The Allen-Stevenson School
Director of IT and Information Systems

TITLE
Director of IT and Information Systems

POST DATE
February 22, 2024

APPLICATION DEADLINE
March 22, 2024

SEMIFINAL ROUND
Mid-April

FINAL ROUND
Late April

DECISION ANNOUNCED
Mid-May

START DATE
On or before July 1, 2024
(later by mutual agreement)

REPORTS TO
CFOO

SALARY RANGE
$160,000 - $200,000

Ed Tech RECRUITING

Summary

Founded in 1883, The Allen-Stevenson School has been educating boys in Grades K-8 for over 140 years. Allen-Stevenson designs learning experiences that challenge boys to take thoughtful risks in pursuing excellence. Allen-Stevenson strives to give boys the foundation to become conscientious, impactful global citizens. With a focus on the 3 A's — Academics, Athletics, and the Arts — Allen-Stevenson allows each boy to have experiences that fuel his curiosity and connect learning across all disciplines. An Allen-Stevenson boy's journey is possible because of Allen-Stevenson's engaged and supportive faculty, who believe there are many ways to be a boy and recognize Allen-Stevenson boys for their varied interests and accomplishments. The schoolhouse on the Upper East Side of New York City was recently fully renovated and includes modern spaces for visual and performing arts, science & engineering labs, an enlarged Library Tech Commons, and a teaching greenhouse.

Technology is a huge part of the academic program at Allen-Stevenson and it also serves every operational and non-academic departments as well. The Director of IT and Information Systems will lead a department that includes one other full-time technology professional who focuses on managing the help desk and overseeing several enterprise application systems. The IT/IS Department is responsible for delivering, maintaining, and monitoring core IT infrastructure and services. The IT/IS Department works in parallel to a Library and Educational Technology Department, which is led by a director and focuses on student tech education, faculty coaching, and academic technology integration.

Allen-Stevenson seeks someone who is capable of managing an IT/IS environment with a hands-on approach, while at the same time bringing excellent project management and leadership skills. The school also seeks a director who will be eager to partner with the Director of Library Services and Educational Technology on all-school technology strategy and planning. The Director of IT and Information Systems reports to the Chief Financial and Operating Officer and would ideally start on or before July 1, 2024.

Vision, Mission, and Values

Vision Statement:

At Allen-Stevenson we help every boy achieve his best potential within an inclusive community of joyful learners and their families. We expect him to be active and engaged in his own learning, so that he becomes intellectually, socially and emotionally strong. We help boys learn that they can make a difference, that is, to make the world a better place.

As teachers and educators, our role is to empower each boy's natural curiosity to develop his capacities, values and skills, not only to learn about the world around us but also to value the diverse fabric of humanity. Through a collaborative culture of inquiry, we design learning experiences that challenge boys to take thoughtful risks in pursuing excellence in achieving their best potential.

We educate each boy to acquire cultural competence and global understanding, to appreciate community and engaged citizenship, and to develop the drive to share responsibility for promoting a sustainable and equitable world.

Our Mission:

Allen-Stevenson's distinctive "enlightened traditional" approach educates boys to become scholars and gentlemen. In the belief that there are many ways to be a boy, the School offers an ongoing commitment to each student and uses the best insights and tools available to understand him as a whole person. We inspire in each boy an appreciation of responsible citizenship and a lifelong love of learning.

How We Accomplish Our Mission:

Allen-Stevenson's vigorous, pre-secondary program of academics, athletics, and the arts teaches boys to value the gratifying process by which excellence is attained. By creating a joyful, safe environment for learning, the School seeks to ensure a productive, diverse community of learners. We challenge our students to take suitable risks, learn from their mistakes, and support each other. Ultimately, we encourage boys to move through life strongly and rightly — with confidence, knowledge, enthusiasm, resilience, and respect for all.

Educating the Whole Boy

We Focus on Boys' Formative Years

Boys experience significant developmental milestones from their time as kindergarten students to when they ultimately graduate from the Eighth Grade.

Here at Allen-Stevenson, we build a solid foundation for boys to explore and discover their interests and passions in a supportive environment as they mature and grow.

As experts in kindergarten through eighth-grade boys' education, our focus extends well beyond ensuring our students' academic success. Our educational leadership and faculty bolster our boys' social-emotional and intellectual growth and enrich their learning both inside and outside the classroom as they mature from young elementary school students into their early adolescence.

A Boy's Guided Journey

At Allen-Stevenson, we believe that life is intrinsically interesting and that a good education unlocks its mysteries. Educating boys to become passionate learners and compassionate achievers takes care and intentionality in a complex and rapidly changing world.

