



POSITION STATEMENT

Head of School Search

Dublin School

Dublin, New Hampshire
Start Date: July 1, 2026

Overview

At the beginning of every day, the Dublin School community gathers together to witness, exercise, and experience the school's motto, *Truth and Courage*, at a lively morning meeting in the Kelly Recital Hall where the motto is prominently displayed. It is Dublin students who lead the meeting. Students at every grade level, comfortable and confident in their own voice, offer presentations and reflections, introduce presentations offered by guests, make announcements, and provide updates to an audience of respectful schoolmates, who respond to each with sincere and enthusiastic applause. This meeting captures the culture and spirit of the Dublin family.

The simplicity of the motto *Truth and Courage* is powerful and visible throughout the campus. The community embraces the ideal that a motto should be seen and felt in daily interactions and decision-making.

The Dublin School campus is idyllic and quintessentially New England in its character. Nestled on over 500 acres in the beautiful and culturally rich Monadnock Region, Dublin is an intentionally small, independent college preparatory boarding and day school located in Dublin, New Hampshire. Its picturesque setting with breathtaking views of Mount Monadnock, with proximity to Dublin Lake, and access to trails, forests, and ponds, supports the school's emphasis on outdoor learning, sustainability, and physical wellness. The campus features a blend of traditional architecture and modern facilities, including a state-of-the-art PRISM (Programming Robotics Imagination Science and Math) building, the Perkins Observatory, art studios, and extensive athletic amenities. The central quad serves as a hub of connectivity throughout the day and is emblematic of the welcoming and inclusive culture of the school.



The school's ethos is centered on the idea that students should "work hard and play fair." This philosophy promotes integrity, curiosity, and purposefulness in all aspects of the student experience—academic, artistic, athletic, and social. Dublin values the development of moral character, encouraging students to engage deeply with the world around them and to contribute meaningfully to society. Its small scale enables the cultivation of uniquely strong community bonds and nurtures a culture of mutual respect, personal accountability, and a deep sense of belonging.



Mission and History

Dublin believes that a mission is not something to be memorized or live on a shelf. It should be seen in the way administrators, teachers, and students treat each other every day and through all of the decisions they make.

Mission: *At Dublin School, we strive to awaken a curiosity for knowledge and a passion for learning. We instill the values of discipline and meaningful work for the good of self and community. We respect the individual learning style and the potential each student brings to our school. With our guidance, Dublin students will seek Truth and act with Courage.*

Dublin opened its doors in September of 1935, with eight students and a panoramic view of mountains and lakes of southwestern New Hampshire. Privately owned by Paul and Nancy Lehmann until 1970, Dublin is infused with a strong entrepreneurial spirit. The Lehmanns' dream of educating students with equal measures of academic rigor and support, engagement in meaningful work, and instilling an appreciation of the out-of-doors, is still vividly apparent in much of the larger school it is today, as is the school relationship and reputation with the town of Dublin and the Monadnock Region.

Dublin has had a longstanding commitment to rigorous academics, creativity, and personal growth. Initially created as a boys' school, it became coeducational in the 1970s and has evolved to meet the needs of a diverse, global student body. Throughout its history, the school has maintained a focus on small class sizes and close student-faculty relationships, fostering a supportive and intellectually stimulating environment. It combines a traditional liberal arts education with a forward-thinking approach to innovation and experiential learning.

Today's Dublin School educates 170 kind, curious students of character in a safe, open, and inclusive community. A student-centered school, Dublin students are seen, known and valued for their potential and promise by a dedicated and caring faculty who meet their students where they are and inspire and motivate them to become the best version of themselves. Dublin faculty believe that students will ultimately rise to every occasion if given a voice and agency in their own education and experience. Individuality is celebrated on campus but no student is viewed as any more important than another and all are also expected to contribute to their community.

