



THE BUSH SCHOOL

DIRECTOR OF TECHNOLOGY

LOCATION

Seattle, WA

REMOTE SEMIFINAL ROUND

Mid-January 2026

START DATE

On or before July 1, 2026

POST DATE

November 22, 2025

ON-SITE FINAL ROUND

Week of February 2

REPORTS TO

CFOO

PRIORITY DEADLINE

December 28, 2025

DECISION ANNOUNCED

February 16, 2026

ANNUAL SALARY RANGE

\$170,000 – \$190,000



Mission

To spark in students of diverse backgrounds and talents a passion for learning, accomplishment, and contribution to their communities

SUMMARY

Founded in 1924 and inspired by John Dewey's philosophy of progressive education, The Bush School is Seattle's only independent K-12 school, serving 745 students. The mission of The Bush School is to spark in students of diverse backgrounds and talents a passion for learning, accomplishment, and contribution to their communities. For over 100 years, Bush has been grounded in the educational philosophy that "students learn best by doing." Across two incredible campuses – one in the historic Washington Park neighborhood of east-central Seattle and another in the Methow Valley on the eastern slopes of the North Cascades – Bush students engage with challenging and robust academic programs and solve complex problems in the classroom and beyond through a variety of experiential learning opportunities. As a result of these experiences, students learn how to make an impact on their community that is meaningful and enduring.

The Bush School now seeks a director of technology to oversee the school's IT infrastructure, systems integration, and data management, and to ensure that technology reliably and strategically supports schoolwide operations. The director should also be ready to engage in thought partnership around instructional technology, and will partner with the assistant head of school for K-12 programs, division directors, and division technology coordinators to make sure that technology seamlessly integrates in the classroom and supports the school's teaching and learning initiatives. The director will directly supervise three employees in the technology department, providing hands-on leadership, inspiring a culture of proactive and reliable end-user support, and overseeing infrastructure upgrades – many of which are already underway this school year via a recent engagement with an external MSP. The director of technology will report to the CFOO and will begin on or before July 1, 2026.



THE EDUCATIONAL PROGRAM



VISION

The Bush School is committed to preparing students to lead purposeful lives, setting them on a path to change the world. Founded on the principles of progressive education, our experiential program inspires students to drive inquiry, actively engaging their teachers, curricula, and environment.

VALUES

- » Invite Perspectives
- » Blaze Trails
- » Nurture an Open Mind
- » Cultivate Community

EDUCATIONAL FOUNDATIONS

- » Critical, independent, and creative thinking
- » Ethical judgment and action
- » Intercultural fluency
- » Local and global citizenship



2021-2025 STRATEGIC FRAMEWORK

Building on Bush's core values, the strategic framework articulates aspirations for building on the school's 100-year old tradition of experiential education. The five strategic priorities incorporate how we relate to one another and the world as a K-12 community, focusing on students' intellectual growth and emotional health, as well as deeply investing in diversity, equity, and inclusion and environmental sustainability. We invite you to explore the five strategic priorities [here](#). The Bush School is actively in the works of the next five-year Strategic Framework.



A Century OF OUTSTANDING EDUCATION

1924

The Bush School begins with six pre-kindergarten and kindergarten students in the home of Helen Bush, located at 133 Dorffel Drive.

1933

Bush purchases property in the Cascade Mountains at Snoqualmie Pass to use for outdoor and wilderness education.



1956

The Board of Trustees approves ending the Lower School boarding program and construction begins the following summer to replace Dorothy Allen Hall with a new academic building that houses the kitchen, dining room, science lab, art and music, and a conference room. The new facility later becomes the Middle School.

1970

The school is formally renamed The Bush School and begins enrolling boys in the Upper School, making it Seattle's only K-12 co-educational independent school.

1977

The Action Modular Program (AMP) is introduced. AMP was an innovative and revolutionary experiential education program that culminated with weeklong offerings in the arts, wilderness education, and community engagement.

1979

A new campus master plan is adopted that calls for \$3.3 million in fundraising. It envisioned new facilities including a new gym, art building, performance center, urban courtyard, and Gracemont fitted with classrooms. A \$3.3 million capital campaign begins.