Allen-Stevenson teachers create learning opportunities that are specially designed for and attuned to the learning style and development of boys. Our curriculum of inquiry-based instruction and hands-on and project-based learning experiences is made richer because it incorporates all 3A's – Academics, Athletics and the Arts.

While we still embrace the importance of foundational skills, deeper learning helps us bring learning to the next level in meaningful ways.

Why educate for deeper learning?

- Students need to be prepared to change or extend their knowledge. They cannot memorize everything.
- They must be ready to apply what they do know to new and ever more intricate problems.
- A robust appreciation of complex systems is often necessary.

This approach to learning places boys at the center of their education. When a boy is asked to think critically, solve problems, work collaboratively and communicate effectively, it empowers him to be active in his own learning process. He learns to work with people who may be quite different from him in background, experience and perspective.

Strategic Plan

BOYS
ASCEND

Our Learner Pathway will carefully and continually refine essential K-8 competencies to prepare each boy for the next grade level, for secondary school, and beyond, with individualized attention on character, knowledge, skills and citizenship.

Brain-Considerate Classrooms

Creative Confidence

Critical Thinking + Social Solutions

Positive Peer Influence

Productive Struggle

Technological Literacy

Globalism + Intercultural Competence

COMMUNITY
ASSIST

We are committed to making our strength even stronger. Long known for our engaged community, we believe that the enduring quality of a school can be measured by people who partner with us to support classroom and campus life: parents, alumni, friends, and our neighbors all play a role in charting a successful course for A-S.

A-S Cares

Connected Alumni

High School Admissions

Inspiring Involvement

Parent Programming

CLICK HERE FOR MORE DETAILS

FACULTY
ASPIRE

We know that having a strong faculty and healthy work culture is the backbone of the very best schools. Nationally recognized as a leader in educating boys, we attract and retain top talent by providing continual opportunities for improvement in a diverse and supportive culture. In an evolving workplace landscape, these steps will help to keep A-S a great place to work.

Exceptional Educators

A Commitment to Diversity

Masters in Boyology

Personalized Professional Growth

Workplace Wellness

LEADERSHIP
ASSURE

Refine and reimagine the A-S trajectory by forging a bold path forward that's aspirational, clear, and reflective of our constant changing world and our commitment to providing the best education for boys.

