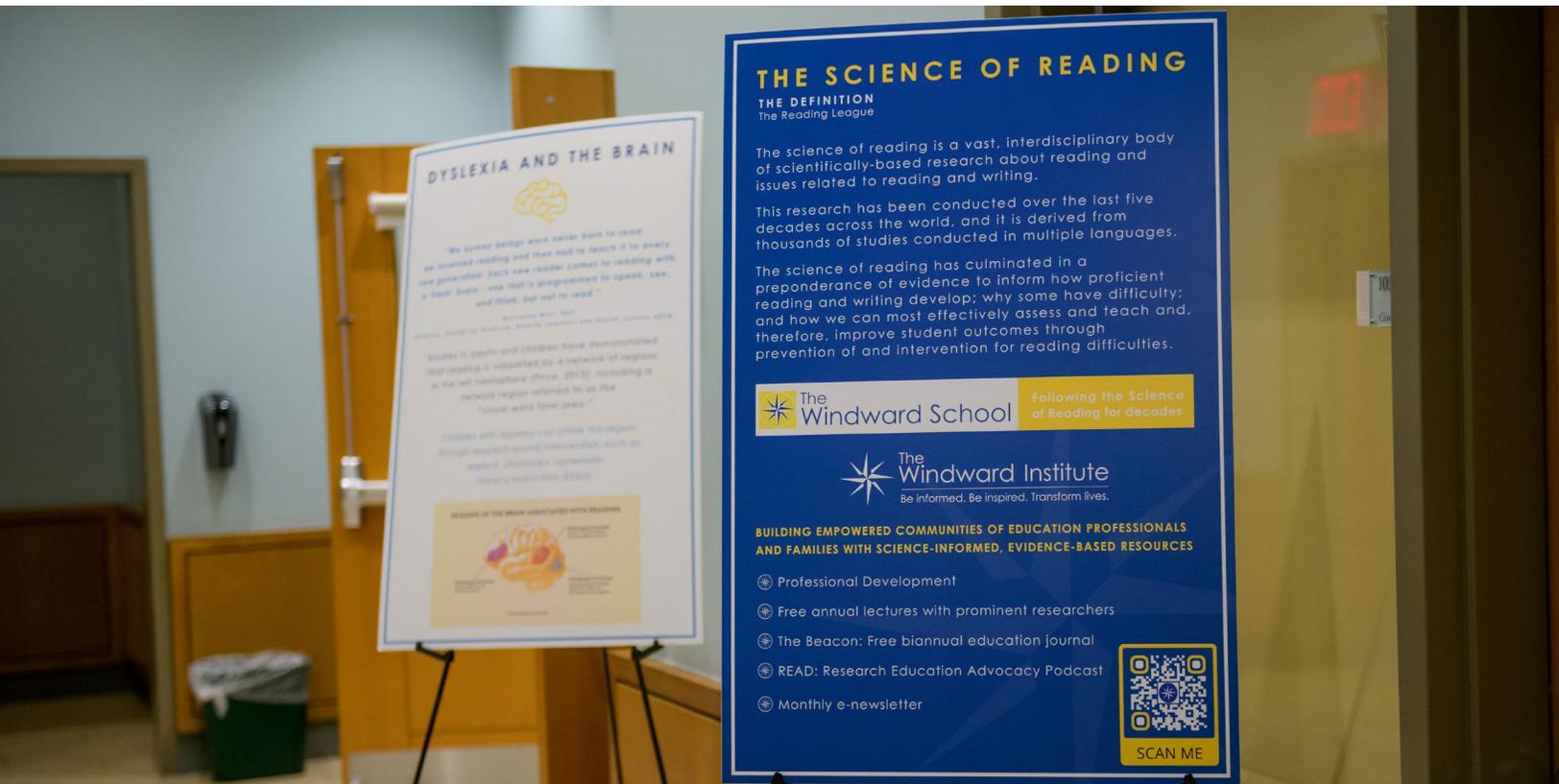


**THE WINDWARD INSTITUTE:**

- Disrupts the educational status quo to improve outcomes for students with language-based learning disabilities. The Institute follows the most current research to translate science into practice in the classroom.
- Advocates to push for educational reform for all children. Every child deserves to be successful in school, regardless of background and circumstance.
- Understands this work, follows the science, and aims to improve the educational landscape for current and future generations. Sharing its expertise benefits the community at Windward today and will improve opportunities for the future.
- Partners with leading educational institutions to advance and share research in the field.