1982

The Arnold Art building is renovated and expanded to provide art studios, a wood shop, and a ceramics studio.

1986

Sheffield Phelps and Patricia Phelps donate a residence that is remodeled and becomes the Brechemin Family Music Building. The Performing Arts Center is added onto the music building and is named the Benaroya Performing Arts and Teaching Center. The Campus master plan is completed and the Capital Campaign ends.

1997

A \$6.5 million capital campaign for a new Science and Technology Center begins with \$1 million of the campaign going toward building endowment.



2002

Silent phase of the Build Bush Phase 2 campaign to build a new lower school, parking garage, gym, library, community room, and play field, and add to the school's endowment is started.

2009

The Board approves a three-year extension of the Build Bush: Phase 2 campaign. In the end, the school raised over \$28 million to support major capital improvements.

2016

Bush acquires the Methow Campus, located in the Cascade mountains, to expand experiential learning opportunities for all students.

2022

Construction of the New Upper School Building is completed. Over 20,000 square feet, it is the first K-12 Salmon Safe school, the first Passive House school in the West, and one of the first net-zero-energy schools in the nation.

2024

The Bush School Centennial, celebrates 100 years of progressive education in Seattle.

2025

Sarah Smith is appointed by the Board of Trustees and the Bush community as the tenth head of The Bush School.



INTERCULTURAL FLUENCY

At The Bush School, belonging is not conditional—it is foundational. Our commitment to community, equity, inclusion, and antiracism is woven into the everyday life of the school. These values guide how we teach, learn, support one another, and prepare students to lead purposeful lives and contribute to a more just world.

We believe that when multiple voices are centered, students grow into courageous thinkers and compassionate leaders. We create space for joyful connection, honest dialogue, and the complexity that comes from learning in a diverse community. This work belongs to, and benefits, all of us. What that looks like may differ depending on where each person is in their learning or lived experience, but everyone has something to contribute to the wellbeing of our community.

VISION STATEMENT FOR CEI WORK:

We envision a multicultural, anti-racist learning organization where students, and every member of the community, feel connected, supported, and honored. We educate in ways that prepare students to make lasting social impact and actively mitigate inequities within our school and beyond.

Our CEI efforts align with the school's broader mission to spark passion for learning, nurture thoughtful leadership and prepare students to shape a better future.



COMMITMENT IN ACTION

We believe that equity shows up in both the systems we build and everyday choices we make, from classroom conversations to community traditions. Our work is rooted in relationships, reflection, and the belief that everyone deserves a place where they are seen and valued. A few examples of this work include:

STUDENT VOICE & SUPPORT:

- Affinity Groups
- Middle School Q Group
- Prayer Room
- Upper and Middle School Clubs

PROGRAMS:

- Family Groups
- Illuminate
- Simply Cultural

INSTITUTIONAL COMMITMENT:

- Bias-Related Incident Support
- Gender Expansive Policy
- The Percy L. Abram Fund for Equity, Inclusion, Justice, and Peace

This is not an exhaustive list, just a reflection of our continued effort to live our values: inviting perspectives, cultivating community, and blazing trails together.



KEY STATS



745 students in K-12
63 zip codes represented
51% students of color
8:1 student / teacher ratio

\$5.6 mil Need-Based
 Financial Aid
2 Therapy Dogs on Campus
2 Campuses Across
 1 Mountain Range



9 Family Affinity Groups (K-12)
25+ Languages Spoken at Home
7 Middle and Upper School
 International Trips
5 bus routes supporting 63
 different zip codes represented in
 our student body

ACCREDITING BODIES

NWAIS, COGNIA, WA State Board
 of Education

MEMBERSHIP ORGANIZATIONS

NBOA, NAIS, INDEX, WFIS, CASE,
 College Board, WIAA, Mastery
 Transcript Consortium



www.bush.edu



SIGNATURE PROGRAMS



CASCADES

Cascades is The Bush School's signature Upper School program, providing three-week immersive experiences that allow Upper School students the opportunity to challenge their thinking, ignite their passion for exploration, and deepen their awareness of their connection to the larger community.