Strong Stewardship + Governance

A Refined, Refocused Mission

Powerful Partnerships

Sustained Sustainability

Auxiliary Revenue Streams

Diversity, Equity, Inclusion, and Belonging

Our Community Statement

Allen-Stevenson promotes diverse perspectives, honest dialogue and mutual respect. The School strives to build and maintain an educational environment that provides students, families, faculty and staff with a sense of belonging and understanding by honoring the various identities they hold. Through a variety of programs that promote dialogue, we continue to enrich our community by offering safe learning spaces for both affinity groups and cross-sectional conversation.
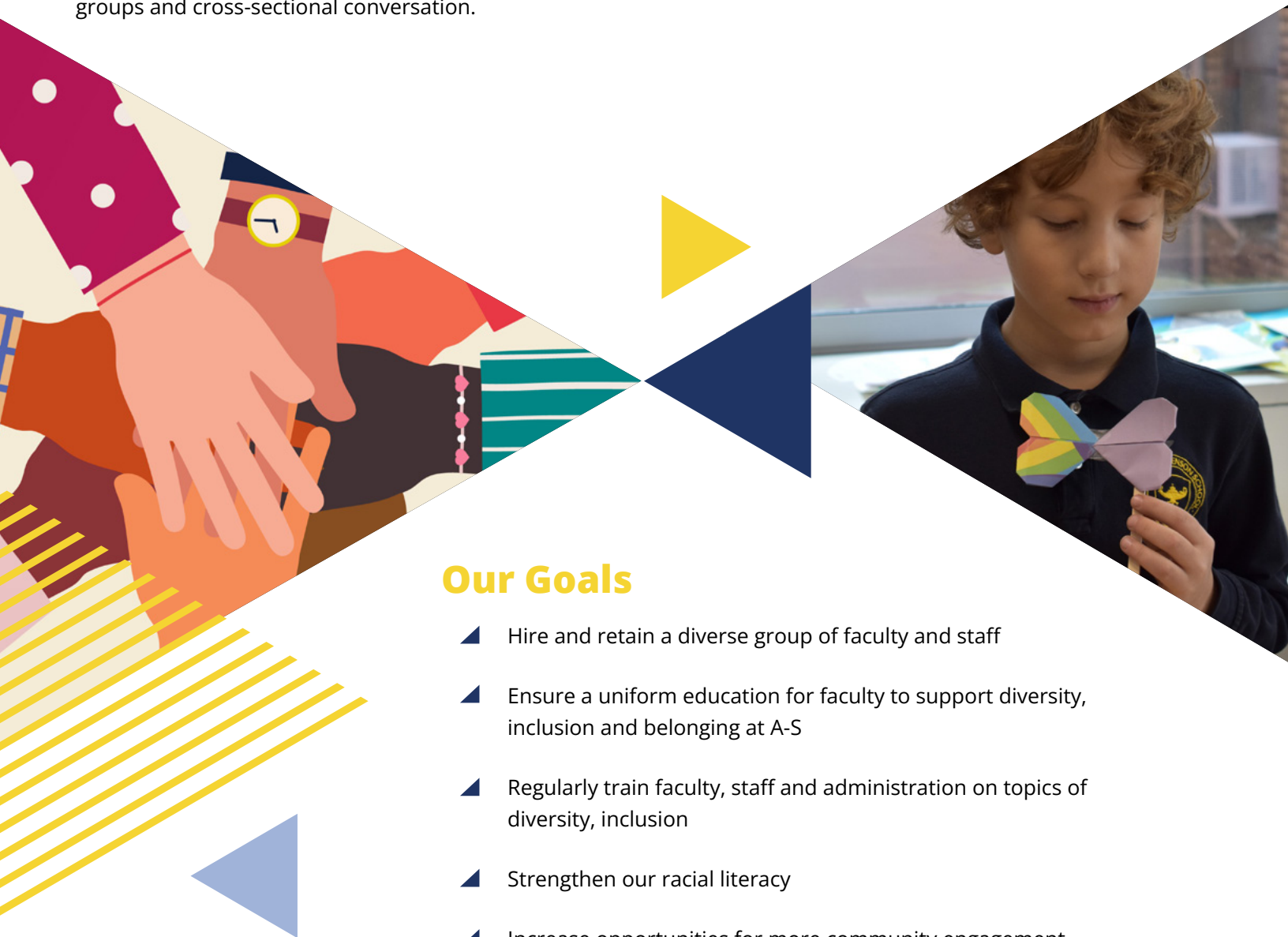
Our Goals

- ◤ Hire and retain a diverse group of faculty and staff

- ◤ Ensure a uniform education for faculty to support diversity, inclusion and belonging at A-S

- ◤ Regularly train faculty, staff and administration on topics of diversity, inclusion

- ◤ Strengthen our racial literacy

- ◤ Increase opportunities for more community engagement

Shared Expectations

This educational process requires constant engagement and considerate thinking. As participants in a vigorous learning environment, all members of our community are obliged to accept the experiences, dignity and rights of others. The following expectations set for staff, administrators, students past and present, parents and trustees are essential to our growth, work and continuing education as a community:

- Demonstrate an awareness of and respect for the human experiences that exist within the diverse cultures that make up the world in which we live;

- Incorporate in the life of the School a diversity that may include, but is not limited to, race, ethnicity, religion, gender, age, learning style, physical ability, sexual orientation, family structure or socio-economic status; and

- Acquire the knowledge, sensitivity and skills necessary for participating in cross-cultural interactions and promoting mutual understanding.

Allen-Stevenson's commitment to an inclusive educational community informs our admissions policies, our hiring practices, our curriculum, and the allocation of our resources.

Our Work

Community-Wide Events

The School hosts a number of events for families aimed at building community while actively working toward the goals set out by the DEIB Committee. These events offer parents a space for shared learning, highlighting subjects that shed light on various topics related to parenting, societal concerns and cultural awareness.

Division-Wide Learning: Upper Division Assembly & Lower Division Community Time

Meeting once in a 10-day cycle, these division-wide gatherings offer the boys time together reserved for a shared learning experience. These meetings serve as platforms for sharing and learning about the various cultures that exist both globally and within our School community.

Together, our boys learn about important issues and significant cultural celebrations. In the Lower Division, families join in to share about their cultures and traditions, offering a sense of belonging for those with shared identities, while simultaneously educating others with varying perspectives and experiences.

Affinity Groups

Connection and belonging are at the core of the DEIB mission. To that end, The Allen-Stevenson School offers a number of affinity groups for students, parents, and faculty and staff. In these groups, participants can meet with fellow community members of a shared identity to discuss personal experiences in an environment where they can feel safe, seen, valued, and a true sense of belonging at A-S.