**STATS:**

- **1,900+** educators (including Windward faculty), practitioners, and families complete **11,000+** hours of professional development annually
- **85** free reading screenings offered since 2021, aimed at reaching K-2 students in underserved communities. Of those screened, **55%** were identified as needing additional reading supports.
- **48** year-round workshops and courses relevant to the field
- **2** free annual lectures attract **3,500+** viewers from around the globe
- **52** episodes of the READ Podcast with **80K** downloads and listeners in **132** countries
- **13** advisory board members, comprising leading researchers in the field, help Windward translate theory and research into practice in the classroom
- **17** strategic partnerships, accreditations, and affiliations with leading educational institutions, including Promise Clinic Tutoring Project NY, Haskins Global Literacy Hub, Edukate NYC, Manhattanville College, Child Mind Institute, Literacy Academy Collective, Parents League of New York, Fairchester Alliance, and Winsome Wishes for Kids



# The Windward Teacher Training Program



The Windward School has designed a teacher-training program that is comprehensive, demanding, and extremely effective in closing the knowledge gap between research and teaching practices. Professional training at Windward is an ongoing program that begins before a teacher steps into a classroom and continues as long as a teacher remains on the faculty.

The Windward Teacher Training Program (WTP) is a division of The Windward School that recruits, hires, professionally develops, mentors, monitors, and retains teachers at The Windward School. Through the WTP, The Windward School provides its teachers with a detailed and explicit background of knowledge in the structure of language. We look for candidates who possess strong language skills, a passion for working with children with learning disabilities, and the dedication necessary to becoming a teacher. A future Windward teacher must also have patience, a strong work ethic, an intellectual curiosity, and an appreciation for being part of an organization that transforms children's lives.

Teachers, even very experienced ones, begin their careers at Windward as teachers in residence (TIRs).

Prior to assuming primary teaching responsibilities, they must successfully complete a one- to two-year training period. First-year TIRs are enrolled in a highly structured Teachers-in-Residence program that provides a balance between coursework and practical application.

Being a Windward teacher means that professional development is never completed. The entire teaching staff, including the most senior members of the faculty, is observed by coordinators and administrators and receives ongoing coaching and feedback on their daily classroom instruction. Windward is a learning community that supports continuous growth in comprehensive knowledge and skills for all faculty members. The making of a Windward teacher is a well thought-out, demanding, and intensive training program. Teaching is a craft that takes an incredible amount of study, practice, and reflection to perfect. It is part of the School's mission to develop a faculty that is expert in teaching children with language-based learning disabilities. Windward students deserve nothing less.



# Key Statistics

## FOUNDING YEAR

1926

960

students across all three campuses in grades 1-9

## 3 CAMPUSES

Two in White Plains, N.Y. and one in Manhattan



Geographically, Windward students come from 90+ school districts from the tri-state metropolitan area, including New York City, Long Island, Westchester and Rockland counties, New Jersey, and Connecticut.

## TUITION ASSISTANCE

- Each year, Windward provides **MORE THAN \$8M** in tuition assistance.
- Around **18-20%** of Windward families receive tuition assistance annually.
- The application for tuition assistance is **100% CONFIDENTIAL** and is independent from the admissions application.
- Tuition assistance is awarded based **SOLELY ON FINANCIAL NEED** of the family, not academic performance or other merits.

