



# Town School for Boys

## Position Statement for Director of Advancement

San Francisco, California  
Start Date: July 1, 2023



## INTRODUCTION

***"You walk into Town, and you feel the world open up."***

While many schools hold a similar regard for their students, few have the singular focus that Town School for Boys demonstrates. Every decision at the school is viewed through the lens of "How does this make Town a better school for the boys?" One parent's comment summed it up: "The boys just love school here."

As the poet/author Carlos Andrés Gómez states in his book *Man Up: Reimagining Modern Manhood*, the hope is "that we might allow men to be more interested not so much in being but in becoming. Let us each embrace the full range of who we might be, instead of that constrained definition imposed from outside ourselves."

Town School for Boys is a dynamic and engaging school that suits the particular developmental learning needs of boys. Founded in 1939 and located in the beautiful San Francisco neighborhood of Pacific Heights, Town School for Boys is a secular, all-boys day school serving 415 students in Grades K through 8. Students hail from 35 zip codes in the Bay Area. The campus has both well-designed classrooms and outstanding facilities for athletics and the arts. Great care has been taken to maintain and update the campus to ensure that it supports both the depth and breadth of the school's program as well as facilitating the strong sense of community that all at Town School for Boys hold dear. The school continues to grow and develop in the 21st century, with its faculty continually seeking new tools and ideas to prepare the boys for success in high school and beyond.

Town School celebrates boys and boyhood and strives to help each boy fulfill his greatest potential. The school recognizes its crucial responsibility to work with



boys on broadening, rather than constraining, boys' identities. As noted in Rosalind Wiseman's book *Masterminds and Wingmen*, "All too often schools are the place boys learn that the overall culture they will grow up in restricts their creativity and makes it as difficult as possible to come into their masculinity in healthy ways."

Boys at Town are encouraged to embrace their creativity and their emotions. The Social Emotional Learning (SEL) curriculum helps the boys understand their feelings and how to regulate their emotions. The hallways are filled with laughter, expressions of close friendships are evident, and helpful acts of curious and imaginative minds are at hand. A parent mentioned that she was drawn to enroll her son by watching the boys come to the park across the street from the school and seeing how much fun they had, how happy the boys were, and wanting that for her own child. When the Lower School Head asked 4th graders what she should share with the parents at a grade level coffee, the boys said, "it is a lot more fun to play with one another rather than fighting and always wanting to be right."



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### MISSION

The entire community truly embraces the school's mission: *"At Town School, learning is prized, love of school is essential, and boyhood is celebrated."*

The goal is for each boy to be engaged in an environment that weaves together collaboration, critical thinking, integrity, empathy and creativity. These broad skills, as well as a firm grounding in core academic competencies, offer boys an excellent preparation for their further education. These goals are achieved through an authentic curriculum that originates in the classroom, travels through the halls, and extends into the world. Town's teaching balances traditional methods with key student-centered approaches including inquiry, project-based learning, and teaching for understanding.

Exceptional leaders understand the essential value of diversity and inclusion. They surround themselves with people of varying beliefs, backgrounds, and skill sets. Everyone benefits when exposed to a broad base of experiences. Town School for Boys strives to deepen students' understanding of differences in race, ethnicity, gender, ability, religion, sexual orientation, age, and socioeconomic status. The school fosters empathy and respect for all.

**The result is *not* tolerance of differences but a celebration of the unique and varied contributions each makes to the community. This process of defining cultural competency is dynamic. The school revisits this intentionally, in a proactive manner, and often as students are guided to develop their capacity to understand identity, to connect with others, and to have a positive impact on the world.**



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The school's strategic plan was adopted in 2020 and lays out five strategic priorities, including launching five school values that are referenced fluently by all constituent groups and serve as the underpinning of all endeavors at Town. These values are:

- Respect: Treating others the way they want to be treated
- Curious: Asking questions, thinking critically, solving problems
- Belonging: Embracing and celebrating each person's unique stories and experiences so that each and every member of the community feels that sense of inclusion
- Integrity: Having the courage to do the right thing even when nobody is watching; trying our best and when we fail, trying again
- Joy: Knowing joy can be found in hard work, risk-taking and perseverance; and that it is important to make space for play, fun and laughter.

