

LANDMARK SCHOOL

Head of High School

Location

Prides Crossing, MA

Quarterfinal Round

Early November

Decision Announced

December 31, 2026

Post Date

September 29, 2026

Semifinal Round

Mid-November

Start Date

July 1, 2027 (or earlier by
mutual agreement)

Priority Deadline

October 25, 2026

Final Round

Early December

Reports To

Head of School

Summary



Landmark School is a coeducational day and boarding school serving students in grades 2–12 with dyslexia and other language-based learning differences (LBLD). Landmark believes that dyslexic minds deserve an education as remarkable as their thinking. For more than 50 years, the school has developed a distinctive approach that combines individualized instruction, small classes, one-to-one tutorials, highly trained faculty, and evidence-based practices designed around how students with language-based learning differences learn best.

At the heart of the Landmark experience is its Language-Based Learning Model, which integrates structured literacy instruction, critical thinking and exploration, executive function skill building, and empowerment and advocacy. The model is intended to shape the entire student experience, helping students not only address areas of difficulty but also understand themselves as learners, develop confidence and independence, and apply their strengths in increasingly complex academic and real-world contexts.

Landmark seeks its next head of high school (HHS), a thoughtful, experienced, and deeply relational academic leader who can build on this strong foundation and help the high school realize its full potential. The HHS will oversee the high school day and residential program, develop faculty and instructional leaders and lead the implementation and evolution of key high school initiatives. In addition to supporting all high school faculty, the HHS oversees the High

School Leadership team including, the dean of students, the dean of engagement and culture, the dean of learning, and the dean of leadership development and recruiting.

The opportunity comes at an important moment as Landmark has undertaken significant organizational and programmatic work in recent years. The HHS will enter a school with substantial expertise and commitment, alongside a clear appetite for continued growth. Landmark's vision for its next 50 years is ambitious: to establish the educational gold standard for students with dyslexia and language-based learning differences, invest deeply in its people, continue to innovate, and steward the resources necessary to sustain its mission.

The HHS will help translate that ambition into an increasingly coherent, rigorous, and empowering high school experience. This is not a role that calls for preserving the status quo or imposing sweeping transformation. Rather, it calls for a leader who can understand what makes Landmark distinctive, identify where greater coherence and excellence are possible, and work collaboratively to turn priorities into sustainable practice. For a leader energized by specialized education, academic excellence, faculty development, and organizational leadership, Landmark offers a rare opportunity: to help define what educational excellence for dyslexic learners should look like for the next generation. The HHS reports directly to the Head of School and will begin July 1, 2027.



Mission

Landmark's mission is to enable and empower students with language-based learning disabilities (LBLD) to reach their educational and social potential through an exemplary school program complemented by outreach and training, assessment, and research.



Values

Dyslexic minds deserve an education as remarkable as their thinking. Students thrive in Landmark School's literacy ecosystem designed just for them—in every class, with every teacher, every day.

Vision

Landmark School will foster the power of learning differently to empower its students to think independently, solve creatively, and be prepared for an ever-changing, interconnected world.



The Landmark Difference

Dyslexic minds deserve an education as remarkable as their thinking. Students thrive in Landmark School's literacy ecosystem designed just for them—in every class, with every teacher, every day.



The Landmark Language-Based Learning Model

Landmark's approach combines intensive, evidence-based literacy remediation with comprehensive skill application and authentic problem solving—creating confident, independent learners who understand and leverage the way they learn. Learn more about how we teach.

Structured Literacy Instruction

Explicit, evidence-based instruction helps students build foundational reading, writing, spelling, and language skills. Landmark's proven approach addresses the root causes of learning challenges while giving students the tools they need to succeed.

Critical Thinking and Exploration

Students apply their skills through meaningful, hands-on learning that encourages curiosity, creativity, and problem-solving. By exploring real-world questions and challenges, students learn to think deeply and independently.

Empowerment and Advocacy

Students develop a strong understanding of how they learn best and gain the confidence to communicate their needs. Over time, they become self-aware, self-advocating learners who are prepared to navigate school, college, and life.