37

athletics teams across all three campuses

98%

of students return to mainstream schools

55

after-school clubs across all three campuses

11,000+

cumulative hours of professional development for teachers each year



[www.thewindwardschool.org](http://www.thewindwardschool.org)





## Partnerships

### **CERTIFICATION IN MULTISENSORY STRUCTURED LANGUAGE EDUCATION**

The Windward Institute is accredited for its Teaching and Instructor of Teaching levels by The International Multisensory Structured Language Education Council (IMSLEC®). Since 1995, IMSLEC has accredited quality training courses and has advocated for high professional standards in the preparation of multisensory-structured language education specialists, clinicians, and teachers. There are 96 accredited training courses located throughout the United States. Windward's accreditation enables the WI to offer national certification in Multisensory Structured Language Education to teachers at The Windward School as well as at other schools. The professional development program offers extensive coursework and supervision leading to professional certification.

### **THE WINDWARD SCHOOL/HASKINS GLOBAL HUB COLLABORATIVE PROJECT**

The Windward School, in collaboration with Haskins Laboratories, engages in the Windward/Haskins Laboratories Collaborative Project as part of the Haskins Global Literacy Hub, an international and interdisciplinary collaborative that brings together researchers, practitioners, educators, and education technology specialists. The mission of the Hub is to improve language and literacy outcomes for children at risk for reading difficulties across languages and cultures. Haskins has an 84-year history of being in the forefront of interdisciplinary neurocognitive research, theoretical development, and technological advances that have led to important insights in understanding the brain bases of speech, language, and reading problems and their treatment. Haskins' formal affiliations with Yale University School of Medicine, the Yale Child Study Center, the University of Connecticut Institute for the Brain and Cognitive Sciences, and its extensive national and international research partnerships, positions the Global Language & Literacy Innovation Hub to efficiently impact positive changes in language and literacy skills and develop scalable solutions.



# Windward Technology Program

## PAST

Windward has been a leader in education for students with language-based learning disabilities for decades. Until recently, technology was not a major element of the instructional program. The teaching of reading and writing was instead centered around a multisensory direct instruction approach that focused on the skill development and importance of handwriting. Even The Windward Institute, a nationally recognized teacher training center, originally delivered all its professional development workshops in person. Thus, as recently as ten years ago, while the School was about to add a third campus, the technology department was still relatively small.

In 2019, a new head of school arrived, and the School began to rely on technology for more of its core operations. When the pandemic hit, the academic program had to pivot to online instruction. Soon thereafter, a nascent educational technology program was established within the department. Over time, the School added additional IT/IS support positions on its three campuses, and the department eventually grew to a team of nine. Coming out of the pandemic, the School had experienced some growing pains with its technology program, so it undertook a comprehensive IT audit in 2021. Those findings yielded multiple recommendations for reducing risk, upgrading infrastructure, and improving operations. In the spring of 2023, the director and assistant director of the tech department decided to leave the school for separate, personal reasons—as the school was preparing to undertake some of the recommendations from the audit. Rather than rehiring those positions right away, the management team stepped back to reflect and evaluate overall departmental structure and school needs.

## PRESENT

This summer, the school engaged with a highly reputable, third-party managed services provider (MSP), which has worked with dozens of independent schools across the country for over a decade. The MSP is providing de facto director-level guidance and management for the department during the 23-24 school year. The MSP has on-campus presence about 50% of the time and is remediating several areas that had been outlined in the audit.

In parallel, a standalone educational technology department has been established, with a new director of educational technology now reporting to the associate head of school for academic programs. That director has been charged with identifying opportunities for faculty training and curricular innovation vis-a-vis instructional technology. Meanwhile, The Windward Institute is delivering most training sessions online and preparing to launch an enterprise CRM to help manage its complex operations and market growth. Other department heads, both academic and operational, are eager to leverage technology to support their strategic goals. With all this in mind, the head of school has elevated the leadership post of the IT/IS department to the role of chief technology officer, which will report directly to the head of school and serve in the seven-member executive cabinet.



