Town School for Boys



Chief Technology Officer

Location
San Francisco, CA

Post Date
November 25, 2026

Priority Deadline
January 3, 2027

Semifinal Round
Early February

On-Site Final Round
Week of February 22

Decision Announced
March 12, 2027

Start Date
July 1, 2027

Reports to
Head of School

Annual Salary Range
$185,000–$215,000

Town School for Boys
EDUCATING BOYS SINCE 1939

12M & Ed Tech
RECRUITING

Summary





Located in the Pacific Heights neighborhood of San Francisco, Town School for Boys is a K–8 independent day school known for academic excellence, deep care for students, and a joyful community where learning is prized and boyhood is celebrated.

Town educates approximately 420 students and pairs a rich, developmentally attuned program with signature experiences in engineering thinking, the arts, athletics, and outdoor education. At Town, technology is more than a set of tools. It is part of the day-to-day experience of teaching, learning, and school life. That commitment has deep roots at Town, which was among the early independent schools nationally to adopt a 1:1 program.

Town School for Boys seeks its first chief technology officer (CTO) to provide strategic leadership across educational technology, data systems, and IT operations to start July 1, 2027. Reporting directly to the head of school and serving on the Senior Leadership Team, the CTO will help shape a cohesive vision for technology that supports Town's educational mission, strengthens school operations, and responds to the evolving needs of its community.

This is an opportunity to build on Town's existing strengths while establishing a more coordinated approach to technology across the school. Working closely with academic leaders, teachers, and colleagues across departments, the CTO will set strategic priorities, guide thoughtful investments, and strengthen the systems and practices that support teaching, learning, and daily operations. As Town continues to explore emerging technologies and expand its use of data systems, the CTO will play an important role in helping the school make informed decisions that balance innovation with practical needs.

Town seeks a collaborative and forward-thinking leader who can see the bigger picture while remaining attentive to the people and systems that make the school work. The successful candidate will bring in-depth technical expertise in infrastructure, systems, and emerging technologies, including AI, along with the ability to build relationships, communicate across audiences, and lead change. As Town's first CTO, this individual will have a meaningful opportunity to shape the school's technology direction and establish a foundation for its continued growth and evolution.

Mission

At Town School, learning is prized, love of school is essential and boyhood is celebrated.

Values



Respect

We respect ourselves and others.

- We treat others the way they want to be treated.
- We practice good listening, compassion and empathy.

Belonging

We all belong.

- We embrace and celebrate each of our unique stories and experiences.
- We seek to ensure that every member of our community feels an equal sense of inclusion.

Curiosity

We are curious.

- We ask questions, think critically and solve problems.
- We seek opportunities to reach our highest potential.

Integrity

We act with Integrity.

- We have the courage to do the right thing even when nobody else is watching.
- We always try our best and when we fail, we try again.

Joy

We are joyful.

- We make space for play, fun and laughter.
- We know joy can be found in hard work, risk-taking and perseverance.



Town School Philosophy

As an all-boys' school, Town provides a rich, challenging and rigorous educational experience that addresses the distinctive energy levels and developmental styles of boys. Town values being a **diverse and inclusive** community that nurtures integrity, sensitivity and respect in its boys, and prepares them to become productive and contributing members of an ever-changing world.

A Diverse & Inclusive Town



Diversity, equity and inclusion are intrinsic to and aligned with the values of Town School. The best education for our students requires a diverse experience because a broad spectrum of ideas is essential for understanding different perspectives, challenging assumptions, and inspiring curiosity, to support critical and complex thinking.

We are committed to creating an inclusive and welcoming environment where each boy is free to be himself, and where boys are confident and secure in their own identities.

We equip each boy with the tools to explore differences in experiences, background, beliefs, and ideas. We seek to provide each student with the support and resources he needs to succeed and thrive at Town School. A diverse and vibrant community is essential. To build and sustain such a community, we reach out to enroll students and families from a broad range of socioeconomic backgrounds, cultures, races, religions, and sexual orientations, and we recruit and retain faculty, staff and administrators from the same broad range of backgrounds.

We cultivate an environment where every member of the Town community senses he or she matters as a significant part of the life of the school. Only when each person feels valued and is engaged may the school and the individual achieve their full potential.

