



# THE BUSH SCHOOL

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## CHIEF FINANCIAL AND OPERATING OFFICER

### LOCATION

Seattle, WA

### APPLICATION DEADLINE

February 5, 2022

### SEMIFINAL ROUND

Week of February 14  
*(Remote)*

### FINAL ROUND

Two-day, on-site visits in early March

### DECISION ANNOUNCED

March 25

### START DATE

No later than July 1, 2022



The Bush School



**12M**  
RECRUITING

# SUMMARY & MISSION

In the historic Washington Park neighborhood in east central Seattle sits the city's only independent K-12 school. Founded in 1924 and inspired by John Dewey's philosophy of progressive education, The Bush School began with modest roots in the home of Helen Taylor Bush to serve six young girls. During the past decades, the school has evolved in many exciting ways: substantially growing its student population; adding a boarding program which it eventually phased out in the late 60s; broadening its reach with a co-educational program; and most recently acquiring a spectacular second campus in the Methow Valley on the eastern slopes of the North Cascades, to further integrate wilderness, cultural, and academic experiential learning. Although much has changed since 1924, Bush's fundamental approach to teaching students remains as relevant now as ever. Bush students engage with challenging and robust academic programs and solve complex problems in the classroom and beyond through a variety of experiential opportunities on campus, in Seattle, and throughout the world. As a result of these experiences, students learn how to make an impact on their community that is meaningful and enduring.

Bush now seeks a chief financial and operating officer (CFOO) who will likewise have a meaningful and enduring impact on the school itself. In June 2022, the current finance and operations leader will be retiring after a successful 22-year tenure at Bush. Because of her tireless service, the school is in excellent financial health, has maintained great relationships with neighbors during multiple construction periods, and has developed a proactive approach to budgeting and resource management. The next CFOO will encounter a dynamic board ready for a strategic thought partner, as well as a visionary head of school who is now in his eighth year and has helped to grow the school via its program, campus, and endowment. The next CFOO will oversee all financial operations and major campus construction, as well as several operational departments: HR, facilities, and dining services. Bush hopes its next CFOO can start this spring, to not only facilitate a graceful transition from the outgoing leader, but also set both the school and the next CFOO up for long-term success.

## MISSION STATEMENT

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



# ABOUT THE EDUCATIONAL PROGRAM

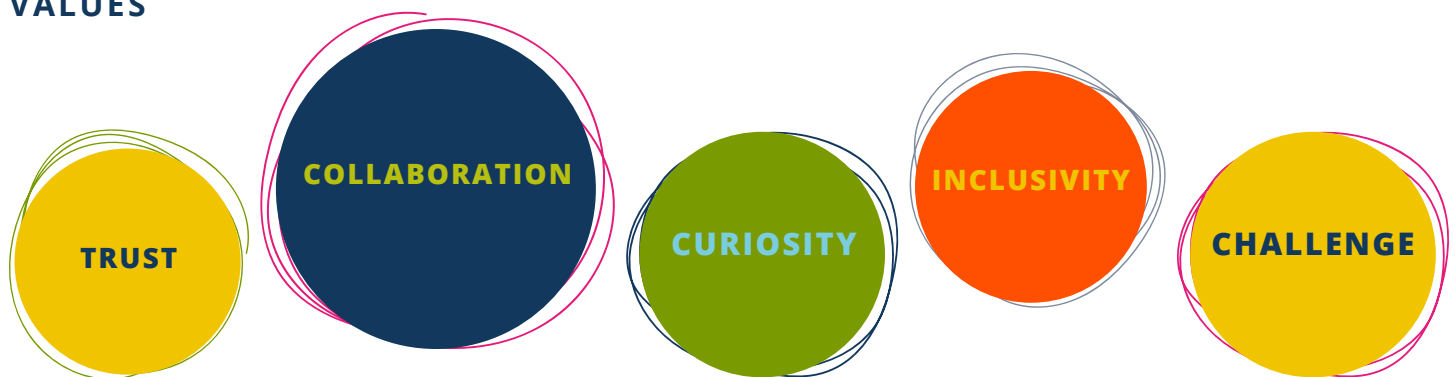
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## VISION

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

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## VALUES



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## EDUCATIONAL FOUNDATIONS

Sustaining a culture of trust and respect is central to our philosophy and to nurturing high quality teaching and learning in the school.