## FUTURE

Technology will remain an essential pillar for Windward. The good news is that when the CTO comes on board in 2024, the school's technology program will be on much better footing than it was a couple years ago. At the same time, there will undoubtedly still be areas of operational improvement requiring additional infrastructure investment. To that end, the CTO will need to work closely with the CFO, the two associate heads, and other members of the executive cabinet to plan upgrades and launch new systems.

The CTO will oversee a team of seven direct reports but will simultaneously be empowered to assess staffing levels, evaluate the MSP partnership, and, where necessary, to reorganize or restructure the department

within the current FTE count. Meanwhile, the CTO and the director of educational technology will forge a frequent and essential partnership. As the director of educational technology works to catalyze innovation and new teaching methods within the academic program, the two technology department heads will need to collaborate on instructional technology investment, management, and planning. Finally, data is going to play a big role for a school that is rethinking its marketing, communication, and enrollment strategies. The CTO will enter Windward at an exciting time, as the School—which will soon celebrate its centennial—continues on a journey of improvement, innovation, and reimagination.

## Technology Overview

### HARDWARE

#### Student devices:

- In-school 1:1 PC/HP laptops: grades 7, 8, 9
- Carts: 5th and 6th grades
- PCs in libraries
- Epson interactive projector and document camera in each classroom across all 3 campuses
- Epson projectors w/all necessary AV equipment in all meeting spaces and gymnasiums

#### All faculty and admin:

- Laptops
  - Macs
  - HP Models: a mix of black and silver - approximately 65% of faculty have the touchscreen

#### Switches/firewall:

- 35 HP/Aruba switches
- 2 VMWare hosts
- 2 Fortinet firewalls & 1 Sonicwall firewall
- Aruba WAP cloud managed (about 170)
- Mitel phones (every classroom/office)