The five strategic priorities are:

1. Designing learning experiences for tomorrow
2. Raising boys of character and impact
3. Cementing a community of belonging
4. Investing in the school's faculty and staff
5. Bringing out the best in athletics and wellness

For more details on the strategic plan, please visit the school website <https://www.townschool.com>



### PROGRAM

The pedagogy, curriculum, and culture at Town School for Boys have been designed to encourage curiosity, open mindedness, understanding, reflection, and integrity. Social-emotional learning permeates the entire curriculum with a dedicated SEL teacher in the Lower School.

The curriculum at Town School for Boys is designed to inspire and challenge students while building the necessary skills and attitudes. There is a very strong reading culture, with many boys choosing to read forty books as part of the school's "Forty Book Challenge," which includes reading across all genres outside of their classroom work. Readers and Writers Workshop and Phonics instruction along with dedicated Reading Specialists in Grades K-2 help the students develop into fluent readers and writers. The math curriculum has been strengthened with the addition of a K-8 Director of Math Programs and a Math Specialist, and courses including grades 5-8 Core and Core+, and Condensed Math in 7th and 8th grades. The multitude of exciting projects can be seen in more detail under the [Curriculum Spotlights](#) on the website. Among those highlights are the 8th Grade Capstone Project, 3rd Grade Oregon Trail, 6th Grade STEM Satellite Project, and K-7 Engineering Challenges.

The boys are busy figuring out their interests; they are engaged, at times boisterous, and happy. Parents comment that the school is for many kinds of boys, where they can thrive. When the boys make mistakes, as the Admissions Director said, "We help them learn and restore." One parent put it, "Every student has their person. Whether it is a teacher, coach, or advisor, all the students know there are adults in the community who know and support them and to whom they can turn no matter what."



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### COMMUNITY LIFE

Talk with anyone about what sets Town School for Boys apart and they will inevitably mention the community. As one teacher put it, “Everyone at Town School for Boys is known, needed, and cared for.”

The sense of community is evident starting with the daily handshake greeting from the Head of School to grade level coffees and community building meetings, to affinity spaces for students and family and parent parties and celebrations, to athletics and after school programs. Parents are a vital part of the community and volunteer in a number of ways. Administrative staff, too, have an active role in supporting the school's rich community life—attending assemblies, lending a helping hand with a special STEM lesson, or cheering the students on at the Halloween parade.

Through the Families Program, boys across the grades set a positive example for and nurture younger students. Upper School students are responsible for guiding their “buddies” in younger grades through various school events and activities. Eighth graders regularly visit the kindergarten classrooms for reading, play and mentorship, and they sit together at all school assemblies.



### SERVICE LEARNING

The Service Learning curriculum aims to identify ways to connect the work on empathy and moral courage that takes place throughout the school to students’ lived experience. Recent initiatives have included hosting weekly food and seasonal coat drives. These “packing events” are an opportunity for the boys to put together food or hygiene packets and write cards for the families who receive them. Integrated curricular work connects classroom learning to service so that the boys can realize their potential for positive impact in the world.

### ENVIRONMENTAL STEWARDSHIP

Recycling and compost bins are found in every classroom, with the 6th grade leading the Town recycling program that teaches the boys of their shared responsibility to the broader community. Town’s Outdoor Education program teaches students about fragile ecosystems and environmental ethics with overnight trips to wilderness destinations throughout California, including the Marin Headlands and Yosemite. Sustainability is taught at all levels: kindergarteners plant and nurture their own garden through work with our Gardening Educator; 2nd graders investigate waste reduction and food insecurity; 3rd graders engineer a solar oven; and 6th graders design compact houses to replace homes lost through natural disasters. These projects use real-world ideas to help students develop a greater awareness of world issues and develop a problem-solving mindset.

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### GLOBAL CITIZENSHIP

The curriculum is designed so boys can learn about their own identities in a broader context, how to cultivate a sense of belonging and inclusion among others, and the value of acting as allies and upstanders. In the 1st grade Kenya unit, students learn about the richness of a specific country while also exploring the challenges of those who don't have a reliable or easily accessible clean water supply. With their 5th grade buddies, they engage in a simulated experience of transporting water in the neighborhood to better comprehend the difficulty of having to carry water over long distances. Additional projects in the Upper School use the United Nations Sustainability Principles as a framework for student engagement and understanding.