Our students live in a world whose most pressing challenges are complex and multidimensional; a world that requires them to be capable problem solvers, clear and articulate thinkers, and skilled at engaging with people different from themselves in many ways; a world that increasingly challenges them to fight conformity and self-interest. For this reason, we value and teach:

**CRITICAL, INDEPENDENT, AND  
CREATIVE THINKING**

**INTERCULTURAL FLUENCY**

**LOCAL AND GLOBAL CITIZENSHIP**

**ETHICAL JUDGMENT AND ACTION**

These foundations of a Bush education are especially powerful when taught intentionally from Kindergarten through Twelfth Grade by teachers in all areas of the school program. Their mastery is essential for our students and graduates to make a meaningful difference in the world.



# INTERCULTURAL FLUENCY

## INTRODUCTORY NOTE

A cornerstone of The Bush School is its commitment to creating a diverse, welcoming, and inclusive community. This commitment has its roots in the progressive educational philosophy on which Helen Bush established the school and is nurtured today as a critical underpinning of the school's aspirations for its students.

The "truth" is an elusive concept, but excellent schools strive to help students understand what is true and what is not. Truth is rarely found through one path or human pursuit, but rather reveals itself when many different perspectives and understandings are shared, digested, discussed, debated, and assessed. This process demands that excellent schools be communities that include many different kinds of people, with different talents, skills, life experiences, and ways of thinking and being in the world. Our commitment to academic excellence, then, requires that we enroll students, and families, who are diverse in many ways.



Readiness and willingness to be curious and to take risks — to offer an idea, to express a thought, to argue a point — are crucial to learning. As human beings, we are reluctant to make ourselves vulnerable, to stretch our intellectual and emotional boundaries, if we don't feel valued, empowered, welcomed, and enfranchised. The robust give and take of intellectual and artistic discourse we want to foster at Bush demands that we create a community that is nurturing and supportive of the unique talents, skills, life experiences, and ways of thinking of the members of the school community, especially our students.

The world is becoming increasingly small as a result of technological advances and the ability to live and work in an increasingly global society is becoming more and more of a need for current and future students. For these reasons, developing the social-emotional and interpersonal skills necessary to interact successfully and meaningfully with people different from oneself is a significant personal task. Excellent schools play a key role in helping students become interculturally competent global citizens.

Finally, ultimately, The Bush School cannot pursue educational excellence without a diverse and inclusive community. The accompanying Statement of Community is a formal declaration by the Board of Trustees of the school's commitment to these principles. This is a foundational document that is as important to the school, its culture, and its mission as our statement of educational philosophy.





## STATEMENT OF COMMUNITY

The mission of The Bush School is “To spark in students of diverse backgrounds and talents a passion for learning, accomplishment, and contribution to their communities.”

The school’s educational foundations are:

- Critical, creative, and independent thinking
- Ethical judgment and action
- Global citizenship and cultural competence

All members of The Bush School are joined by the common purpose of the school’s mission and educational foundations. The best learning happens in an environment that inspires curiosity;

- motivates students, faculty, and staff to take risks;
- encourages compassion and kindness, respectful discussion and disagreement; and
- values different perspectives and backgrounds.

In order to create and maintain this kind of learning environment, one that encourages all members of the school community, especially students, to be their best selves, each of us must feel treated with respect and encouraged to actively and participate fully in the life of the school, and each member of the school community — students, faculty, staff, parents, guardians, alumnae/i, and trustees — shares responsibility for building and sustaining this environment.