Key Statistics

386 Students

K-8 Grades

76 Full-Time Teachers

14 Part-Time Teachers

135 Full and part-time faculty and staff

5:1 Student-Teacher ratio

1st U.S. Primary School to receive LEED Gold for sustainability for existing buildings award

1:1 Apple iPads for each boy in **grades k-4**

1:1 Macbooks for each boy in **grades 4-8**

4 Science and engineering labs

1 Greenhouse

4 Full-time learning resource specialists

97% Students accepted to at least one of their top three choices specialists

100% Students admitted to schools in their top five choices

Tuition

$59,200 Yearly Tuitions

17% Received Financial Aid

$36,598 Average Financial Aid

Student Diversity

White 62.2%

Asian 12.2%

Multiracial 11.9%

African American 7%

Hispanic 3.9%

International 2.1%

Unknown 0.5%

Pacific Islander 0.3%

Affiliations

ISAAGNY

NYSAIS

CSEE

USGBC LEED

IBSC

NAIS

PARENTS LEAGUE OF NY

A Snapshot of Learning Opportunities

Leadership

Allen-Stevenson Buddies

Boys in the Upper Division (Grades 5-8) meet with boys in the Lower Division during community events. They have a chance to bond with one another, find shared interests, and create a strong connection. Additionally, for boys in the UpperDivision, it builds their confidence as mentors for younger students.

Student Ambassadors

Boys in Grades 6, 7 and 8 apply and are selected to represent the school at various functions and Admissions events. As ambassadors, they engage with prospective families to provide more about the school and the community from their vantagepoint. There are other opportunities where our ambassadors engage with current families to share highlights from their time at Allen-Stevenson.

Student Council

Allen-Stevenson's Student Council consists of Upper Division students in Grades 6, 7 and 8. The council, elected by their peers, are representatives of the student body.They play an important role in the culture of the Upper Division and affect change throughout the school. Each council representative gathers feedback from his classmates on issues ranging from school-wide event planning to snack options,community service opportunities, and everything in between.

Service-Learning

Costa Rica Trip

For many years, Allen-Stevenson has traveled to the village of La Heredia, CostaRica, to participate in projects focused on improving under-resourced communities.All of our eighth-grade boys have the opportunity to take part in this immersive week-long Spanish language experience over Spring Break.

All Souls Church Soup Kitchen

Every Friday, our Upper Division (Grades 5-8) boys make over 150 Sunbutter and Jelly sandwiches for the All Souls Friday Lunch Program, run by the Unitarian Church of All Souls. The boys walk the sandwiches over to All Souls after making them, proud that they are a part of the work that goes into feeding over 200 guests everyFriday. When All Souls serves sit-down meals, Allen-Stevenson boys participate in serving the guests. Even our second graders participate by creating Thanksgiving table centerpieces for the soup kitchen during the holiday.

Noteworthy Programs

Billion Oyster Project

The Fifth Grade participates in a yearlong study in collaboration with the BillionOyster Project, which encourages hands-on, real-life investigations and explorations.The mission is to restore oyster reefs to New York Harbors with the help of New YorkCity's communities. Boys utilize what they learn in class to conduct water quality tests and oyster measurements at the East 90th Street Ferry Landing and learn about a number of the oyster's beneficial effects on the ecosystem.

Philadelphia Trip

As a culminating experience, Grade 6 travels to Philadelphia, PA, to bring their history curriculum to life. After studying the founding of the United States, they visit historic sites and museums to deepen their understanding of the concepts that underpin our government and the first 100 years of America's history.

Instrumental Instruction

Boys have the opportunity to learn to play instruments from the string, woodwind, brass, and percussion families during their time at Allen-Stevenson in a one-on-one setting with professional performing musicians. Our instrumental instructors come to us with many years of teaching along with a wide variety of performing experiences including The Metropolitan Opera, American Ballet Theater, and other well known New York musical institutions.

Public Speaking and Performance

Speech Contest

Annually, Upper Division boys compete in class-level competitions to create and deliver speeches on a subject they feel passionately about. They are judged by a panel of community members, typically a current parent, alumnus, and faculty or staff member, in the rhetorical appeals of "Logos", "Pathos", and "Ethos".

Theatrical Performances

Boys have many chances to perform in Allen-Stevenson's "main stage productions": A Fall Play (7th/8th), a Winter Musical or Gilbert & Sullivan Operetta (5th-8th), and Spring Scene Night (7th/8th). For the fall & spring productions, we invite girls fromThe Nightingale-Bamford School to participate. We also offer the opportunity for boys to participate behind the scenes as a part of the Tech Crew (7th/8th), who assist on all Upper Division and Lower Division productions.

Library Tech Commons

The Library Tech Commons is a learning commons that integrates a traditional library, maker space and various forms of technology to empower boys as learners.