### ATHLETICS

Grades K-2 sports teams are often organized by Room Parents through a school/parent partnership. Grades 3-8 play on Town teams organized through the Athletic Department; there is a team for every boy, and there are no "cuts." Sports include golf, volleyball, soccer, basketball, cross-country, baseball, lacrosse and track & field.

### ARTS

The Arts are a greatly valued and award-winning area of the school's program, in which students are able to further existing passions and talents and develop new ones. The state-of-the-art Dolby Family Center for the Performing Arts affords the school the opportunity to have a performing arts curriculum that matches the high levels of excellence in the school's visual arts program.

### GOVERNANCE AND SCHOOL LEADERSHIP

Town School for Boys is governed by a 29-member Board of Trustees.

The Board of Trustees works alongside the Head of School to craft and oversee the school's mission, vision and its short and long-term strategic goals, review and support important school policies and plans, ensure resources are adequately provisioned and effectively managed for the short and long-term, establish and maintain bylaws and ensure the school's compliance with applicable laws and regulation, and promote and advance the school's mission. Trustees do not have authority over the day-to-day operations of the school.

The Board of Trustees meets regularly throughout the academic year. In addition to attending Board meetings, many members typically serve on multiple Board committees. Trustees are expected to contribute actively to the work of the Board, attend meetings, and provide guidance and expertise as needed. As leaders in the school community, Trustees are expected to support the school through their advocacy and ambassadorship, their time and expertise, and their philanthropic efforts.

The Ninth Head of School is Lorri Hamilton Durbin. She was appointed Head of School in July 2017, coming from a six-year tenure as Middle School Director at The Dalton School (New York City, NY), three years as the Associate Director of Administration at the Klingenstein Center at Teachers College, Columbia University (New York City, NY) and four years at Nueva School (Hillsborough, CA).

She has her undergraduate degree from Pomona College (BA, Government), her Master's in Education from Stanford University, and an MBA from The Tuck School of Business at Dartmouth. She is well-regarded by the parents who call her "a talent magnet" and identify her as instrumental in leading a very intentional, well-thought out strategic plan. Lorri has the ability to put a "stake in the ground", "claim it and name it" when it comes to a clear articulation of the school's values. As one administrator commented, "There will be no one who will out-think, out plan, or out-implement her." She works hard and is an excellent leader.

### TOWN SCHOOL FOR BOYS AT A GLANCE

Founded:	1939
Grades:	K through 8; Lower School, K-4; self-contained classrooms; Upper School, 5-8; departmentalized classrooms; two classes per grade
Campus & Facilities:	Located in Pacific Heights neighborhood of San Francisco; 70% of campus was renovated and modernized 10 years ago; 2 STEM Labs; rooftop garden/outdoor STEM lab; 2 full size gyms; 2 rooftop play spaces including all-weather turf field; Dolby Family Center for the Performing Arts; leased access to full-size field in the Presidio within walking distance
Enrollment 2022-2023:	415 students (from 35 different zip codes); 48% identify as students of color
Alumni:	3,493 living, on record
Operating Budget:	\$22 million
Endowment:	\$19.9 million plus another \$10 million in unrestricted reserves (as of June 30, 2022)
Tuition & Financial Aid:	Tuition currently is \$42,170; \$2.455 million; 18% of students receive financial assistance





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### FACULTY

Town School for Boys' emphasis on hiring, supporting, and retaining outstanding faculty is at the core of its reputation for excellence. Experienced, dedicated, and long-serving, the faculty is valued for its collective passion, enthusiasm, joy, and ability to connect with the boys. There is a premium placed on being communicative and collaborative. Furthermore, teachers at Town appreciate the school's support for innovation and its emphasis on continuing professional growth and renewal. Students benefit from their teachers' expertise, the care they provide in and out of the classroom, and the way they live the values of the school. Town's faculty are exceptional. They are deeply committed to the school and its mission, grateful to be a part of its warm and welcoming community, and excited to have the opportunity to share their knowledge and love of learning with boys in these grades.

In 1990, Town School launched the New Teacher Institute (NTI), a two-year program that combines theoretical and practical aspects of classroom teaching. The program was founded on the conviction that independent schools must share the responsibility of training skillful educators for the nation's public and private schools. Teaching is a craft developed over time and done with intentional practice, thoughtful mentorship, and ongoing reflection. The program emphasizes daily teaching, curriculum planning and professional growth. The NTI works closely with the Bay Area Teacher Training Institute.