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Quick Facts

- 170 students; 70% boarding; 20 states and 10 countries represented
- 500-acre campus
- 5:1 Student-teacher ratio
- J-term: 18 course offerings
- Traditions: Mountain Day, Winterfest, and Mayfair
- The vast majority of electricity on campus is generated by our solar field
- 35 kilometers of Nordic skiing, hiking, mountain biking, and snow-shoeing trails

Signature Programs

Because of its intentionally small size, focus on individual learning and growth, and incredibly dedicated faculty, Dublin School offers an unusually high number of truly distinctive academic programs that translate to significant student agency that epitomizes the Dublin experience. Parents and alumni, in particular, point to college outcomes that are more informed and for which Dublin students are especially well prepared.

The school has also long embraced the importance of being a positive contributor and citizen within the campus environment and the broader community. The academic and co-curricular opportunities are designed and aligned with these institutional values and priorities and reflected in the following signature programs:

Global Classroom

Dublin School's curriculum is Spanish only so that students can advance their language skills as well as the opportunity to take advantage of extraordinary trips abroad. From training trips for the Nordic and Alpine ski teams and hiking trips in Patagonia, to dancers collaborating with a local troupe in Chile, the

Dublin experience is truly global. In addition, the Global Scholars Program reflects Dublin's long history of successfully incorporating and sponsoring international students from all backgrounds, including those from war-torn countries.

Experiential Learning

All aspects of the Dublin curriculum – over 90 courses – are designed to meaningfully engage and challenge students and advance their growth and development. Highlights include the two-week January Term [<https://www.dublinschool.org/academics/january-term>], whereby every member of the community sparks their curiosity and passion in a range of topics, from Culture and Cuisine, to Motors and Maintenance to Legendary Creatures in Folklore, among others.

The Senior Project <https://www.dublinschool.org/academics/senior-project> is a culminating experience for students and a truly distinct feature of a Dublin education. Developing the skill to prepare and present original work to the entire community builds important academic and life skills and intellectual confidence.



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Learning Skills Program

One of the most striking dimensions of the Learning Skills Program at Dublin is that it serves students with documented learning needs as well as those students seeking help with specific projects or enrichment opportunities. Support is there from the start of the day right through evening study hall and students take full advantage of this remarkable resource.

Endurance Sports

Consistent with their educational ethos in all arenas, Dublin School coaches engage athletes where they are and nurture and push them to develop and achieve their personal best. For a school that prizes the outdoors and the value of hard work, it's no surprise that some of the strongest programs are those that take advantage of the natural environment. Cross-Country Running, Mountain Biking, Crew, and Nordic and Alpine Skiing have sustained longtime participation and pride. The school's Nordic Center is recognized both regionally and nationally as an extraordinary feature of the program and has been a training home for Dublin athletes who have gone on to excel in college.

Arts and Creativity

The depth and breadth of Dublin's arts offerings epitomize the school's student-centered mindset. The Director of the Arts Programs captured their approach as "engaging students of all abilities and learning styles in an intentionally designed format that encourages students to develop habits of mind crucial to life-long learning." The physical spaces enhance and feature the strength of the teaching faculty and their capacity to inspire student artistry, including the Von Mertens Woodshop, Horgan Arts Studio, Fountain Arts Theater, Louise Shonk Kelly Recital Hall, and the Recording Studio. Visual and performing arts are celebrated throughout the year and the creative spirit on campus is palpable.

State of the School

Thanks, in large part, to the vision and work ethic of head of school Brad Bates, Dublin is in a strong position. The school has increased its enrollment by 50 percent and is more accessible than ever, growing its endowment from \$1 million to \$18 million. At the same time, facilities have significantly expanded, including classroom buildings, performing and visual arts spaces, a learning center, a health and wellness center, faculty residences, two dormitories, an observatory, a dining commons, a library, and a student center as well as alpine and cross-country ski trails, tennis courts, and two boathouses, one on Dublin Lake and another on Thorndike Pond.

The Dublin School culture is especially robust and embraced by faculty and staff alike. Leveraging the school's intentionally small size and residential environment, the premium on community is abundantly evident, from consistently friendly exchanges on the quad, to weekly Milk and Cookies get-togethers to the all-in commitment to traditions like Mountain Day, Winterfest, and Mayfair, which reinforce the school's natural playfulness and joy.