Our collaborative culture of inquiry encourages boys to develop their natural curiosity as they co-design their own learning. Soon we will have a shed full of maker tools and supplies, as well as two classrooms that are being designed to encourage collaboration and the sharing of work.

Our Vision

The Library Tech Commons is a friendly, inviting, diverse environment where members of the community feel comfortable and welcome at all times. Designed for collaboration, it is a space in which boys from all three divisions enjoy consuming and creating digital and traditional media of all types. It offers opportunities for boys to reflect and relax, and it functions as a safe haven or simply as an escape from the pressures of their day. Free to follow their inspiration by thinking, reflecting, discovering, and taking ownership of their chosen work, boys are supported by a faculty with expertise in all forms of literacy and educational technology. The Library Tech Commons is a busy space continually patronized by all community members.

The LTC Philosophy

The Technology and Library departments work together to offer tools and skills that complement and reinforce each other in order to meet the information and communication needs of the boys, including digital citizenship and media literacy.

We believe that technology and information skills are best acquired when thoroughly integrated into the school's curricula. Our joint emphasis is on the importance of technology tools for the organization and communication of information.

Technology at a Glance

Hardware:

- ~430 Mac laptops for employees and 4-8 students
- ~370 iPads for K-4 students
- ~50 Legamaster and Tango classroom Interactive Boards
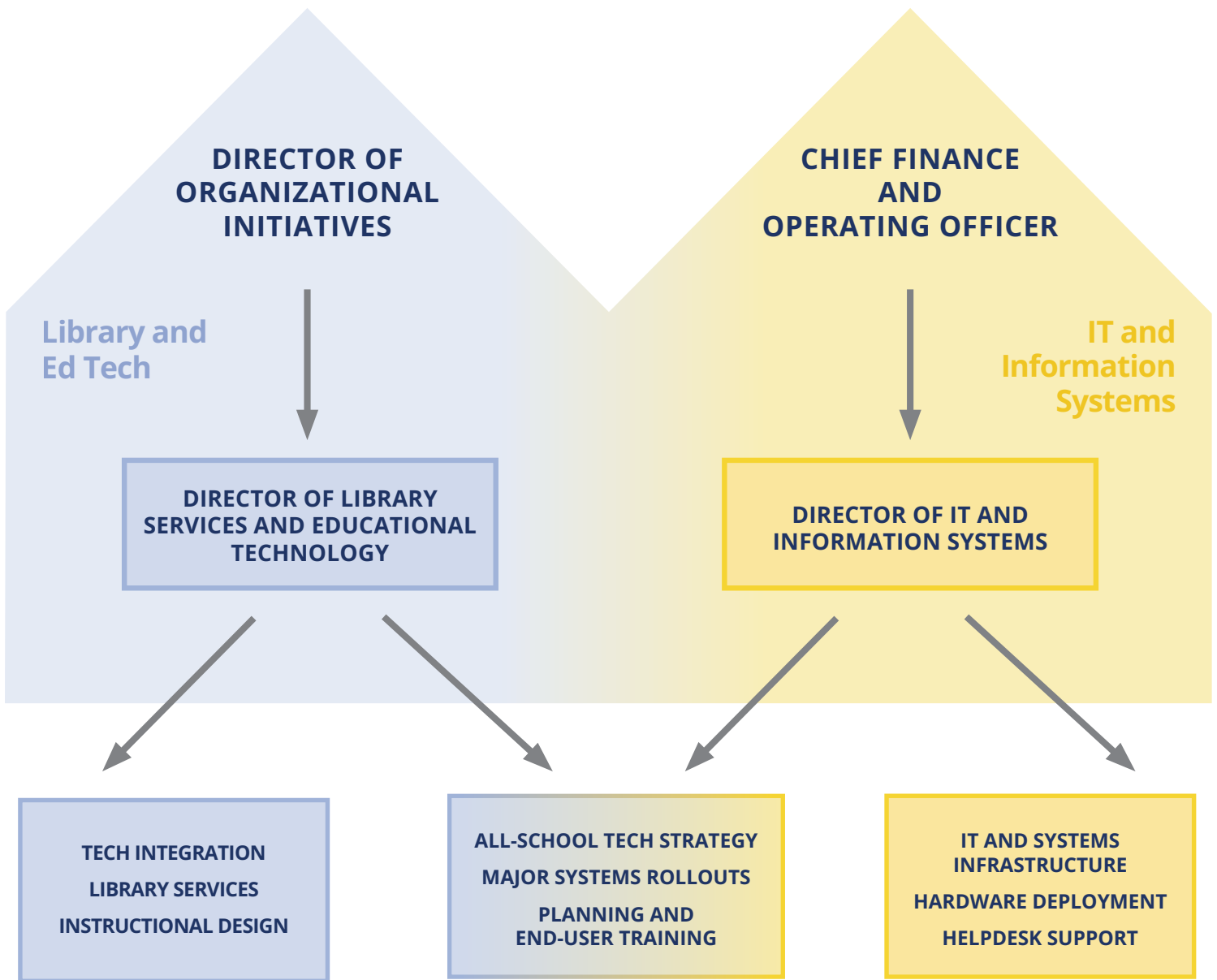- Meraki: APs (82), switches (26) and firewall