Resident Teachers are fully integrated into the life of the school. More than 213 have completed this two-year program with many going on to take on lead teachers and administrator positions. There are 12 teachers and two administrators who are NTI alumni at Town. The program encourages head and resident teachers alike to seek and accept feedback and to use it to ensure that they are improving their craft and serving their students well.



Town School for Boys places a high value on maintaining a collegial, team-like atmosphere among faculty members. Town School for Boys faculty are committed to the learning process, as illustrated by the hundreds of combined hours they spend in professional advancement workshops furthering their own learning.

The faculty are dedicated to bringing their best skills and commitment to each boy. They play many roles, from the more obvious one of working in creative and inspiring ways to the less obvious of volunteering to cover a colleague's duty, serving on a committee, or attending weekend admissions events.



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### FINANCES AND FUNDRAISING

The school's budget is \$22 million with approximately \$2.445 million of that designated for financial aid. The endowment stands at \$19.9 million with another \$10 million in unrestricted investments. Tuition currently is \$42,170 which includes lunch and snack, field trips, and outdoor education trips. The school has \$10 million of debt in the form of tax-exempt bonds.

The school's strategic plan identifies five major pillars. The intentionality of the process and the thoughtfulness in building the strategic plan was mentioned by a number of people. The plan is not a document living in the burrows of a computer or collecting dust on a bookshelf, but rather is a dynamic and ever-present element of conversation and decision making. Town is in the leadership stages of a capital campaign, *Where Tomorrow Begins*, to carry out the strategic plan.

Town is undertaking the largest campaign in the school's history. The campaign is divided into three fundraising areas: Tomorrow's Academic Experience

includes an Engineering Studio to be built this summer and curricular innovation work; Tomorrow's Community with a focus on service learning, character education, wellness, and tuition assistance; and Tomorrow's Town to address faculty/staff compensation for support and sustainability. There has already been a \$10 million (non-trustee) gift for the first phase of the campaign.

Total giving in 2021-22 was impressive with nearly \$2.5 million raised despite the residual effects of the global pandemic; giving has grown steadily the past three years with a "One Ask" approach. Annual Giving in 2021-2022 garnered over 92% parent participation, 100% participation among the Board of Trustees and 92% from the faculty and staff. Town's parent community is highly engaged with the school, serving as Annual Giving class captains, re-shelving books in the library, and volunteering to serve lunch during the school year.

The incumbent is retiring after nearly 30 years associated with the school, starting in 1994 with her son's enrollment in kindergarten. After two shorter-duration departmental directors, she stepped into the Director of Advancement position in 2019 and leads a high-performing, tight-knit group of five professionals. The team works well with one another, loves their community and enjoys seeing the tangible results of their efforts. They work closely with the parents who volunteer at the school in so many ways and know the importance of working with parents and valuing their contributions to the community.

Donor capacity at Town School for Boys is considerable. The Advancement Office needs to navigate the terrain of changing demographics, high expectations, and new challenges and opportunities presented by the campaign and strategic plan. This position is about helping to secure resources for the faculty, staff and students at Town School for Boys, but it is also about being an active part of the community and participating in the collaborative conversations that help keep Town School for Boys at the forefront of education.

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### THE POSITION OVERVIEW: DIRECTOR OF ADVANCEMENT

The Director of Advancement (DOA) needs to be ambitious in setting aspirational goals and have an “innovator’s mindset” in finding ways to achieve these goals in close partnership with the Head of School, Lorri Hamilton Durbin. This collaboration with the Head of School is especially important in building out the advancement strategy, creating milestones and targets and in its execution.

The goal for the DOA is to optimize programs of giving that attract the maximum gift support possible to the institution while helping engage diverse audiences of stakeholders and advancing the spirit of community that infuses the school.

Town School seeks a strong, strategic, fair-minded, open-hearted, communicative leader. There is energy, optimism and a readiness by those close to the school to add a confident, even-handed, ethical, open leader who lives the values of the school and wishes to enthusiastically join the traditions that hold the community together. Among these values is the desire to uphold the community commitment to diversity, equity, inclusion, and justice as an institutional lens for advancement work.