Most palpable is the fact that Dublin School has a clear sense of who it is and an optimistic vision for who it can become. The next Head will inherit a healthy, mission-aligned institution with committed stakeholders and a deep reservoir of trust and good will. They will also inherit real challenges that require courage, collaboration, and clarity of purpose.



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Challenges and Opportunities

Dublin seeks a Head of School who is a visible and engaged presence in the community, connecting with students, teachers, and staff members as well as parents and alumni. The next Head should be prepared to collaborate with a dedicated board of trustees, senior administrative team, faculty, and staff to fulfill Dublin's mission and lead the school into the future by embracing current challenges and seizing new opportunities. These challenges and opportunities include but are not limited to the following:

- The new head of school must embody the school's ethos that 'every Dublin School adult is a teacher and a teacher in every venue', focused on student growth and development.
- The new head must seek to inform the financial tension between providing many student-centered programs and initiatives with the commitment to being a small school.

- The new head of school must be a compelling storyteller in order to tangibly meet and advance the school's ongoing enrollment and fundraising needs.
- The new head of school has the opportunity to work with the Board of Trustees to develop a new strategic and mission-aligned vision for the school's auxiliary programs.
- The new head of school must embrace their familial leadership in a small residential school setting, attending to a warm and unpretentious culture while also elevating a sense of accountability and responsibility to the community.
- The new head of school must be an effective recruiter of talented faculty who embrace the joys and demands of boarding life and retain them by forging the authentic relationships that inspire their best efforts.
- The new head of school must be a strong and visible presence in the extended community, comfortable meeting with alumni and bolstering their ties to campus by increasing opportunities for meaningful engagement.
- The new head of school must lead with vision and strategy, manage institutional growth, and ensure long-term viability.
- The new head must have the confidence to take the reins of the headship following a longstanding, successful head and bring the school forward with joy, enthusiasm and a commitment to all the good that Dublin School represents.

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Key Qualities and Qualifications

The Dublin community has been fully engaged in the search process. Extensive stakeholder interviews and an all-community survey generated strong consensus around the qualities and qualifications they are seeking in their next leader including but are not limited to the following:

- Models and articulates Dublin's mission and motto.
- Head teacher, educator, lifelong-learner who shares themselves and their learning with others.
- Visible: knows, interacts, and connects with members of every constituency.
- Full participant in traditions, activities and the daily life of the school.
- Honest, ethical, and demonstrates exemplary character.
- Accountability: consistently holds themselves and others to high standards.
- Humility: holds space for others' expertise and can admit and learn from mistakes.
- Authentic, unpretentious, and genuine in all interactions.
- High emotional intelligence: warmth, empathy, and cares deeply for others.
- Approachable, accessible, patient, and transparent: an open book to the extent possible.
- Demonstrated success fostering equitable, safe, and identity-affirming school culture.
- Delegates, empowers, and trusts others.
- Financial acumen, budgetary discipline, and ingenuity.
- Joyful, playful, and a keen sense of humor: takes their work, but not themselves, too seriously.
- Listens to understand, values others' points of view, and accepts feedback.
- Creative, bold, and willing to take appropriate risks in the interests of the school.
- Enjoys working with teenagers and holds an abiding belief in their potential and promise.

Conclusion

In short, the Dublin School community is not simply looking for a traditional leader. It is looking for a mission-driven educator with strong communication, strategic and fundraising skills, one who is excited to partner in the daily life of its students and faculty and immerse themselves in the culture, and one who will listen, learn, and lead with warmth, and steer with clarity and courage.



Application Process

Dublin School has retained Resource Group 175 to support its search for a new Head of School. Candidates who wish to apply are requested to submit their application materials at: <https://rg175.com/candidates/signup>

An application includes:

- A letter of interest (cover letter)
- A resume or CV
- An educational leadership statement
- An additional writing sample (optional)
- The name of 5 current references and contact information (The references will not be contacted until the semifinalist stage of this process)

The deadline for receipt of a full and completed application is **Friday, August 8, 2025.**

The Dublin School Search Committee intends to interview semi-finalist candidates off-campus and in-person on Monday and Tuesday, August 18-19, 2025. Finalists will be invited to campus for a 2-day visit in September.

For any questions or further information about the position please contact either of the consultants below:

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