E-WEEK

From late May to early June, Bush Middle School students immerse themselves in two weeks of interdisciplinary and hands-on learning, building confidence, self-reliance, and self-awareness by being taken outside their comfort zones to learn new and rewarding skill sets. E-week combines Bush's academic on-campus curriculum with engaging experiences in new, off-campus environments, allowing students time for further reflection, acclimation, and application of their newly acquired talents.

E-LECTIVES

E-lectives are short, highly-focused courses that provide opportunities for Middle School students to explore interests outside of traditional school subjects, and throughout the school's history have included wilderness experiences, community engagement, and art creation.

The Bush Middle School offers a wide variety of classes through the E-lectives Program. Students are encouraged to pursue their special interest or activity, as well as take this opportunity to try new things and meet new people. We value this experiential program precisely because it gives students opportunities to discover new interests or traits, develop interpersonal, collaborative, and leadership skills, and take on healthy risks in a safe and nurturing environment.

EXPERIENCE EDUCATION

Experiential learning promotes the pursuit of passions, interests, risk-taking, and innovation. Students learn about the subject matter and themselves by engaging their mind, heart, and hands and taking ownership of their learning. Faculty design and execute intentional, instructive experiences with clear objectives, authentic assessment, and thoughtful reflection.



METHOW CAMPUS

The Bush School campus extends beyond the urban landscape of Seattle across the Cascade mountains to The Bush School Methow Campus. In the fall of 2016, the school acquired a twenty-acre campus and educational facility in Mazama, Washington. This campus, located in the region known as the Methow Valley, provides students, faculty, and staff with immersive experiences that highlight the interdependence between community, environment, and self.



TECHNOLOGY AT BUSH

There are few fields as dynamic or fast-changing as technology. The Bush School's technology, library, and media literacy curriculum supports the mission and foundations of The Bush School by fostering an equitable, multiliterate community of collaborative, self-sufficient learners. Our teachers strive to be catalysts for serendipitous exploration, innovation, and engagement with resources across diverse platforms and formats. We know today more than ever that digital technologies, such as artificial intelligence, provide increasingly powerful tools that offer a variety of educational opportunities that elevate teaching and learning.

TEACHING AND LEARNING

The Bush School's technology, library, and media literacy curriculum supports the mission and foundations of The Bush School by working closely with all students to support technical creativity, basic literacies, and information fluency, digital citizenship, and responsible users of artificial intelligence.

Each division features an engaging and carefully sequenced curriculum in technology and information literacy, ranging from typing exercises to design and coding. Below is a sample of recent projects from each division.

STUDENT AI POLICIES

The Lower, Middle, and Upper Schools' policies are intended as a guide for how students can use generative AI for learning in a way that aligns with the school's values.



DIVISIONAL TECH PROJECTS

- Lower School portfolio websites and original compositions using Garageband
- Middle School projection design for theatrical productions
- Middle School Fashion Tech Elective with circuits and LED lights
- Upper School new engineering and fab lab
- Upper School hand-built spectrometers
- Upper School Computer Science using Java



CENTER CAMPUS MIDDLE SCHOOL PROJECT

This project will center the student experience and foster greater connection for our community. We will reimagine our Center Campus, creating welcoming spaces for our K-12 community to gather. We will add dynamic learning environments to the Middle School, supporting exceptional inquiry-based, experiential programming.

Through this building project, we will transform our Middle School and Center Campus. As one of the largest building projects in the school's history, this project will strengthen our entire K-12 community.

- This project is about investing in the future of Bush students by providing inspiring, sustainable, and flexible spaces for learning and community.
- Construction is a temporary disruption with a permanent benefit - we will support families and staff every step of the way.
- Bush is committed to stewardship of our neighborhood and environment, minimizing impact on neighbors, parking, and traffic and the commitment to safety for students, neighbors, and family.



BUILDING COMPONENTS

3-story, 26,000 square foot building in the space of the existing Commons, Main Office, and Middle School language hall as well as renovations of existing wings.