Executive Function Skill Building

Organization, planning, time management, and flexible thinking are taught intentionally and practiced every day. Students develop the habits and strategies needed to manage increasing independence and responsibility.





Landmark's Six Teaching Principles™

Since our founding, we have maintained the core Six Teaching Principles™ that we continue to apply today. These principles are the backbone of our teaching methodologies and represent proven, effective, research-based teaching practices for ALL learners, not only students who struggle with reading, writing, speaking, and auditory processing.

Provide Opportunities for Success

We make sure every student can show what they're good at and feel proud of their learning.

WHAT STUDENTS WILL SEE

- Tasks that match your learning style
- Celebrating different kinds of smart
- Everyone gets to be the expert sometimes

Automization Through Practice

We give you lots of different ways to practice until skills become automatic

WHAT STUDENTS WILL SEE

- Fun practice activities
- Using skills in different situations
- Games and challenges to build fluency

Use Multisensory Approaches

When your brain engages all your senses together, it creates shortcuts for understanding, remembering, and applying what you learn.

WHAT STUDENTS WILL SEE

- Moving while learning to build memory pathways
- Drawing, building, and creating to deepen understanding
- Hearing, seeing, and touching new ideas to make connections stick

Providing Models

We help make learning, problem-solving, and creative thinking visible, and create tools you can choose to use to tackle all kinds of challenges.

WHAT STUDENTS WILL SEE

- Examples and models that show great thinking and problem-solving
- Tools like graphic organizers and thinking frameworks you can adapt for any challenge
- Ways to make your learning process, creative ideas, and solution-building visible to yourself and others

Micro-Unit Tasks

We break big learning into smaller pieces so you can master each part.

WHAT STUDENTS WILL SEE

- Clear, step-by-step instructions
- Checking understanding before moving on
- Building skills like building blocks

Including Students in Learning

You help plan your learning, set goals, and think about your progress.

WHAT STUDENTS WILL SEE

- Choosing some of your learning activities
- Setting and tracking your own goals
- Reflecting on what works best for you



Key Stats

Founding year

1971

Campus

35
acres

2
campuses

Locations

Elementary & Middle (EMS)

167 Bridge St.
Manchester, MA

High School

412 Hale Street
Prides Crossing, MA

Students

196 EMS students

298 High School students

117 boarders

19 states

3 countries

Faculty : student ratio

1:3

Average class size

6–8

High School

91%
Retention

65%
Enrollment yield

100%
College acceptance



Faculty

Landmark teachers
take 14 special
education courses in
their first five years

100%

of faculty are trained
specialists in language-
based learning

Accrediting bodies

- Department of Elementary and Secondary Education (DESE)
- New England Association of Schools and Colleges

Membership organizations

Association of Independent Schools of New England (AISNE) • Association of LD Schools (ALDS) • International Dyslexia Association (IDA) • Learning Disabilities Association (LDA) • Massachusetts Association of Approved 766 Schools (MAAPS) • National Association of Independent Schools (NAIS) • Small Boarding Schools Association (SBSA) • The Association of Boarding Schools (TABS)

www.landmarkschool.org



High School Academic Program



Founder's Academic Program

The Founder's Academic Program emphasizes individualized development and acquisition of language skills. While students are pursuing an intentionally designed college preparatory curriculum, each student has a one-to-one tutorial specifically attuned to diagnosed needs in the areas of reading, spelling, writing, and comprehension. Beyond their tutorial, students take a traditional range of classes in math, language arts, social sciences, science, study skills, literature, auditory/oral expression, and electives. Class groupings of six to eight students are based on the diagnostic profiles in each discipline.

Expressive Language Program

The Expressive Language (EL) Program is also a "college prep" program, but provides more rigorous remediation for students experiencing particular difficulty with written and oral expression. An integrated curriculum emphasizes and reinforces the relationships between listening, speaking, reading, and writing. Students can take up to three language-based courses in the program: Language Arts, Oral Expression, and Social Communication. Academic electives focused on expressive language skills are also offered. Additionally, a one-to-one tutorial, traditional high school courses, and electives round out the student's high school experience.