Systems:

- Office365, MicrosoftExchange (Email/Productivity)
- Google Workspace for Education, Canvas CMS (Academics and courses)
- Veracross, Ravenna (SIS Admissions, Development), SageIntact (Business)
- JAMF, Docusign, CyberHoot, Backupify, Ruvna, Carousel Digital Signage, IncidentIQ, FMAudit, Adobe (Tech Management)

'24-'25 Technology Governance Overview

Starting with the 2024-2025 academic year, the technology program at Allen-Stevenson will benefit from a new, thoughtfully designed governance model. At the core will be the director of library services and educational technology and the director of IT and information systems, each of whom will have a specific area of technology oversight. Together they'll work on all-school tech strategy, rollouts, and training. Because they report to different divisions, two senior administrators will also provide support and feedback on major initiatives, ensuring further cross-departmental collaboration.

DIRECTOR OF ORGANIZATIONAL INITIATIVES

CHIEF FINANCE AND OPERATING OFFICER

Library and Ed Tech

IT and Information Systems

DIRECTOR OF LIBRARY SERVICES AND EDUCATIONAL TECHNOLOGY

DIRECTOR OF IT AND INFORMATION SYSTEMS

TECH INTEGRATION

LIBRARY SERVICES

INSTRUCTIONAL DESIGN

ALL-SCHOOL TECH STRATEGY

MAJOR SYSTEMS ROLLOUTS

PLANNING AND END-USER TRAINING

IT AND SYSTEMS INFRASTRUCTURE

HARDWARE DEPLOYMENT

HELPDESK SUPPORT

A Shared Approach to Technology Leadership

Sarah Kresberg
Director of Library Services and Educational Technology

Sarah joined Allen-Stevenson in 2001, and is now the director of the Library Tech Commons. Having worked at a number of schools in both the U.K. and U.S., Sarah said that the unique warmth and camaraderie at Allen-Stevenson is both what drew her to the school and has kept her there for over two decades. Through her tenure, Sarah has been at the forefront of the evolution of the library into what it is today – a truly dynamic and collaborative space on campus that fosters students' curiosity and digital literacy. Her passion for teaching and technology has driven innovative programming, such as Tech Tuesdays for parents, book fairs, reading challenges, and multimedia research projects.

Sarah enjoys the creative, lighthearted, innovative, and collaborative spirit of the Library Tech Commons team, and hopes that the incoming director of IT and IS will bring an enthusiasm for innovative technology and systems. Next year Sarah is stepping into a new role, in which she'll provide supervisory leadership for two technology professionals focusing on technology instruction to students and integration coaching to faculty.

This Could Be You
Director of IT and Information Systems

The director of IT and information systems role represents an exciting new chapter of technology leadership for the school. The director will attend to the operational side of technology, ensuring that hardware, software, and systems are functioning well and meeting end-user needs. Cybersecurity, network management, and overall risk management and planning will also be important priorities for the director, who will have the opportunity to leverage third-party managed services support. This is a role that requires someone who is enthusiastic not just about project management and long-term planning, but also tactical administration and hands-on maintenance of systems.

Reporting to the director will be a helpdesk manager, who has worked at the school for many years and has experience with some of the major educational technology systems in use. The director will be a frequent partner to, and collaborator with, Sarah. The IT /IS department is located immediately adjacent to the Library Tech Commons, thus facilitating easy and frequent collaboration.

Three Other Dedicated Tech Professionals

In addition to the director of library services and educational technology and the director of IT and information systems, three other people will also work in various areas of academic and operational technology. Two of them are excited to step into new lanes of focus as their roles will be shifting next year. However, everyone takes a collaborative, can-do approach to supporting tech needs. To that end, all three technology professionals work out of a large, shared office adjacent to the library, ensuring collaboration and cross-functional support.

Sam Carcamo

Focus: *Teaching and some backup support*
Supervisor: *Director of Library Services and Educational Technology*

Next year Sam will be starting his second year at Allen-Stevenson. He will be teaching technology curriculum to the upper grades, while also providing some backup help desk support to faculty and staff.