- A new inviting campus entry, spacious student art gallery, and lobby to welcome students, families, and visitors
- A new larger Commons dining hall seating 250 (previously 128) and serving as a flexible multipurpose space
- A new Main Office and conference room
- A K-12 Learning Support Center and Community, Equity, and Inclusion (CEI) Center
- 6 new classrooms and 2 new science labs for the Middle School (two-thirds of Middle School classes across all three grades will take place in the new building)
- 2 new teacher work spaces for Middle School faculty
- 2 new collaborative hub spaces for Middle School students and faculty to gather





BACKGROUND & NARRATIVE

opportunity to refine the department's vision and goals, and build systems and workflows that support its daily work with hands-on and thoughtful leadership.

Within the technology department, the director will supervise a small team with deep institutional experience: a network manager (25 years at Bush), a technology support specialist (13 years), and a data and events coordinator (1 year). This fall, the team has continued to provide ongoing support to the Bush community following two recent departures: the former director – who served Bush with dedication for more than twelve years – and a database position. A managed services partner is also providing interim IT support and project engineering to help ensure a smooth handoff for the next director.

In this interim period, school leadership has identified several important operational improvement initiatives, some of which are already underway. The incoming director will have the opportunity to continue momentum around these projects in alignment with school needs. Some areas include: updating aging infrastructure, such as Wi-Fi, network systems, and devices; developing a long-term technology strategy that includes better data governance, management and security; as well as rethinking strategy around budget management and device deployments. As Bush begins construction on campus, the director of technology will also work closely with the CFOO and director of facilities to make sure that technology is implemented effectively in the new campus spaces.

Given these upcoming projects and Bush's desire for a more cohesive and strategic technology program, there may be opportunities for the director to consider how team roles and responsibilities are structured to ensure that core technology operations receive dedicated support and that the department is positioned to provide sustainable, high-quality service to the community. At the same time, the team is eager to unite around a shared

Founded in 1924 and inspired by John Dewey's philosophy of progressive education, The Bush School is Seattle's only independent K-12 school, serving 745 students and nearly 200 faculty and staff. Across two incredible campuses—one in the historic Washington Park neighborhood of east-central Seattle and another in the Methow Valley on the eastern slopes of the North Cascades—Bush students engage with robust academic programs and solve complex problems through a variety of experiential learning opportunities. As a result of these experiences, students learn how to make an impact on their community that is meaningful and enduring.

The Bush community is deeply mission-centered, and the culture is one of collaboration, flexibility, and trust. Innovation often grows from the bottom up, where teachers and staff are encouraged to experiment, and new ideas take root quickly in a setting that values curiosity and initiative. Bush is in a stable position in the independent school landscape, with healthy enrollment and low attrition. This coming January, Bush will break ground on a major campus renovation which will modernize the Middle School and Center Campus buildings, and create new spaces for learning and community, slated for completion in fall 2027. As Bush invests in new spaces and systems, the technology department will play a critical role in supporting its next century of innovation and growth.

Bush now seeks a director of technology to lead the school's technology operations, including IT infrastructure and data and systems management, while collaborating with academic and administrative leaders to align technology strategy with the school's mission and daily operations. Once on board, the next director will have the



vision in the department of outstanding and approachable support for Bush students, faculty, and staff.

Bush's "fail-fast" ethos encourages creative risk-taking especially when it comes to exploring and implementing new technology. Across campus, hardware and systems have sometimes been introduced independently to meet immediate needs. Meanwhile, several examples exist of parallel systems – some deployed by the technology department and some deployed by individual departments. While this approach to system deployment has allowed for end-user choice, it has also created a high degree of operational complexity for the department to manage and end-users to navigate. The next director will have the opportunity to survey and assess the systems landscape across Bush, streamlining and developing systems governance structures to support efficiency and integration.

Although the school has restructured this technology leadership role to serve under the oversight of the CFOO, the leadership team is eager to bring someone on board who has an interest in academic technology strategy at a K-12 school. Each division currently has a divisional technology coordinator, all of whom teach while also supporting faculty with extended support or training issues. Academic leaders—including the assistant head of school and the division directors—are ready to think

about how to evaluate and improve current instructional technology strategy and curriculum. Over time, as upgrades on the operational side of the technology house start to subside, the director of technology will have the opportunity to engage even further in academic technology strategy and planning.