Key Stats

founding year

1939

campus

City-centric building in Pacific Heights, a neighborhood of San Francisco

50%

of our students come from self-identified families of color

student count

420

faculty & staff

110



Lower School K–4

self-contained classrooms

Upper School 5–8

departmentalized classes

19%

of students receive financial assistance

tech at a glance

School Provided Devices

- K–3: iPads
- 4–8: Chromebooks (CTL)
- Employees: MacBook Air; MacBook Pro

Systems

- Blackbaud transitioning to Veracross
- Blackbaud RE
- Ravenna
- Google Workspace
- Google Classroom + Seesaw
- ADP
- Freshdesk

Hardware

- Cisco Meraki APs
- Meraki MX250 firewall
- Meraki + Cisco/HP switching
- Epson projectors
- Apple TVs + Chromecasts
- Canon fleet + PaperCut
- TPX / Avaya

facilities

Over **70%** of the campus was rebuilt and modernized during our recent renovation

2 STEM labs and a rooftop garden/outdoor STEM lab with greenhouse

Engineering Studio Space

2 music rooms

Library with two full-time librarians

Dolby Family Center for the Performing Arts

2 full-size gymnasiums

2 rooftop play spaces including all-weather turf field

Leased access to a full-size grass field in the Presidio within walking distance

www.townschool.com

Character Development



Raising boys of character and impact is a central pillar of Town School's recent strategic plan. Through this work, the school aims to embed consistent language and an age-appropriate character development curriculum throughout the K–8 journey.

The sections below represent the key elements of Town's character development model, designed to prepare students to serve as leaders for good. Across each element, students engage in personal reflection and community-based experiences that reinforce essential skills and support meaningful, lasting growth.

Emotional Intelligence

Self-awareness, self-management, relationship skills, responsible decision-making, and social awareness.

In the Lower School, weekly social-emotional learning (SEL) classes help students develop emotional vocabulary, problem-solving, mindfulness, and conflict resolution skills.

Executive Functioning

Organization, planning & prioritizing, initiation & completion, and cognitive flexibility.

Teachers across the grades partner together to support each boy in developing executive functioning skills through coaching, lessons, and assignments.

Intercultural Competency

Self-awareness, understanding similarity & difference, perspective-getting, and intercultural knowledge, context, skills.

Through academic experiences and global and local partnerships, students develop respect, empathy, and kindness while building an understanding of multiple perspectives and communities.

Service Learning

Self-awareness, project management, leadership & mentorship, global citizenship, and stewardship.

Starting in kindergarten, students explore the meaning of community, learning about roles and responsibilities within the school. A dedicated K–8 Service Learning Leader connects service learning with classroom curricula.

Information Literacy

Media literacy, digital literacy, digital citizenship, research skills, library skills, and information ethics.

Town's two full-time Librarians and Director of Educational Technology lead a progression of library and research skills across all grades, beginning with library skills and literature appreciation.

Health & Wellness

Physical well-being, nutrition, mental health, and sexuality education.

Regular PE classes, movement breaks, recess, healthy food options, and support from the Lower School SEL Specialist, School Counselor, and Learning Services department promote student well-being.

Technology & Innovation at Town



Lower School

STEM

In Lower School STEM, students cultivate a curious mindset and learn how to think like a scientist through hands-on exploration of the world around them. Alongside this work, the primary curriculum includes foundational scientific skill development, including collecting data and formulating hypotheses and an elementary understanding of physics, energy, and electricity.

Students progress toward more advanced scientific practice, strengthening their observational skills, interpreting complex data, and using evidence to support their conclusions in inquiry-based investigations. Collaborating throughout with the Engineering Thinking Program, students build an understanding of ecosystems and leverage technology-based tools such as 3D design software and creative coding to model possible solutions to global problems.

Technology

Lower School Technology curriculum treats technology as a tool that grows in complexity with the boys through the years. Students begin with foundational understanding of digital literacy and basic programming, and explore hands-on work with the Coding Mouse robot and Lego® engineering. Second grade introduces formal typing lessons, and furthers skill development in robotics and design. Third-grade students receive their own Google accounts, explore Google apps, advance their understanding of coding and basic circuitry. In fourth grade, students receive their own Chromebooks and progress to video editing, more advanced design work, advanced programming, and engineering projects including Lego® Technic and circuit boards.

Across the curriculum, there is a focus on consistent threads of media production, digital design, digital literacy, safety and citizenship, coding and robotics. An emphasis is placed on balancing skill and knowledge development, and using the right tool at the right time to enhance meaningful learning, with technology closely integrated with other curricular threads and our Character Development Program.