The successful candidate will be an outstanding professional who thinks strategically, communicates a clear and compelling case for support of the school’s mission, is comfortable with the school’s demographics, follows up on details, and develops and thrives in a team environment. In addition to finding financial resources to strengthen financial sustainability, there are non-monetary goals as well: extending the impact of the school, creating goodwill in the community, strengthening the school’s excellent reputation and advancing relationships.

The DOA will be tasked with plans for the extension of the school’s needs, both operational (Annual Giving) and capital (facilities, endowment, programmatic). This

person must be fluent in major gift work to maximize the total philanthropic relationship of major gift donors and prospects (both Annual Giving and other) to the school. This means strategizing to generate higher levels of support and implementation of individual multi-year fundraising plans that focuses on renewals and increased gifts. This also means establishing long-term relationships with major gift donors and converting prospects into donors, while working collaboratively with colleagues and school leaders to meet the school’s advancement objectives and mission.

The DOA will manage a staff of five. These roles include: Advancement Associate, Events & Communications. Assistant Director of Annual Giving & Alumni Engagement, whose family’s engagement with Town extends over a long period of time. Director of Events & Special Projects, and Director of Communications & Strategic Fundraising. Several members of the team have been at Town for several years and they are a strong and collaborative group.

The DOA will manage a portfolio of high-level prospects and donors, developing comprehensive annual and multi-year plans for major gifts, planned giving, and annual giving. Utilizing the best of Town School for Boys





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resources—a committed Board of Trustees, an experienced and well-regarded Head of School, an active advancement committee, supportive faculty, a devoted parent community, and a strong capacity for giving—this highly knowledgeable and experienced fundraiser will need to bring a demonstrated passion for independent education and a commitment to advancement excellence. This is a full-time, 12-month position.

Town School for Boys' current advancement program focuses on annual giving, major gifts, events, collaborations with the Parents' Association, and overall stewardship and community outreach in all constituent groups including current parents, parents of alumni, alumni, grandparents, and friends. Targeted outreach takes place via publications, direct mailing, one-on-one meetings, community gatherings/forums, fundraising events and social media and the school's website.

The candidate should be someone with a track record of achievement developing and advancing fundraising strategy with measurable success and a comprehensive knowledge of fundraising best practices and have a desire to have a significant impact on the school's growing program, along with the restlessness to make the advancement office exceptional.

### Responsibilities

#### Relating to Strategy and Fundraising Goals

- Work closely with the Head of School in setting and meeting fundraising goals for the various activities for which the department is responsible; participate in the annual budgeting process to help determine fundraising goals and metrics for the Advancement Office.
- Closely work with the Director of Annual Giving to ensure a successful and increasing Annual Fund program.



- Oversee Annual Giving, funding priorities, volunteer training, capital giving, leadership giving, planned giving, alumni relations, stewardship, donor research; lead and support the Advancement Office to reach annual goals in each of these areas.
- Solicit top annual gifts from a portfolio of prospects.
- Review, develop and implement appropriate donor/volunteer recognition programs.
- Provide accurate and timely communications to prospects, donors and volunteers.
- Manage a team of Advancement staff and provide direction and input on implementation of the goals.
- Oversee and manage the Advancement Office budget.
- Continue a productive and positive work environment for advancement staff, inclusive of regular team meetings, individual meetings with staff, retreats, supervision and evaluation, and professional growth.
- Oversee donor record keeping and reporting systems to ensure accurate tracking of fundraising and accounting.
- Examine and implement a stronger alumni program encompassing alumni of recent and more historical past; and wider family networks (i.e. grandparents, parents of alumni).

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- Manage weekly agenda for 1 on 1 meeting with the Head of School.
- Design a multi-year roadmap for building a donor pipeline using wealth screening and predictive analytics.
- Use data to inform planning and to lead change with a balance of decisiveness and collaboration.
- Solicit a portfolio of capital campaign gifts in the range of \$50,000 to \$5 million.
- Serve as liaison to campaign and annual volunteers in their roles as solicitors.
- Provide materials, collateral, strategy, and support around all of the Head of School's donor prospect meetings, attending donor meetings as appropriate.
- Oversee all capital campaign activities, including selection and support of the campaign steering committee, volunteer management, campaign expenses, etc.
- Produce capital campaign analyses and goals for Head of School and the Board of Trustees.
- Partner with parent leadership to support volunteer engagement; identify and recruit a pipeline of volunteers for leadership positions related to fundraising efforts (Fall Bash, Town

School for Boys Parents' Association committees, etc.)