To successfully lead technology initiatives at Bush, the incoming director should be a skilled and collaborative change management leader who can inspire a culture of learning and shared systems accountability. While decisions will continue to require institutional buy-in, the director will bring foresight and project management skills to turn vision into implementation and ensure that systems and strategy work in service of the school's mission. The director will thus need to balance openness to innovation with the ability to pause and reflect to ensure systems support long-term strategy.

The ideal candidate for the director of technology role will be a mission-driven leader who can lend deep expertise in IT and data systems through a people-centered and collaborative approach. The entire Bush community looks forward to welcoming a thought partner in all areas of technology for the school, and to continue to rely on the department for approachable and reliable end-user support. The director of technology will report to the CFOO and will begin on or before July 1, 2026.



Rather Stanton

**CHIEF FINANCE AND
OPERATIONS OFFICER**

INTERVIEW WITH THE CFOO

Rather joined The Bush School as CFOO in fall 2022. Previously, Rather was the co-founder and COO of Legal Preparatory Charter Academy in Chicago, a free, open-enrollment public high school that uses a law-themed curriculum and culture of high expectations to cultivate compassion, self-motivation, and reflection in young adults. Prior to Legal Preparatory Charter Academy, Rather was a law clerk at Ronaldson & Kuchler, clerked for Hon. Brigid McGrath, and co-founded Griffith Tutoring, a non-profit organization preparing at-risk Chicago high school students for the ACT college entrance exam through business partnerships, training, and mentoring.

We invite you to [watch our interview](#) with Rather, in which he discusses The Bush School community and the essential role of the technology department in supporting many facets of the school community.



TECHNOLOGY GOVERNANCE AT BUSH

While the previous director of technology oversaw all areas of technology including instructional technology, this next phase of technology leadership at Bush will dedicate focused leadership to operational systems and long-term technology planning. The incoming director will oversee IT infrastructure, systems integration, and data management, and directly supervise three employees in the technology department, whose roles include network management, technology services, and data and events coordination. The director of technology will report to the chief financial and operations officer (CFOO), reflecting the school's commitment to treating technology as a vital operational function and aligning it closely with facilities, finance, and data systems.

At the same time, the director will remain a collaborative partner in instructional technology, working alongside the assistant head of school for K-12 programs, division directors, and divisional technology coordinators to support thoughtful integration of technology in teaching and learning. This partnership model ensures that technology leadership remains connected to the classroom experience while establishing robust systems and governance needed to sustain it.

TECHNOLOGY OVERVIEW

HARDWARE

Supported platforms:
Mac, Windows,
Chromebooks

1:1 laptop program (K-8,
faculty/staff); BYOD
(9-12)