Upper School



STEM

Upper School STEM curriculum is designed to foster scientific inquiry and engineering skills through a highly hands-on approach to complex concepts. In the early grades, students focus on life sciences and foundational physics, exploring the human body, cells, genetics, energy transfer, and electrical circuits. In seventh and eighth grades, students advance into in-depth studies of chemistry, food systems, biological evolution, and applied physics.

Throughout all grades, students engage in iterative engineering challenges, applying scientific principles to design functional solutions, whether they are building electronic devices with microcontrollers or constructing circuits and testing the mechanics of structures like bridges and rockets. These projects consistently develop crucial technical competencies, requiring students to collect, organize, and interpret data, practice collaborative problem-solving, and utilize a rigorous engineering mindset to address real-world issues.

Core Curriculum

In core 5th and 6th-grade classes, all students develop foundational computational thinking, spatial reasoning, and data analysis competencies by using Scratch to master algorithmic logic, designing digital vector logos, and engineering breadboard circuit devices. As students advance into 6th through 8th-grade electives, they cultivate iterative problem-solving, hands-on craftsmanship, and ensemble collaboration by designing 3D-printed turbine components in Onshape, producing multi-layer visual effects in Adobe Creative Cloud, and executing complex projects across woodworking, drama, and music



Engineering Thinking Program





Town's Engineering Thinking Program empowers K–8 students to think like engineers, combining hands-on projects, cross-subject learning, and creative problem-solving to prepare them for real-world challenges.

Integrating Engineering Thinking into K–8 Education

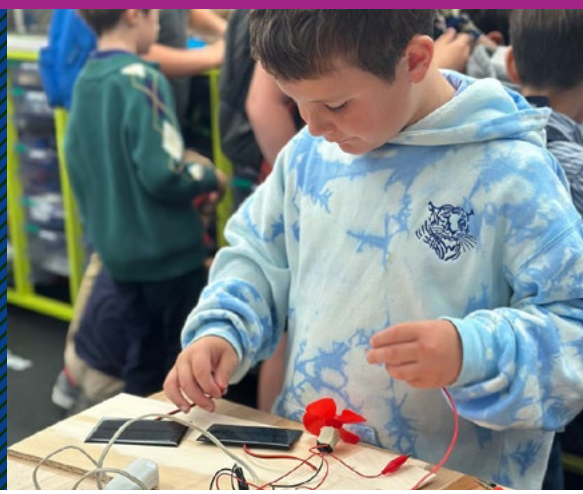
In 2023, Town opened the doors of the Engineering Studio, providing a new and purpose-built space for our pioneering Engineering Thinking Program. Led by a dedicated Engineering Program Lead, the program is intentionally woven into the K–8 curriculum across subjects, with the goal of graduating students who are able to apply the mindset and skillset of professional engineers to any academic, professional, or personal path they might take.

Thinking Like Engineers

As boys begin to think like engineers across all areas of their lives, they are able to approach complex and multi-faceted problems with developed problem-finding, creative and ethical problem-solving, visualizing, adapting, improving, and systems thinking skills that allow them to consider how we make things work or make things work better. When we look at the challenges that our students might face in the world ahead, and the ways in which recent technological advances may shape our future industries, we see this mindset as critical for our students.

For this reason, our program doesn't look to just teach students engineering as a class, it embeds engineering-thinking in three-dimensional ways where they can deepen their understanding of classroom curricula through cross-subject projects, explore engineering-specific technical domains, and have the opportunity to pursue independent projects through Open Studio hours before school or at recess.

Background & Opportunities



Town School for Boys is a K–8 independent day school in San Francisco's Pacific Heights neighborhood. Since its founding in 1939, Town has built a program around boys' learning and development. On a given day, boys might move from a discussion about a book to rehearsal, a game with teammates, or outdoor studies in the Presidio. The school prizes learning and makes room for the play, movement, and friendships that help children love school.

The Engineering Thinking Program provides insight into how boys learn at Town. In the Engineering Studio and in projects across subjects, students identify problems, test ideas, and revise what they build. A digital design tool may help them see how a change will affect a prototype. At other points, the work calls for drawing, building by hand, or talking an idea through with a classmate. Those choices are part of what makes technology leadership in a K–8 school interesting. The educational purpose of a tool and the students' ages both matter.

Town is appointing its first chief technology officer at a time when several efforts are already underway. Academic leaders have developed guidance on artificial intelligence, colleagues across the school have implemented a new student information system, and the IT team keeps the network and devices running. The CTO will set direction across educational technology, data systems, and IT operations and help Town decide where to invest time and resources. Reporting to the head of school and serving on the Senior Leadership Team, the CTO will help put the school's forthcoming strategic plan into practice.