Ainsley Messina

Focus: *Tech teaching and some faculty support*
Supervisor: *Director of Library Services and Educational Technology*

Next year Ainsley will be starting her second year at Allen-Stevenson. She will work in support of faculty integration while teaching technology and digital fluency classes to the lower grades.

Marissa Zelmanowicz

Focus: *Help desk management and educational systems*
Supervisor: *Director of IT and Information Systems*

Next year will be Marissa's tenth year at Allen-Stevenson. She has supported many areas of technology during her tenure, and next year she will be focusing on managing the help desk and supporting several enterprise data systems.

Background and Opportunities

The technology program Allen-Stevenson has enjoyed stable leadership for a long time. Over the years the School has invested in its program, in terms of end-user hardware, backend infrastructure, and staffing. The outgoing director, who is leaving after nearly two decades of service and commitment to the program, has led with a hands-on, pitch-in mindset. This is exactly what Allen-Stevenson is looking for in its next technology leader.

For several reasons, the School is using this transitional moment to adjust and refine its technology governance model. First, the library director has a passion for educational technology and has been an engaging partner to the technology department for nearly two decades. Second, as the overall IT/IS environment has gotten more complex, the responsibilities that roll up to the director's seat have increased dramatically. Finally, members of the current tech department have an opportunity to apply their talents in different ways of service to the School.

Thus, the School is using this current 2023-2024 year to plan for a thoughtful restructure, which was described on the preceding pages. Next year, a director of IT and information systems will oversee the operational side of technology and report to the CFOO. One of the three current technology department members will remain in the new IT/IS department and oversee both help desk services and some data systems. The other two technology department members will move to the library and focus on technology instruction to students and faculty integration support.

This is a new model for the school, so the ideal leader would have experience and fluency not only working in core IT/IS services, but also navigating organizational change. The right leader would also be flexible and collaborative, and in particular eager to partner with the director of library services and educational technology in a shared governance model. Major trainings, systems changes, and overall tech strategy will require both departments to work side-by-side, with support from senior administrators.

In the end, the school is committed to continuing to deliver an exceptional technology program to its faculty and staff, and is committed to finding an outstanding professional to lead the IT/IS program. Like the outgoing director, the ideal candidate would be capable of taking full ownership with a hands-on approach to an IT/IS environment without requiring ongoing managed services. However, the School would be willing to explore potential third-party partnerships that provide occasional support for specific projects or complex engineering situations--should that be necessary to meet internal deadlines or to complement the skills and experiences of the next director of IT and information systems. For someone who is interested in collaborative technology planning, who is capable of managing an IT/IS environment, and who wants to lead a small team, this is a great opportunity at an outstanding, all-boys school in New York City. This role reports to the CFOO and would ideally start late spring or early summer.

Duncan Lyon
Head of School

Hydeé Bressler
CFOO

Next year, Duncan will be in his third year as head of school, and Hydeé will be in her eleventh year as CFOO. Both Duncan and Hydeé are seasoned administrators and came to Allen-Stevenson after having served in similar respective roles at other schools. They are both excited to work with the incoming director of IT and information systems on many major initiatives that will require careful and thoughtful planning.

We invite you to watch our INTERVIEW with Duncan and Hydeé, who talk about their backgrounds, what drew them to Allen-Stevenson, the importance of technology at the school, and what they're looking for in the next director of IT and information systems.

Major Areas of Oversight

Technology Strategy: Develop and implement a strategic technology plan aligned with the school's goals and objectives. Identify technology needs and propose solutions to enhance educational programs and administrative functions.

Network and Infrastructure Management: Manage the school's core technology infrastructure. Ensure the network is secure, reliable, and scalable to support the needs of students, faculty, and staff.

Hardware and Software Management: Oversee the procurement, installation, maintenance, and replacement of hardware and software systems deployed to end-users, individual departments, and the entire school community.

Data Management and Security: Develop and enforce data management policies and procedures, including data backup and disaster recovery plans. Ensure compliance with data privacy regulations, and protect sensitive student and staff information from unauthorized access or breaches.

Technical Support and Troubleshooting: Oversee help desk services to students, faculty, and staff for hardware, software, and network-related issues. Ensure that needs and requests are addressed promptly and professionally.

User Training and Professional Development: Collaborate with the Director of Library Services and Educational Technology to develop and deliver technology training programs for faculty and staff. Stay updated with emerging educational technologies and provide recommendations for their adoption.

IT Budget Management: In coordination with the CFOO, develop and manage the IT budget, ensuring cost-effective utilization of resources. Coordinate with vendors and service providers to negotiate contracts and ensure the delivery of high-quality services within budgetary constraints.