36 Aruba switches

148 APs – mostly
Aerohive AP250s (EOL);
new Extreme Wi-Fi
7 AP5020s in large
spaces

Firewalls: 2
WatchGuard M470s

All classrooms have
SMART or Promethean
boards

39 printers

SYSTEMS

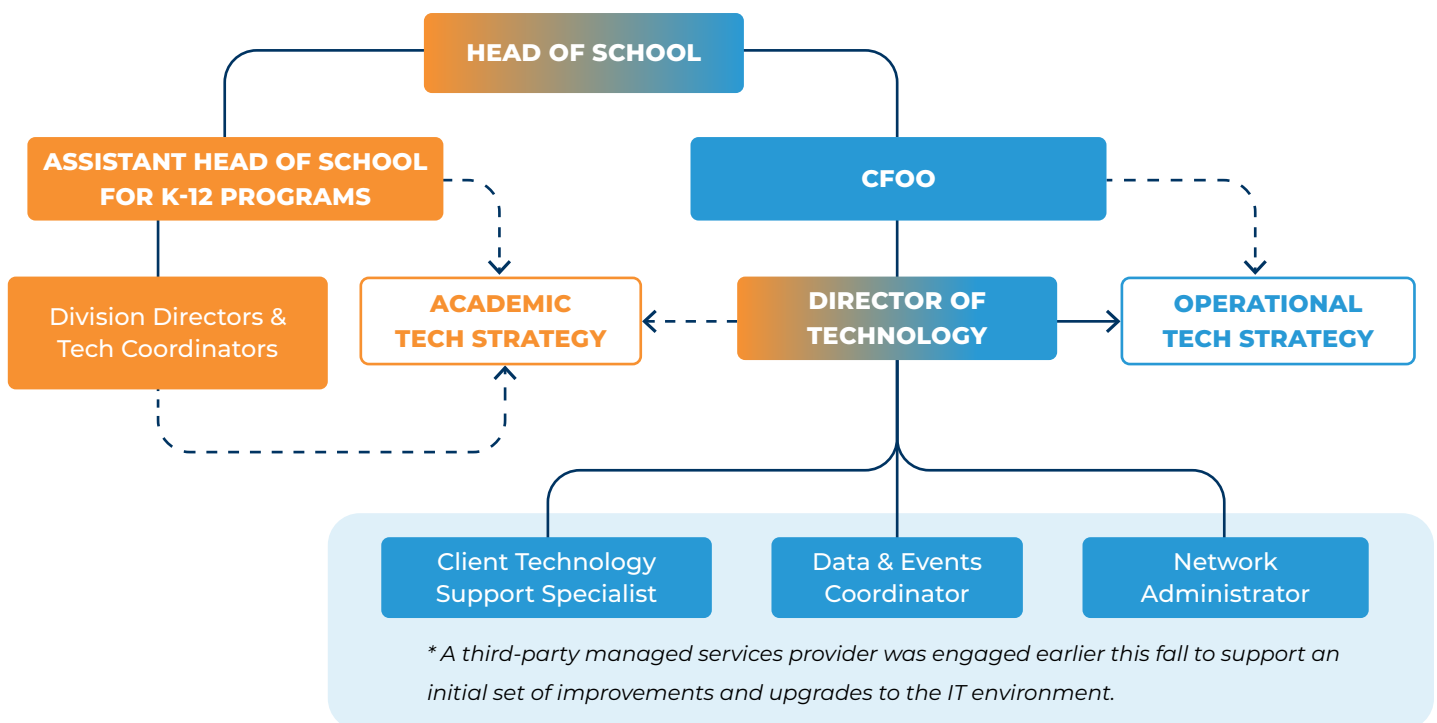
Blackbaud (SIS); Ohrah
(attendance)

Otus (LS LMS), Canvas
(MS/US LMS)

FMX (tech/facilities
ticketing and service
requests)

Odin (IT asset
management)

Device Management:
Jamf (Mac); Intune
(Windows); Google
Admin (Chromebooks)



AREAS OF FOCUS



IT OPERATIONS & PROJECT MANAGEMENT

The director will serve as the school's primary project manager for all of Bush's core technology services and infrastructure, including networks, device management, and user support workflows. In addition to upcoming campus renovations that will require new technology installations, the director should be ready to lead long-term infrastructure strategy across the school, including hardware and software management and lifecycle planning. The director will also partner with schoolwide leaders to guide and implement a vision for technology that feels cohesive for the school and aligned with Bush's operational and academic goals.

TEAM LEADERSHIP & SUPPORT SERVICES

The director will lead a small team within the technology department and foster a culture of reliable and approachable customer service. This work will include serving as both a coach and a strategist to set departmental goals and priorities, and establish workflows that support efficient day-to-day operations and top-tier customer service. The director will also oversee vendor relationships, which will include support from a third-party managed services provider as the school's needs evolve.

SYSTEMS & DATA GOVERNANCE

The next director will have the opportunity to survey and assess the systems landscape across Bush, streamlining and developing systems governance structures to support efficiency and cross-platform integration. The director will also lead and partner with the database committee, which includes the registrar and development database manager, to streamline data flow across key platforms including Blackbaud, Canvas, and Ravenna. This work will include developing specific protocols for system implementation, end-user training, and accountability structures that promote sustainable information management across the school.

ACADEMIC TECHNOLOGY THOUGHT PARTNERSHIP

While oversight for academic tech strategy will rest primarily with the assistant head of school for K-12 programs, the director of technology will serve as a valued thought partner to academic leadership and divisional technology coordinators on ways that technology can best support Bush's academic program. The director will assist in instructional tech implementation strategy, and over time, may be asked to take a more central leadership role in schoolwide academic technology strategy.