- Work closely with the Parents' Association executive team and committees as well as Room Parents in a collaborative and engaging manner to support their annual events and initiatives and building community. Attend meetings as needed to ensure productive and positive volunteer/school interactions.
- Research and prepare grant applications and required stewardship reports for foundations as needed.

### Relating to other members of the Senior Administrative Team

- Collaborate with the Director of Admission and Tuition Assistance, the Director of Communications, and other administration staff to ensure consistent messaging of the school's narrative and expand and enhance the school's visibility and reputation across social media, printed communications, and website.
- Contribute advancement content for the school's website.
- Work in partnership with the Director of Communications to create the Annual Report, advancement-related publications, and campaign communications.
- Assist and advise the Head of School on speaking points at advancement events, cultivations and solicitation meetings with advancement prospects, capital projects, trustee advancement work, strategic planning, campaign strategy, Annual Fund, alumni relations, special events.
- Support the Admissions Office in new family onboarding and orientation.
- Ensure productive working relationships with other school administrators, aligning and integrating advancement work with the other areas of the school and supporting fellow team members in their goals and aspirations.





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- Serve as an active member of the Senior Administrative team representing the advancement needs of the school in relation to the overall leadership of the institution.
- Ensure the coordination and direct liaison with the Business Office on all items related to advancement office fundraising and expenses.
- Remain up-to-date on major issues to serve as an effective ambassador to the school community.
- Serve as a leader for the school community, participating in daily life and the operation of the school in a present and hands-on manner, extending oneself beyond the responsibilities of the role.
- Assist the Head of School with other duties as required.

### Relating to the Board of Trustees

- Work closely with the Board of Trustees as well as its advancement, finance and strategic planning committees to formulate goals and strategies for present and future fundraising needs. Participate in New Trustee Orientation.

- Oversee Trustee Annual Giving solicitation every year as well as capital solicitations of trustees.
- Prepare and distribute Advancement reports to Advancement Committee Chair to foster involvement and understanding of the Advancement Office in advance of Board meetings.

### Requirements/Qualifications

- B.A. degree required; advanced degree(s) preferred.
- Minimum of five years advancement work experience.
- Commitment to Town School for Boys mission.
- Confronts challenges head-on with appropriate openness, building trust across all constituent groups within the school community.
- High level of energy, flexibility, warmth.
- Personable, positive, helpful personality; customer-service mindset.
- Sensitivity, discretion, and a sense of humor.
- The personality, energy, intellectual integrity, warmth, visibility and leadership ability to inspire a school community; positive, passionate, can-do spirit.
- Understanding of independent school communities and culture, including an eagerness to work hard as both leader and team member.
- Demonstrated ability to conceptualize, plan, and cohesively integrate a full range of advancement programs.
- A proven track record of progressively challenging fundraising success, including annual operating support, major gifts, capital campaigns and planned giving.
- Significant experience overseeing alumni programming designed to support the comprehensive needs of a broad constituency.
- Strong written and personal communications skills and vision for expanded communication opportunities.
- Experience in event and community engagement planning and execution.

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- Ability to support advancement services: research, prospect tracking, stewardship, gift entry, gift acknowledgement, and data entry.
- Strong management experience required with the ability and interest to work closely with staff members to achieve individual and department goals and build a team.
- Outstanding analytical skills and proven success in using data-analytics and prospect wealth screening resources to develop programs and drive results.
- Demonstrated ability to build successful fundraising initiatives and appeals using current best-practices and new technologies to produce outstanding results.
- Strong and demonstrated success in leading, managing and dealing diplomatically and comfortably with a diverse community of parents, students, alumni, volunteers, partners and colleagues and have the presence, demeanor, and communication skills necessary to represent all of Town School for Boys constituencies effectively; excellent responsiveness to all constituencies.
- Vision, creativity, flexibility, and the capacity to develop a departmental strategic plan for raising philanthropic support to execute the school's strategic plan.
- Core belief in leading diversity, equity, and inclusion work forward in schools.
- Strong understanding of current digital communications, social media, fundraising software, and email-based solicitations.
- Excellent oral and written communication skills with experience collaborating with communications colleagues in the writing of persuasive gift appeals.
- The ability to meet deadlines within the context of a complex office/school/community calendar.
- Active engagement in professional advancement and understanding of current best practices.
- Demonstrated ability to use good judgment and maintain confidentiality.