Central to this work is a partnership with Town's academic leaders, including the director of teaching, learning, and innovation, the director of teacher development and strategic initiatives, and the two division heads. Together, they will guide decisions about educational technology, ensuring that tools support learning goals and are appropriate for students at different developmental stages. The educational technology program director plays an important role in translating these decisions into classroom practice, leading day-to-day implementation and supporting teachers. The CTO will also partner with the director of library services to integrate and evolve digital citizenship instruction across grades, drawing on Common Sense Media's learning goals and resources. Town's existing AI guidance provides a foundation for ongoing conversations about how emerging technologies can support learning, where appropriate boundaries should be established, and what additional support faculty may need.

These conversations also extend beyond the classroom. Town has already begun conversations with parents about AI and the broader question of screen time at school. As the school's approach continues to evolve, the CTO will play an important role in communicating decisions about age-appropriate technology use, student privacy, and technology investments, while listening to families' perspectives and bringing their questions into broader leadership discussions.

Veracross, Town's student information system, is already used for tasks such as recording daily attendance. The director of events and special projects has led the project and will continue to work on it with the registrar and the incoming CTO. The CTO will guide Veracross's integration into the school's wider systems and work alongside staff to decide which connections to improve, clarify who maintains shared information, and provide training and documentation that colleagues can use when questions arise.

The campus IT team includes a network administrator and part-time help desk support. They keep systems running

and help students, faculty, and staff with day-to-day technology needs. The CTO will set priorities for the team and oversee work with outside providers that support the school's infrastructure. Some decisions will need attention before the next school day. Others, including equipment replacement and planning for backup and recovery, require a longer view. Balancing these immediate and long-term needs will be essential, with cybersecurity and privacy informing decisions about how systems are run and supported.

For a technology leader who enjoys school life, part of Town's appeal is working directly with the people who rely on its technology. The CTO might sit with a teacher planning a project, work through a reporting question with the registrar, or talk with parents about a decision that affects their children's day. The rewards are visible in ordinary moments when a teacher can focus on a lesson, a family gets a clear answer, or boys in the Engineering Studio see an idea take shape. At Town, the incoming CTO will help set the school's direction and see how those decisions play out in classrooms and across campus.

Areas of Focus for the CTO

Schoolwide Technology Leadership

Set a technology strategy that supports Town's strategic plan. Work with school leaders to decide where to invest, what to tackle first, and how to explain those choices to faculty, staff, and families.

Educational Technology

Work with the educational technology program director and other academic leaders to guide the use of technology across grades, build on Town's AI guidance, and support the educational technology program director in helping teachers put that guidance into practice.

Data Systems

Set priorities for how Town's systems connect. Work with the Veracross project lead and registrar to improve how staff access, maintain, and use the information they need.

IT & Support

Lead the team that keeps Town's network and systems running and helps people resolve everyday technology problems. Plan for cybersecurity, equipment replacement, and the services Town relies on outside providers to deliver.

Interview with the Head of School

We invite you to **watch our interview** with Lorri, who describes the collaborative and joyful community at Town School and the exciting initiatives ahead.