Preparatory Program

The Preparatory (Prep) Program is offered to students who are seeking a more rigorous college preparatory curriculum, but who will also benefit from the individualized supports and accommodations that may be appropriate given their individual LBLD, Executive Functioning, ADHD, or other distinctive learning profiles, and marshalling their unique intellectual strengths. Prep classes are offered from grade 9 through 12, and class size does not exceed fifteen students. While 1:1 tutorials are offered only on a limited basis, support services are available as needed.

As students grow through their Landmark journey, they may qualify to move from one program to another and, as approved, may be eligible to take one or more courses in the Prep Program while remaining in the Founder's or EL program.



High School Summer Program

Students will gain academic skills, have fun, and make new friends, with the opportunity to board on campus for a true summer sleepaway camp experience. The High School Summer Program is for students entering grades 8–12 (who have turned 13 before the start of the program), who have been diagnosed with dyslexia or another language-based learning difference (LBD), which falls under the broader category of specific learning differences (SLD).

Whether students are capturing the perfect photo, paddling along the coastline, creating art, diving into STEAM projects, or staying active through fitness and spinning, each experience is designed to spark curiosity, encourage connection, and build confidence through hands-on fun.



Expanding the Learning Experience



SATURDAY SCHOOL

Eight Saturday School mornings are woven into the high school curriculum, offering students a chance to dive into meaningful, real-world learning while spending time with classmates. The flexible format encourages exploration, collaboration, and connection in a supportive setting.



CAPSTONE

Landmark School's Capstone Project challenges seniors to step into the real world with confidence. Over three immersive weeks, students apply their skills through internships, community service, or independent projects—gaining independence, insight, and a clearer sense of what's next.



DUAL ENROLLMENT

Through dual enrollment at Endicott College, qualified Landmark students take meaningful steps toward college readiness. While earning both high school and college credit, students are supported by Landmark faculty as they build the academic and self-advocacy skills essential for success in higher education.



Life at Landmark

At Landmark High School, boarding students don't just live at Landmark, they have a curriculum designed to help them develop responsibility, executive function, and independence.



Boarding Curriculum

At Landmark, students have the added advantage of an explicitly designed, highly effective boarding curriculum that fosters independence, confidence, and self-advocacy. The curriculum rewards students with increased privileges and responsibility as they grow and improve skills.



TIME MANAGEMENT

Students learn to prioritize tasks and balance academic commitments with personal responsibilities within a structured communal environment.

ORGANIZATIONAL SKILLS

Students develop and refine organizational skills by managing their personal spaces, schedules, academic work, and other responsibilities.

SELF-ADVOCACY

Students are encouraged to voice their opinions, make choices, resolve interpersonal conflicts, and become empowered and self-assured individuals.

TRUST, RESPONSIBILITY, AND LEADERSHIP

The Student Life Program provides explicit opportunities for students to develop responsibility, build trust, and lead within the dorm and among their peers.

DORMS

There are several single-gender dorms at Landmark High School, that house between 16 and 35 students. The majority of our dorm rooms are doubles with approximately 30% singles.

DORM PARENTS

A "dorm parent" lives in each residence, along with two other faculty members. These faculty members serve as mentors, mediators, and advocates for students while creating a social, familial atmosphere.



Vision for Landmark's Next 50 Years

Since Landmark's 50th anniversary, the school has been reflecting on its past and looking toward its future. In partnership with trustees, administrators, faculty, and parents, Landmark is optimizing its vision for the next 50 years.



Strategic Vision

Designing for the Difference

Through increased innovation, Landmark School will provide the educational gold standard for students with dyslexia and other language-based learning differences.

Supporting Our Crew

Through increased compensation, professional development, partnerships with higher education, and more, we will support our incredible faculty.

Increasing Pride in Place

Completing exciting new buildings on both of our campuses and restoring existing spaces will foster increased pride in place for our students, faculty, and staff.

A Rising Tide Lifts All Boats

Landmark will optimize our fiscal stewardship for a changing world to expand and maintain our strong financial footing.



Vision for the Future

Landmark School will foster the power of learning differently to empower its students to think independently, solve creatively, and be prepared for an ever-changing, interconnected world.