DUTIES

TECHNOLOGY LEADERSHIP

- Inspire the technology team and the faculty community to model and support best practices in technology integration, data management, and systems governance.
- Oversee the technology department, including hiring, supervision, evaluation, and growth of all members of the technology department, which includes a team of three full-time staff members.
- Serve as a thought partner to the assistant head of school for K-12 programs, division directors, and division technology coordinators to guide instructional technology strategy and implementation to facilitate teaching and learning goals.
- Establish and maintain local, regional, and national connections to support the strategic goals of the school's technology program.
- Under the guidance of the CFOO and in partnership with other members of the senior leadership team, ensure that technology systems, infrastructure, and capital improvements align with school strategy and end-user needs.

IT SERVICES AND DEPLOYMENT

- Manage the deployment of IT infrastructure, hardware, and systems from various perspectives, including: cost-effectiveness; customer satisfaction; compliance; asset management; migration and transition; and performance.
- Ensure IT security, purchasing, risk management, disaster recovery and planning processes are in place and receive regular review for currency and adequacy.
- Design, manage, and evaluate technology-related faculty and staff trainings, and ensure that all members of the community receive sufficient support.
- Manage vendor relationships and third-party installation projects.

DATA AND SYSTEMS

- Serve as the school's primary project manager for schoolwide data transitions, and evaluate potential data systems to support various operational and academic departments.
- Assess current systems and services to identify opportunities for improvement in service delivery and operational efficiency.
- Evaluate current data workflows, providing recommendations and implementing changes to enhance integration, accessibility, and long-term governance for end-users across the school.
- Report directly to the CFOO and perform other duties as assigned.



QUALIFICATIONS & QUALITIES

QUALIFICATIONS

- A bachelor's degree from an accredited college or university
- 5+ years technology leadership experience, including the supervision and evaluation of staff, change management, and goal setting, preferably within an educational institution
- Proficiency in key areas of technology management and operations, enterprise data systems, and client services
- Demonstrated success building consensus, facilitating critical discussions, and guiding institutions through transitions or new initiatives
- Experience leading technology projects, training, and other initiatives that are aligned with an organization's strategic objectives
- Experience managing, administering, implementing, and deprecating large data systems and enterprise applications

QUALITIES

- A passion for managing diverse areas of technology including infrastructure, integration, and data systems, even if prior experience in these areas varies
- A systems thinker with the ability to lead projects with prioritization, sequencing, and exceptional follow-through
- A thoughtful approach to team building, leadership development, and staff growth
- A service-oriented mindset with humility, humor, flexibility, and relational warmth
- Exemplary communication skills, including the ability to effectively convey ideas, inspire confidence, and engage a wide range of stakeholders
- An advocate for professional development and confidence-building in technology use
- A commitment to the mission and values of The Bush School
- An eagerness to participate in the life and activities of an independent school, including occasional evening or weekend events



How to Apply

12M & Ed Tech Recruiting is acting on behalf of The Bush School to identify exceptional technology leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@EdTechRecruiting.com



Applications submitted by **December 28, 2025** will receive priority review.

All applications must be submitted online:

www.EdTechRecruiting.com/jobs/Bush/technology

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to The Bush School search committee
2. CV or resume
3. A reference list of four or more individuals who could speak on your behalf if you were to progress further in this search (include each person's name, current organization, title, phone number, email, and past connection to you; we will not contact anyone on your reference list without obtaining your permission first)
4. A response to the following prompt:

In no more than a few paragraphs, talk about your approach to management of technology in an educational environment. How would you develop other technology staff members, and how would you align a tech department's goals to meet the broad needs of a diverse faculty and staff?

The Bush School provides equal employment opportunities to all employees and applicants for employment. The Bush School does not discriminate on the basis of an employee's or applicant's race, religion, creed, color, sex, age, national origin, disability, marital status, sexual orientation, gender identity, genetic information or any other status or condition protected by local, state or federal law.

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