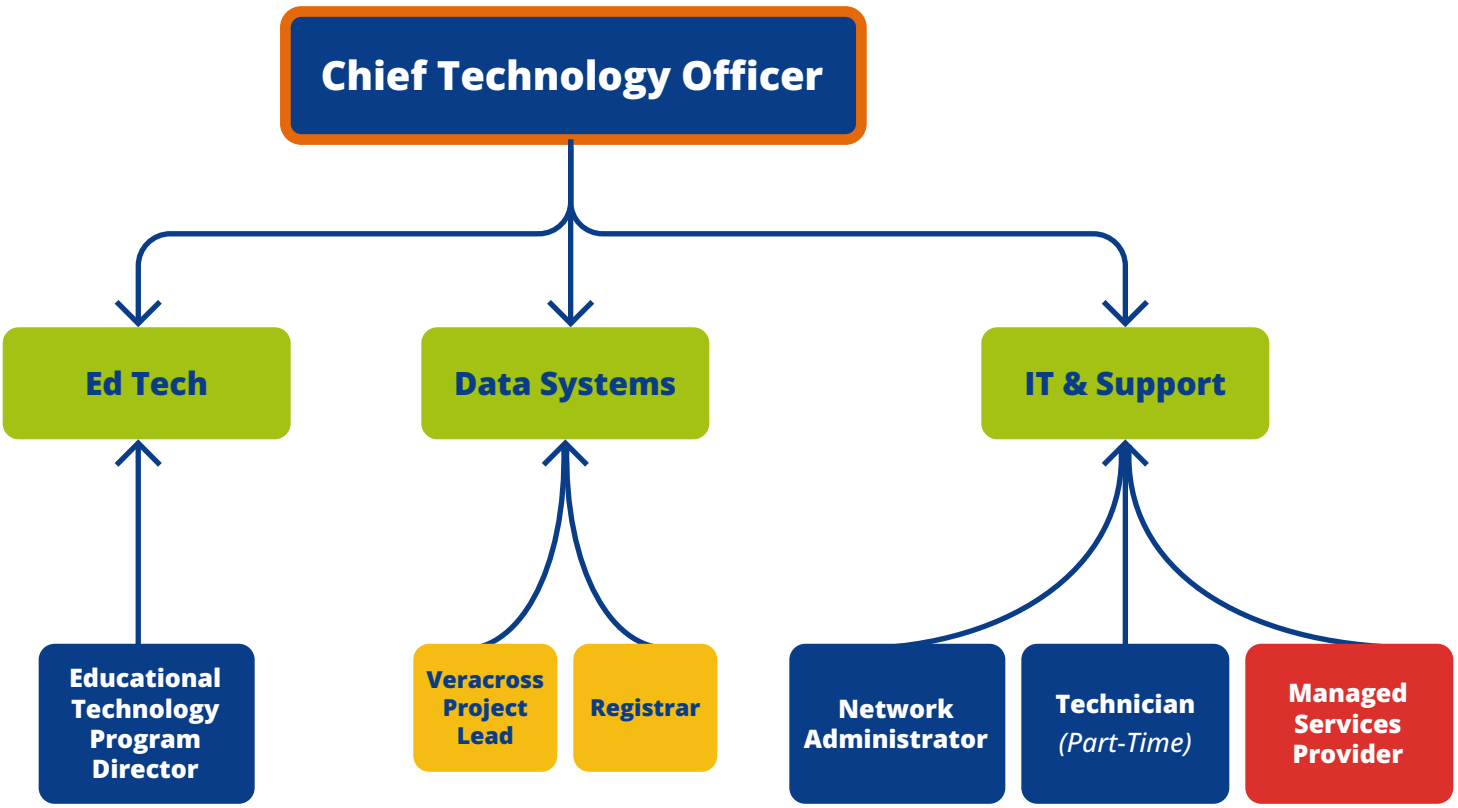
Lorri Hamilton Durbin

Head of School

Lorri has been the head of school at Town School for Boys since 2017. She previously held senior administrative roles at independent schools on both coasts. She has served on the boards of the International Boys' Schools Coalition and Marin Academy and currently serves on the board of SMART and on a regional advisory group for Common Sense. When asked which Town School value she most identifies with, Lorri chooses *integrity*:

> **"Inherently, my role as Head of School means that all of the values are central to everything I do. Leadership can unfold in many ways and I strive always to act with integrity in order to build a community of belonging where through respect and curiosity, there is great joy."**

Technology Governance



- New role leading the Technology Department
- Members of the Technology Department
- Contributors from other departments to the tech program
- Third-party contractor that provides engineering support

The CTO will oversee three interconnected areas: educational technology, data systems, and IT and support. Supporting this work is a group of key technology contributors whose roles span both the technology department and other areas of the school. The CTO works closely with academic leaders to guide decisions about technology tools that support learning goals and shape Town's evolving approach to AI, while the educational technology program director translates these shared priorities into practice, leading day-to-day implementation and supporting teachers in the classroom. On the data side, Town's director of events and special projects in Advancement serves as the Veracross project lead and has played an instrumental role, alongside the registrar, in implementing the new platform and training faculty on its use. The CTO will build on their work, collaborating with them to guide Veracross integrations with other school systems and strengthen how information is managed and shared across the school. The network administrator and part-time technician support Town's infrastructure and daily technology needs, with additional expertise and services provided by the school's managed service provider. Drawing on their experience, the CTO sets priorities for infrastructure, cybersecurity, and technology support.

On the Horizon

Town is entering an important period of strategic planning and continued evolution, with a new strategic plan on the horizon and important initiatives already underway in educational technology and data systems. The incoming CTO will have an opportunity to build on this momentum, helping shape how technology supports the school's evolving priorities and the needs of its community.