Portrait of a Graduate

Landmark's commitment to student support and success is its North Star. The four pillars of the Portrait of a Graduate provide the foundation for investments in the School's program for students with dyslexia and other language-based learning differences.

Self-Awareness & Self-Advocacy

When students who learn differently understand why and how they process information, it provides them with an empowering narrative and increases their capacity to learn. In a rapidly changing world, an individual's ability to learn and adapt throughout their career is essential.

Literacy & Communication

Despite difficulties with reading, writing, and spelling, many Landmark students think outside the box and often grasp abstract concepts. These intrinsic attributes help those with dyslexia and related learning differences make sense of a technologically driven and complicated world.

Problem Solving & Perseverance

Learning differently necessitates understanding how you learn best, a vital skill in an ever-changing world and workforce. Problem-solving, creativity, and reasoning are among the skills for the future that often come naturally to people with dyslexia and related language-based learning differences.

Empathy & Perspective

Landmark describes empathy and resilience as skills that students who learn differently often innately possess and that are essential for success in life and work.



Programs of Distinction



The Landmark Outreach Program

Landmark's mission extends beyond its two campuses. The Landmark Outreach Program offers educators meaningful and effective professional development grounded in theory and practice in order to empower students who learn differently.

Since its inception, Outreach has partnered with hundreds of school districts and thousands of educators to enhance instruction for students with LBLDs. Outreach provides educators with a comprehensive and integrated approach to language-based instruction, including program design, instructional coaching, and professional development.

Webinars for Educators

Our Webinars for Educators provide evidence-based teaching strategies, tools, and resources for students with SLD. Our monthly webinars run from September to May and each feature a new and timely topic.

Online Courses

Our continuing education courses provide online professional development for educators. Each course provides practical, effective teaching strategies, tools, and resources for students with language-based learning differences, which fall under the broader category of specific learning differences (SLD).

School & District Partnerships

Landmark faculty are former teachers and school leaders who bring their expertise from Landmark School and other educational settings. They partner with individual schools and school districts to design, implement, and refine programming for students with dyslexia and other specific learning differences (SLDs) in reading and writing.

Publications & Insights

Landmark's publications and resources offer another window into the School's expertise and its contributions to the broader educational community. [Explore](#) the full collection to learn more about Landmark's work and insights.

THE LANTERN MAGAZINE

Biannual magazine featuring stories about faculty, students, alumni, parents, and other topics of interest.

LANDMARK 360 BLOG

Practical resources, tips, tools, and strategies for parents of children with learning differences, written by experts in learning, social-emotional topics, and college prep.

LANDMARK LEARNS WEBINARS

A series of educational webinars and other resources for parents, guardians, and champions of struggling learners.

LANDMARK GUIDEBOOKS

Tools, tips, and strategies from Landmark experts. A collaboration between Landmark School and Landmark Outreach.



The Leadership Opportunity

Program, Culture, & Community



A Meaningful Foundation

For more than a decade, Landmark's High School benefited from long-standing leadership that helped shape the program and community it is today. That tenure was characterized by steadiness, thoughtful communication, and a deep commitment to the school's mission, helping establish a distinctive educational program and a community deeply invested in Landmark's work. When that leadership came to a close, it created an opportunity to consider what the next chapter of an already distinctive High School could look like—and to embrace the bold thinking, innovation, and evolution necessary to remain a premier institution serving LBLD students and families.

Evolution and Innovation

Landmark has used the recent interim leadership period intentionally to create space for reflection, experimentation, and long-term planning. Following a previous search that did not result in an appointment, the Head of School invited an interim leader to step into the role, allowing the school to be thoughtful about the leadership qualities and experience needed for this next chapter. This period has brought meaningful academic, programmatic, organizational, and

operational work, including new initiatives and an evolving leadership structure that provide an important platform for the High School's future. The next HHS will build on this work rather than begin again—assessing what is working, refining what needs attention, and providing the leadership needed to implement and sustain important initiatives.