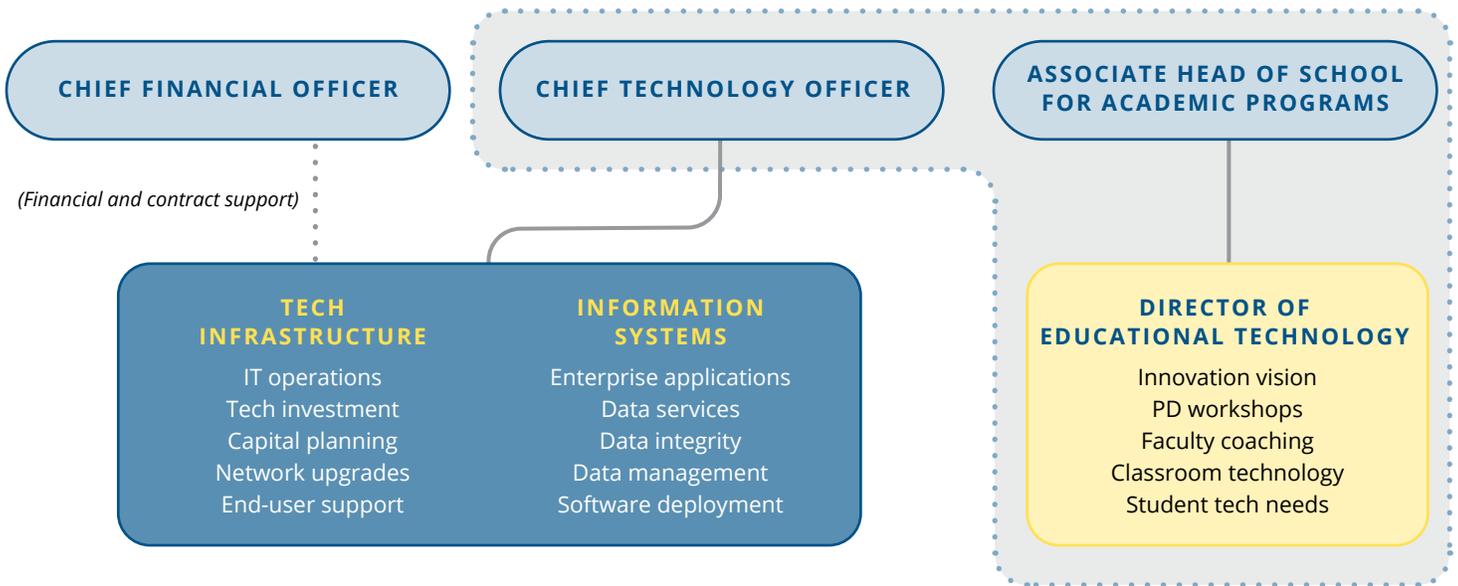
### SYSTEMS

- Veracross (SIS)
- Ravenna (Admissions)
- Magnus (Health)
- Blackbaud (FE and RE + Tuition management)
- Paycom (HRIS)
- Primary academic instructional tools: Smart Notebook software, Microsoft 365/Teams
- Proprietary software "Yellow Forms"
- Soon launching NetSuite for The Windward Institute