- Detail oriented with excellent organizational skills.
- Ability to manage and prioritize multiple responsibilities simultaneously.
- Ability to manage competing demands and adapt to frequent or unexpected changes.
- Active listener and skillful communicator who is approachable, empathetic, and compassionate.
- Effective manager of people and resources who hires well and delegates appropriately.

### Are You the Right Person for the Job?

- Do you have a growth mindset? Are you comfortable with an experimental and entrepreneurial work environment? Do you think creatively and encourage innovation? Are you a curious person?
- What examples can you provide of how you have demonstrated forward-thinking abilities? How have you shown your mental nimbleness?
- Can you encourage and actively support change and innovation while retaining the core values and traditions of a school?
- Do you have the vision and strategic thinking to lead, strengthen and maximize an institution that wants to “get things right”, wise, professional in its operations, and committed to continual improvement?
- Are you a person of strength, gentleness, and authenticity?
- Are you committed to getting to know the children and the families well? Do you enjoy getting to know, meet and engage with new people?
- Are you a person of high energy?
- Are you reasonable and level-headed?
- What is your vision of independent school education, especially in the area of access and affordability?
- Are you an excellent listener?
- Do people enjoy spending time with you?



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- Do you know how to thoughtfully communicate your appreciation for people?
- Do you have the ability to inspire, lead, develop and attract talented staff?
- Do you know how to prioritize your responsibilities? Do you know how to use technology to maximize your time? Do you know how to delegate?
- Can you handle the considerable range of tasks from major gift solicitations to helping with the smallest details of an event?
- Do you have the ability to lead, develop and manage well in all directions?
- Are you willing “to roll up your sleeves” for all the work that is needed?
- Do you get things done?
- Do you understand the cadence and rhythm of a school year? What are examples of how you work with your colleagues in a collegial manner?
- Do you have a track record of success as a fundraiser and implementing a strategy? What is your level of experience in communicating the narrative of an institution?
- Have you had experience in a capital campaign?
- Do you have business and financial savvy?
- Do you have facility, humility, and desire with equity and inclusion work required to embrace and support a diverse and dedicated community of faculty, staff, students, parents, and alumni?
- Are you comfortable with the locational realities of knowing that Town School for Boys and San Francisco has a culture and personality all its own?

### **Work Environment & Complexity**

Duties and tasks in this position are varied and complex. The position works on whole problems or projects. This position directs projects and the challenges are resolved with complex and precedent setting solutions. This position requires a high

degree of collaboration. This position operates in a professional school environment. The functions of this position are performed in a typical office environment with no known hazards.

### **Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, such as the ability to see, hear, speak and understand English and use a computer. This position is active and requires standing and walking, including stairs.

### **Travel**

Occasional overnight travel will be expected in this position. A valid driver's license and passport required.

### **Compensation**

At Town, salaries are one component of a compensation package that includes retirement matching, daily lunch, health & dental insurance, and life, AD & LTD insurance. The anticipated annual base salary range the school reasonably expects to pay candidates for the position of Director of Advancement is \$170,000 to \$200,000, depending on factors such as years of experience. In addition to those factors, we believe in the importance of pay equity and consider internal equity with our current employees as part of any final offer.

This job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice.

Application submission screening and interviews will be completed on a rolling basis until filled.

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Town School for Boys seeks candidates who will add to the diversity of the community. The school is an equal opportunity employer. The school complies with all legal requirements in connection with admissions and access to programs, facilities and employment practices regardless of race, color, religion, sex, gender identity, sexual orientation, national origin, genetics, age, or disability.

### Background Check

Prior to submitting your resume for this position, please read it for accuracy. RG175 verifies academic credentials for its candidates and conducts a thorough review of candidates' social media presence. Town School for Boys will conduct thorough background checks prior to finalizing an offer.

**Prospective Candidates** should send a letter addressed to Lorri Hamilton Durbin detailing his/her interest in the position and his/her suitability for it, an updated *curriculum vitae* or *resume*, and a copy of original writing on any subject of interest to the candidate—this can be written for this exercise or provided from something written previously.

These materials are to be **sent in one, consolidated PDF** to: James E. Pattison, [jpattison@rg175.com](mailto:jpattison@rg175.com)