Putting the Strategic Plan into Practice

With initial board approval of Town's next strategic plan anticipated in spring 2027, the CTO will join at an important moment as the school turns its attention toward implementation. As a member of the Senior Leadership Team, the CTO will help identify opportunities for technology to advance the school's strategic goals, guide thoughtful investments, and ensure that technology planning is aligned with Town's long-term vision.

Building on Town's AI Guidance

Town's academic leaders have already established a foundation for the school's approach to AI, developing guidance and engaging families in conversations about its use. As AI continues to evolve, the CTO will have an opportunity to build on this work in partnership with the division heads, the director of teaching, learning, and innovation, and the educational technology program director, helping Town navigate emerging possibilities and challenges while ensuring its approach remains grounded in the school's educational philosophy, and helping the school community understand how expectations may evolve across grade levels.

Connecting Veracross with Other School Systems

With Veracross now in use as Town's student information system, the school has an opportunity to build on its implementation and strengthen how information is managed and shared across departments. The CTO will help guide the next phase of this work in partnership with the Veracross project lead and registrar, identifying opportunities to connect systems, improve access to information, and create more efficient processes that support the daily work of faculty and staff.

Duties



Technology Leadership

- Report to the head of school, serve on the Senior Leadership Team, and set a schoolwide technology strategy that supports Town's priorities.
- Lead the technology team, set clear responsibilities and service expectations, and support staff development.
- Lead technology budgeting and multiyear planning, including decisions about investments, contracts, and equipment replacement.
- Explain technology plans and decisions to faculty, staff, families, and trustees as appropriate, and invite input from the people affected by them.
- Participate in school life and stay accessible to students, faculty, and staff.

Educational Technology

- Set direction for educational technology in partnership with the director of teaching, learning, and innovation and the two division heads.
- Work with the educational technology program director to help teachers select and use tools that fit their instructional goals and students' developmental needs.
- Build on Town's existing AI guidance, helping faculty put it into practice and communicating with families about AI and the broader question of screen use.

Data Systems

- Guide the technical stewardship of Veracross in partnership with the Veracross project lead and registrar.
- Set priorities for how Veracross and other school systems connect, working with staff and vendors to clarify who owns and maintains those connections.
- Establish clear practices for data access, quality, and reporting, and make sure staff have the training and documentation they need.

Infrastructure, Security, & Reliability

- Oversee Town's network, devices, and audiovisual (AV) systems in classrooms and shared spaces, and ensure responsive day-to-day support.
- Lead cybersecurity and privacy practices, including planning for incidents, backup, and recovery.
- Manage relationships with outside technology providers, setting clear expectations for their work and coordinating it with the campus team.

Qualities & Qualifications



Qualifications

- Bachelor's degree required, with an advanced degree or relevant certifications preferred
- At least five years of progressive technology leadership experience, including responsibility for systems, infrastructure, and cybersecurity, preferably in a school or other mission-driven organization
- At least five years of experience managing people, including hiring, coaching, and performance management
- Experience overseeing network operations, enterprise platforms and integrations, and cybersecurity and risk management
- Experience working with educators to select and support tools that serve teaching goals and fit students' developmental needs
- Familiarity with curriculum design principles, including Understanding by Design, and the developmental needs of boys in grades K–8
- Experience managing technology budgets, contracts, and multiyear plans for upgrades and replacements

Leadership Qualities

- A collaborative approach to setting priorities with academic and operational colleagues
- Attentive listening and the ability to explain technical choices and tradeoffs clearly to faculty, staff, families, and trustees
- Sound judgment about what needs attention now and what calls for longer-term planning
- A steady approach to service and a commitment to following through when people need help
- A commitment to belonging and to making technology accessible to the people who use it
- A willingness to take part in school life, including occasional events outside the regular school day

How to Apply

The 12M & Ed Tech Recruiting search consultant team, led by Gabriel Lucas and John Umekubo, is acting on behalf of Town School for Boys to identify exceptional technology leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@EdTechRecruiting.com



Applications submitted by **January 3, 2027** will receive priority review.

All applications must be submitted online:

www.EdTechRecruiting.com/jobs/Town/CTO

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the Town School for Boys 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 one short paragraph each, share two technology BHAGs for Town's senior leadership team to consider: one that could benefit the teaching and learning program, and one that could benefit operations.

Town School for Boys admits students of any race, color, religion, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, scholarship programs, athletic and other school-administered programs.

Town School for Boys is an equal opportunity employer. Salary and benefits are commensurate with our peer schools in the San Francisco Bay Area and with similar NAIS schools. Please see the employment section of our website for additional information.