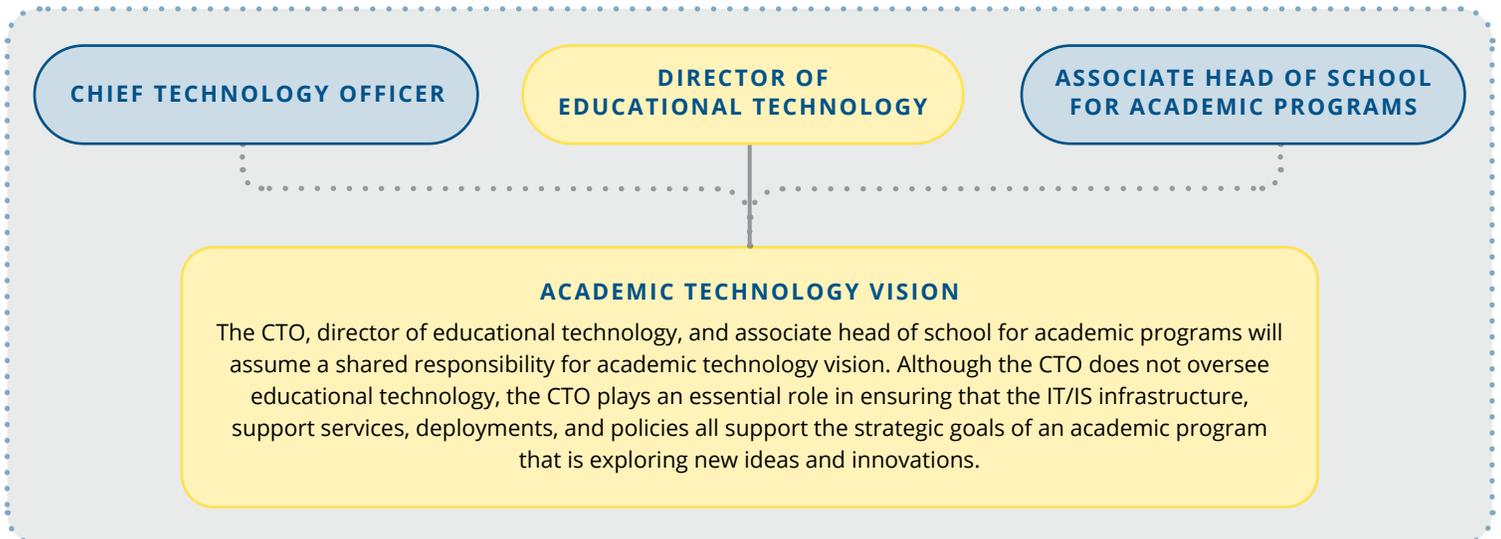


# Oversight of Windward’s Entire Technology Program

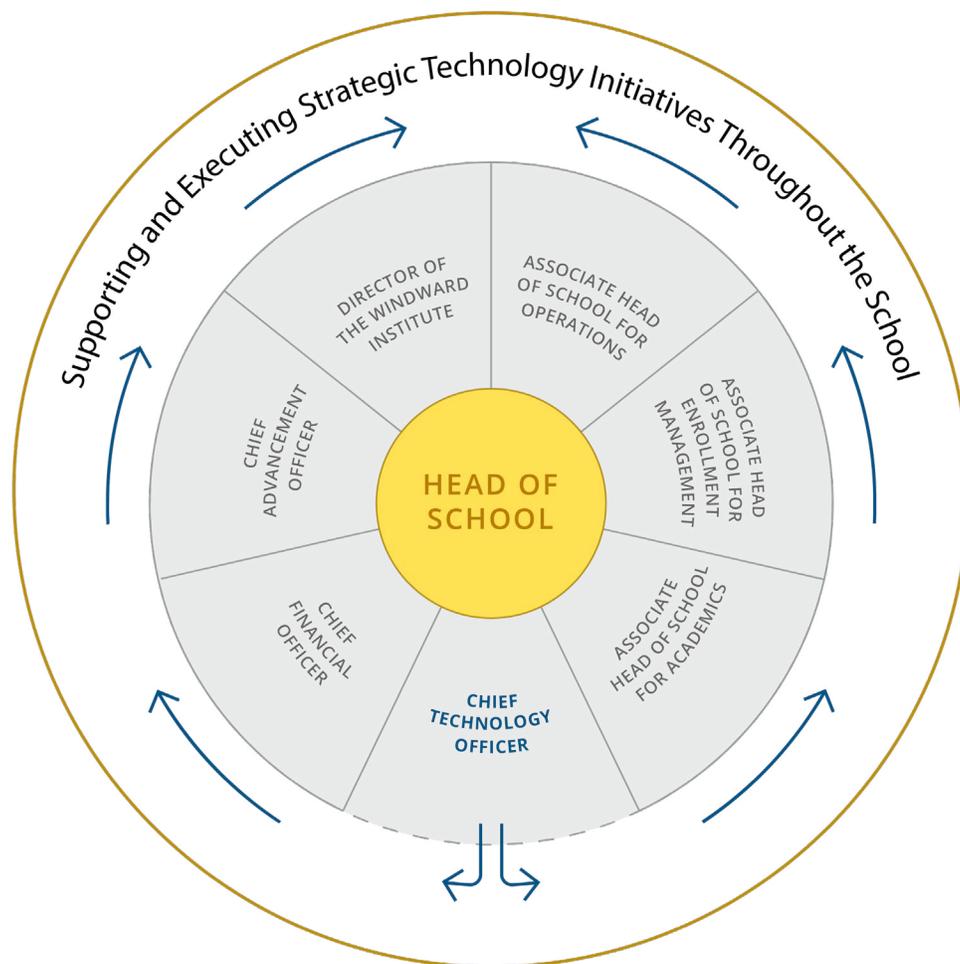
In 2024-2025, seven people will report directly to the head of school, including the newly created chief technology officer role. The next page outlines all areas of executive leadership. Two members of the head’s cabinet will be essential and frequent partners to the CTO: the chief financial officer, and the associate head of school for academic programs. The CFO will want to engage with the CTO on decisions involving budget planning, risk management, major procurement, and large-scale upgrades. The associate head of school for academic programs will, along with the director of educational technology, want to engage with the CTO on academic technology strategy, systems, deployments, rollouts, and training.



## A SHARED APPROACH TO SUPPORTING THE ED TECH PROGRAM



# A New Role in the Executive Cabinet



This current academic year (2023-2024), the executive cabinet comprises seven people: the head of school, plus six other senior administrators that oversee large divisions that touch all facets of school life. Those six administrators include three associate heads of school (enrollment, academics, and operations); the chief financial officer; the chief advancement officer; and the director of The Windward Institute. A few other directors and administrators report to the head of school and/or meet regularly with the head of school, but the executive cabinet serves as a key, strategic team that helps the head of school set the vision for the School, execute on major goals, and ensure that day-to-day affairs are running smoothly.