The programmatic agenda includes continued development of literacy coherence across courses, numeracy and quantitative reasoning, instructional leadership, and professional growth systems. The HHS will provide strategic and operational oversight of major initiatives including Tutorial Pathways, Senior Institute 2032, the new Advisory model, Saturday School, Athletics, and the continued differentiation of the Preparatory Program. The Head will work through the leaders responsible for these programs, ensuring that they are aligned, appropriately resourced, effectively implemented, and evaluated over time. The HHS will also oversee the school's evolving technology and administrative infrastructure, including the implementation of Canvas and Veracross, and will have the opportunity to thoughtfully explore Landmark's approach to artificial intelligence, including how emerging AI tools and practices might support teaching, learning, and the broader work of the school.



Together, these initiatives provide an opportunity to bring greater coherence to the High School while preserving the distinctive programs and practices that make Landmark special. The next HHS will be responsible for connecting these efforts to Landmark's broader academic and student-life goals and ensuring that the many elements of the High School work together to support meaningful student growth.

The Next Chapter

The next HHS will have the opportunity to bring clarity and direction to a High School that has demonstrated a willingness to evolve. Landmark needs a thoughtful, experienced leader who can distinguish what should be preserved, refined, and evolved—and provide the strategic and operational leadership to move those priorities forward. A central responsibility will be to create an integrated High School experience in which academic learning, skill development, relationships, community, and preparation for life beyond Landmark reinforce one another, while empowering faculty and staff leaders to advance individual programs.

The HHS will also steward the school's recently established leadership structure, clarifying roles and relationships, fostering effective collaboration, and assessing how well the model supports the needs of the High School. Success will require a leader who listens carefully, communicates clearly, brings people into important decisions, and is comfortable making decisions and providing direction when needed. The next HHS will bring strategic perspective and practical judgment to an ambitious academic and programmatic agenda while remaining attentive to the people and systems required to execute it well.

Ultimately, this is an opportunity to honor Landmark's meaningful legacy while building thoughtfully on the innovation and progress of recent years. The next HHS will lead the High School through its next phase of academic and organizational development, bringing greater coherence to its programs, strengthening the systems that support teaching and learning, and ensuring that Landmark continues to evolve in service of its students and families.



Interview with the Head of School



**Josh
Clark**

**HEAD OF
SCHOOL &
LANDMARK
OUTREACH**

Josh is a life-long educator who champions neurodiversity in education and promotes the science of reading as a vehicle for education reform and social good. He has served as a school leader at Landmark School, Bodine School, and The Schenck School and serves on the boards of the International Dyslexia Association, Association of LD Schools, and National Association of Independent Schools.

We invite you to [watch our video](#) with Josh, who shares his background, what brought him to Landmark, the school's meaningful and distinctive mission, and what he is seeking in the next head of high school.



Key Priorities

1. Leading with Coherence, Trust, & Continuity

The next HHS will have an important role in strengthening the culture and leadership practices of the high school. Landmark is seeking a long-term leader who can build trust, communicate with clarity and consistency, and bring a thoughtful sense of continuity to a community that has experienced significant change. The HHS will steward the high school's evolving leadership structure, including new roles and responsibilities, ensuring that leaders understand their respective areas of responsibility and work effectively together. The HHS will assess the effectiveness of the structure over time, support those in leadership roles, and make thoughtful adjustments where greater clarity, alignment, or effectiveness is needed.

2. Sustaining Effective Implementation & Organizational Systems

Landmark has undertaken meaningful programmatic and organizational work in recent years. The next chapter will require disciplined implementation: embedding new practices, refining systems, and ensuring that investments produce meaningful results for students and faculty. Success will depend on distinguishing what requires transformation from what requires refinement, coherence, or sustained execution—and maintaining momentum without creating unnecessary complexity or initiative fatigue.

3. Developing Exceptional Educators & Leaders

Landmark's faculty expertise is one of its greatest assets. The next stage of development is to strengthen the systems, structures, and leadership capacity that enable educators to grow and do their best work. The HHS will work closely with department heads, literacy coaches, and other instructional leaders to strengthen their capacity to develop people and programs. Professional Growth Standards and the Instructional Leadership Team provide a foundation for this work. The goal is a professional culture in which feedback is frequent and actionable, professional development is purposeful and connected to classroom practice, collaboration is meaningful, and leadership is appropriately distributed throughout the high school.