Collaboration and Communication: Collaborate with school administrators, teachers, and other stakeholders to understand their technology requirements and provide appropriate solutions. Communicate effectively about technology initiatives, upgrades, and outages to the school community.

Policy Development: In partnership with the CFOO, develop and implement IT policies, procedures, and guidelines. Educate the school community about these policies and evaluate them regularly.

Stay Informed and Innovate: Stay updated with the latest trends and advancements in technology. Research and evaluate new hardware, software, and systems that could enhance the learning experience and improve the school's operational efficiency.

General Administration: Supervise the helpdesk manager, oversee all A/V support and services for events, report to the CFOO, and perform other duties as assigned.

Duties

Specific Duties

IT

- Oversee the deployment of all hardware, software, and systems, and evaluate all technology services from various perspectives, including: cost-effectiveness, customer satisfaction, compliance, security, performance, and maintenance.

- Evaluate internal IT systems for performance, efficiency, and customer satisfaction; and oversee and manage all accounts, contracts, and financial issues related to the department.

- Ensure IT data security, risk management, disaster recovery, and planning processes are in place and receive regular review for currency and adequacy.

- Inspire the technology team and the faculty community to model and support best practices in innovation and technology integration.

Information Systems

- Oversee the performance, maintenance, and integrity of the school's enterprise data / systems environment, in areas including: student information, learning management, content management, financial, health, summer operations, and advancement.

- Serve as the school's primary project manager for enterprise-wide data transitions, and evaluate potential data systems to support various operational and academic departments.

- Identify and implement opportunities for connecting and consolidating data systems, to ensure datasets are current, reporting is reliable, and redundancies are minimized.

Leadership

- Supervise a full-time helpdesk manager, and develop and maintain relationships with third-part vendors and consultants to ensure network reliability and provide ongoing backup support.

- Under the direction of the CFOO, to which this position reports, and in partnership with other technology professionals at the school, engage collaboratively with long-term technology planning and strategy.

- Serve as the school's project manager for upgrades and transitional initiatives involving hardware, software, infrastructure, systems, and classroom AV.

- Manage the departmental budget and perform other duties as assigned.

Qualifications and Qualities

Qualifications and Experience:

- Possession of a bachelor's degree from an accredited college or university, with advanced coursework in information systems or a related field desirable
- Experience coordinating or managing technology projects and initiatives, preferably in an educational institution
- Experience designing and delivering technology workshops and trainings
- Experience administering data systems or enterprise applications
- Prior experience supporting IT operations, including: security, networking, backup, disaster and recovery planning, risk management, or hardware deployment
- Proficiency with sound and projection systems, and experience providing A/V support for events
- An understanding of diversity work and a commitment to fostering culturally competent trainings and work environments

Leadership and Personal Qualities:

- An eagerness to step away from the office and seek out colleagues across campus, in the spirit of cultivating meaningful and supportive relationships
- Curious, strong passion for technology, and a highly skilled problem solver
- Excellent budgeting skills with the ability to plan strategically and cost-effectively, as well as prioritize resources
- Leadership and project management skills to successfully lead large-scale change initiatives
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs of an urban, independent school
- A commitment to the mission and vision of The Allen-Stevenson School

How to Apply

12M Recruiting is acting on behalf of The Allen-Stevenson School to identify exceptional technology leaders to fill this extraordinary opportunity. Please direct any inquiries to:

GABRIEL LUCAS
Principal, Ed Tech Recruiting
jobs@EdTechRecruiting.com

Applications will be considered through March 22, 2024.

All applications must be submitted online:
www.EdTechRecruiting.com/jobs/AllenStevenson/technology

An application requires submitting four PDFs:

- Cover letter introducing yourself to the Allen-Stevenson search committee
- CV or resume
- A list of four references (include each person's name, organization, title, phone number, email, and connection to you — though we will not contact any references without obtaining your permission first)
- A response to the following prompt:

  As described in this document, next year the school's governance model for managing technology will include a collaborative partnership between two departments: IT & IS, and library & ed tech. In just a couple of paragraphs, how would you as the director of IT and information systems work to ensure that this new model is a success?

The Allen-Stevenson School actively seeks to forward the equity and diversity of our community in our admissions, programs and hiring. The Allen-Stevenson School does not discriminate on the basis of race, color, national origin, religion, sex, age, physical or mental disability, citizenship status, marital status, creed, sexual orientation, ethnicity or any other characteristic protected by local, state and federal law. The Allen-Stevenson School actively seeks diversity in its faculty and student body.