Next academic year (2024-2025), the chief technology officer will be joining the executive cabinet. Like the other six administrators in this cabinet, the CTO will be leading a department that intersects with all other areas of school operations and will be joining at a time when numerous school-wide technology initiatives are in motion or in the early planning stages. The next page outlines several early priorities for the CTO, who will need to work with these other six administrators to support and execute those strategic technology initiatives. The right CTO for Windward is someone who can work at the 30,000-foot level in the executive cabinet and also recognizes that all administrators at Windward have to dive into the details and get hands-on with the operations of their respective divisions and departments.



# Early Priorities for the CTO

## **COORDINATE MAJOR UPDATES WITH THE MANAGED SERVICES PROVIDER**

Windward has leveraged a third-party MSP since the fall of 2023. The MSP, which has over ten years of experience serving independent schools throughout the U.S. has been working feverishly to make needed infrastructure improvements that were identified in a 2021 audit. When the CTO comes on board, thoughtful coordination will be needed to ensure that projects already in motion are brought to a successful conclusion, and projects in the queue are properly planned and staged.

## **CONTINUE IMPLEMENTING IMPROVEMENTS FROM THE IT AUDIT**

After the leadership handoff from the MSP, the CTO will no doubt have other IT/IS areas to address. Some of these could occur with heavy-lifting support from the MSP. Others will be related to policies, service and support, security, staffing, budgeting, and planning. The CTO should expect the first one or two years to be a hands-on period to enhance systems and operations across the board.

## **EVALUATE OPERATIONS AND STAFFING ON ALL THREE CAMPUSES**

When the CTO arrives, seven positions will report to the CTO. Two tech professionals work on the Manhattan campus, three on the Middle School campus, and one on the lower school campus. (The lower school campus is also served by an A/V production manager that works in The Windward Institute department.) After the CTO gets established in the School, the head of school and CFO would support a full assessment by the CTO of staffing levels, positions, and reporting structures across the three campuses.

## **SUPPORT ACADEMIC NEEDS, INNOVATIONS, AND INITIATIVES**

The director of educational technology runs a separate department that reports up to the associate head of school for academic programs. Driven by a primary goal of the School's strategic plan to leverage technology to advance the mission of The Windward School, both positions are new, having just been created in the last year. Their charge is to rethink strategy around professional development, faculty growth, curricular enhancements, and pedagogical innovation. They recognize that the success of the entire academic technology program rests on a shared governance model and are eager to work with a supportive, collaborative CTO.

## **PROVIDE GUIDANCE AND SUPPORT TO LARGE-SCALE DATA / SYSTEMS INITIATIVES**

The academic leadership has recognized a range of ongoing data systems initiatives, such as establishing a data warehouse, enhancing SIS management, and refining internal data workflows. These initiatives stand to significantly benefit from the involvement of a Chief Technology Officer with expertise in functioning at a Chief Information Officer capacity. Currently, The Windward Institute is in the initial phases of developing and launching a CRM powered by NetSuite, alongside other concurrent data system projects.



# Windward seeks a CTO who is...

**Strategic**

Relational

**Innovative**

Proactive

**Patient**

**Thoughtful**

**Adaptable**

**Resilient**

**Transparent**

Collaborative

Optimistic

**Deliberative**



**Jamie Williamson**  
HEAD OF SCHOOL

Jamie Williamson was installed as Windward's head of school on July 1, 2019, following a 13-year tenure of the school's previous head. Now in his second headship, Mr. Williamson has been leading LBLD schools for the last 16 years. Previously, he was a licensed psychologist in a public school district. Mr. Williamson is a nationally recognized leader among educators serving LBLD students and is driven by an unwavering passion and commitment to help students with dyslexia and dysgraphia return to mainstream educational environments. We invite you to [watch our interview with Mr. Williamson](#), who talks about his professional background, what brought him to this three-campus school serving nearly 1,000 students, and why this new CTO role is essential for Windward at this juncture.