4. Advancing & Integrating Landmark's Program

The strength of Landmark's educational model lies in its integration. The next HHS will provide the strategic and operational leadership needed to translate the school's academic and student-life priorities into a coherent, high-quality student experience. Working closely with the senior leadership team, the HHS will lead and support the leaders responsible for the High School's academic, co-curricular, residential, and student-life programs, ensuring alignment with Landmark's mission, Portrait of a Graduate, and long-term goals. The HHS will establish priorities, align resources, foster collaboration and accountability, and use evidence and feedback to evaluate progress and guide continuous improvement. In doing so, the Head will ensure that academic learning, skill development, community, and preparation for life beyond Landmark work together to support students' growth, independence, and success.



Duties

- Provide vision, strategic direction, and leadership for the High School, aligning academic, programmatic, and organizational priorities with Landmark's mission and long-term goals.
- Supervise, support, and develop the High School leadership team, clarifying roles and responsibilities, strengthening leadership capacity, and evaluating the effectiveness of the leadership structure over time.
- Cultivate a High School culture of academic excellence, collaboration, belonging, and student agency that prepares students for life beyond Landmark.
- Be a visible and engaged presence in the High School community, building meaningful relationships with students, families, and faculty and participating actively in student-facing experiences, including residential life, assemblies, events, and other community gatherings.
- Reports to the Head of School and supports their advancement of the strategic priorities.

Qualifications

The ideal candidate will bring:

- Significant background in academic or divisional leadership, ideally in an independent school or specialized educational setting, with a track record of leading with vision, sound judgment, and integrity.
- Exceptional communication and collaboration skills, with the ability to navigate complexity, build trust, align diverse perspectives, and partner effectively with senior leadership, faculty and staff.
- Demonstrated strategic and execution skills, with the ability to translate priorities into action, establish accountability, manage multiple initiatives, and sustain momentum.
- A record of developing faculty and instructional leaders through coaching, observation, feedback, professional learning, and distributed leadership.
- Appreciation for and commitment to understanding dyslexia, language-based learning differences, and other learning differences, including familiarity with evidence-based approaches and a commitment to continued learning in the field.
- Proficiency in using data, technology, and organizational systems to strengthen programs and student outcomes, with the judgment to evaluate effectiveness, adopt new systems thoughtfully, and balance quantitative evidence with professional expertise and knowledge of individual students.
- An advanced degree in education or a related field is preferred.

SALARY RANGE

\$145,000–\$210,000

Landmark provides on-campus housing for some members of its faculty, staff, administrative, and residential life teams.



Qualities

Relational

Emotionally
Intelligent



Growth-minded

Collaborative

Decisive

Communicative

Approachable

Reflective



Facilitative

Trustworthy

Strategic

Resilient

Humble



How to Apply

The 12M & Ed Tech Recruiting search consultant team, led by Gabriel Lucas and Kate Halsey, is acting on behalf of Landmark School to identify exceptional academic leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@12MRecruiting.com



Applications submitted by **October 25, 2026** will receive priority review.

All applications must be submitted online:

www.12MRecruiting.com/jobs/Landmark/HighSchool

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the Landmark 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:
 - | An educational philosophy statement that is aligned to the mission of Landmark

Landmark School does not discriminate on the basis of race, ethnicity, religion, sexual orientation, homelessness, color, national origin, gender, gender identity, genetic information, disability, sex, or age in treatment or employment at Landmark, admission or access to Landmark, or any other aspect of the educational programs and activities that Landmark operates. Landmark is required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act of 1975, and their respective implementing regulations not to discriminate in such a manner. Inquiries may be referred to the Human Resources Office at Landmark or the Office for Civil Rights, United States DOE or Massachusetts Commission Against Discrimination.

www.12MRecruiting.com

RETAINED SEARCHES FOR
MISSION-DRIVEN ORGANIZATIONS



12M & Ed Tech
RECRUITING