# Duties

## Operations Oversight

- Oversee IT/IS operations, planning, policies, and procedures within a management framework that serves a three-campus school.
- Oversee and evaluate the deployment of all hardware, software, systems, back-end infrastructure, and services from various perspectives, including cost-effectiveness, customer satisfaction, compliance, asset management, quality of service, and performance.
- Ensure that the department responds to end-user needs, provides a reliable IT backbone, designs and delivers excellent end-user training, and aligns procedures to all-school needs.
- Ensure IT data security, risk management, disaster recovery, and planning processes are in place and receive regular review for currency and adequacy.

## Academic, Administrative, and Operational Partnerships

- Serve in the head of school's executive cabinet, which comprises seven all-school administrators with broad areas of responsibility.
- Maintain close working relationships with the School's extended senior admin team, which comprises the executive cabinet plus five other directors who also report to the head of school.
- In close partnership with the director of educational technology, who reports to the associate head of school for academic programs, ensure that the School has a thoughtful vision for technology that is aligned to the School's overall strategic plan, mission, and values.
- Build departmental connections with academic, administrative, and operational constituents throughout the School.
- Establish and maintain local, regional, and national partnerships to support the strategic goals of the School's technology program.

## Departmental Administration

- Oversee all operations involving IT infrastructure, data/systems, and help desk support by a three-campus technology department that currently includes seven professionals reporting to the CTO.
- Allocate time and resources toward sustaining a positive departmental culture, including goal setting and team building, and ensure that each member of the department has an opportunity for professional growth.
- Oversee the School's outsourced engineering and managed services partners.
- Manage the departmental budget and perform other duties as assigned.



# Qualifications & Qualities

## Professional Qualifications

- A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree is highly desirable
- Director-level knowledge of departmental leadership, staff supervision and development, change management, and setting and achieving departmental goals
- Experience in major areas of technology planning and administration, such as enterprise systems design and implementation, instructional technology leadership, dataflow and data interoperability, project management, fiscal planning and oversight, end-user training, and capital construction

## Leadership and Personal Qualities

- An enterprise approach to technology management that supports individual needs within a scalable framework for a large department at a three-campus school serving nearly 1,000 students
- An ability to plan and oversee concurrent technology-related programs and projects, and empower departmental leads to ensure completion and success
- A passion and interest for managing all areas of technology—IT, data/systems, and instructional—even if prior experiences in these areas are not equal
- An ability to build consensus among diverse groups, facilitate critical discussions within large groups, and instill confidence in colleagues during times of transition
- A thoughtful but determined approach to team building and staff development
- Genuine commitment to growing formal leadership capacity and creating organizational and operational structures within a large department
- Immersion in diversity work, both in training and in implementation
- Inspirational and diplomatic leadership sensitive to the needs of a diverse faculty
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a large, high-achieving, multidivisional, independent school
- A commitment to the mission and values of Windward, which serves children with language-based learning disabilities
- Confidence and humility, together with a sense of humor and warm personality



# How to Apply

Ed Tech Recruiting is acting on behalf of The Windward School to identify exceptional leaders in technology. Direct inquiries to:

[jobs@EdTechRecruiting.com](mailto:jobs@EdTechRecruiting.com)



## Applications submitted by February 11, 2024 will receive priority review.

All applications must be submitted online: [www.EdTechRecruiting.com/jobs/windward/technology](http://www.EdTechRecruiting.com/jobs/windward/technology)

An application requires submitting four PDFs:

- Cover letter introducing yourself to The Windward School search committee
- CV or resume
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you—though we will not contact any references without obtaining your permission first)
- A response to the following prompt:

*At a school like Windward, relationships are critical. To build support for a vision, senior administrators must listen, partner, and collaborate. At the same time, Windward is spread out across three campuses in White Plains and Manhattan. Given the School's relational culture and distributed operations, what would your framework be for leading a successful technology program?*

The Windward School is an equal opportunity employer and makes employment decisions on the basis of merit and job performance. School policy prohibits discrimination based on race, color, creed, gender, gender identity or expression, religion, marital status, age, national origin or ancestry, physical or mental disability, medical conditions (including genetic characteristics or information), sexual orientation, or any other consideration made unlawful by federal, state, and local laws.