The Board of Trustees and the faculty and staff recognize their central roles in fostering a welcoming and engaged community that reflects the key elements of the successful learning environment described above.

The mission makes clear the importance of contribution to multiple communities. Accordingly, the School should be a positive and contributing member of the larger communities of which it is a part, including the Seattle region, the Pacific Northwest, the nation, and the world.

Therefore, we commit to helping ensure the School:

- values and respects the diversity brought to the school by every member of the community;
- welcomes and includes all members of our community by offering a range of activities and opportunities to create connections and relationships with each other; and
- engages constructively and collaboratively with the communities of which it is a part.





# 2021-2024 STRATEGIC FRAMEWORK: THE PATH TO A NEW CENTURY



## INSPIRE LEARNERS

We will teach students to develop empathy, to think critically, listen actively, and self-advocate.



## ELEVATE EXPERIENTIAL EDUCATION

We will connect on-campus, wilderness, and service learning to deliver an exceptional progressive education preparing all students to be engaged citizens.



## BUILD AND NURTURE COMMUNITY

We will build relationships and community while prioritizing support for ethnic/racial, LGBTQIA+, and socioeconomic diversity to honor all voices.



## CREATE DYNAMIC LEARNING ENVIRONMENTS

We will optimize space, design, and place to create connectivity and flexibility for an exceptional student experience.



## CULTIVATE AND STEWARD RESOURCES

We will ensure a solid financial foundation for a diverse, engaged, and robust learning community and environment.



# SIGNATURE PROGRAMS



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## CENTER FOR INTERCULTURAL ACTION

The Bush School believes that the development of our students happens most effectively in a community that embraces and values diversity. Bush faculty nurture and teach intercultural fluency and local and global citizenship in age-appropriate ways. Our curriculum is designed to equip our students with the knowledge, skills, and compassion needed to interact productively with others, to understand one another, and to act with equity, justice, and compassion.

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## CASCADES

The Bush School divides the Upper School program into two semesters, with a three-week Cascades term occurring in January and May, during which students take a single interdisciplinary course of study led by interdepartmental teaching teams. For juniors, one of those two terms is spent participating in internships throughout Seattle. Academically engaging and challenging, Cascades require students to grapple with complex problems both on and off campus.

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## RAINIER SCHOLARS

The Bush School is proud to partner with Rainier Scholars, a community-based organization that cultivates the academic potential and leadership skills of hard-working, low-income students of color. By creating access to transformative educational opportunities and providing comprehensive support to scholars and families, Rainier Scholars increases college graduation rates and empowers new generations of leaders.

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## METHOW CAMPUS

The acquisition of the Methow Campus in 2016 was the realization of a vision to increase accessibility and capacity for experiential education at The Bush School. E-weeks, Cascades, Clubs, Teams, and other programs are served by the beauty, wonder, and physical environment for intercultural, interdisciplinary, and multi-dimensional learning and community building.



# A CENTURY OF OUTSTANDING EDUCATION



**1924**

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

**1933**

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

**1956**

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



**1977**

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

**1979**

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

**1982**

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



**1986**

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





**1997**

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

**2002**

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

**2009**

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



**2016**



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

**2022**

The new Upper School building will officially open.

**2024**

The Bush School will celebrate its centennial!





# CONNECTING TO PLACE

## A CAMPAIGN FOR THE BUSH SCHOOL

In November 2020, The Bush School moved forward with the construction of a New Upper School Building and advanced the first step in its Education Master Plan. The new building will be situated adjacent to the historic Gracemont. This addition to the campus has been designed to support relationships among students, teachers, and families, which are at the heart of the Bush experience. Loris Malaguzzi, a prominent educational philosopher, identified space as the “Third Teacher” complemented by two more obvious “teachers” (adults and other children). Bush envisioned the New Upper School Building to function in this same vein. The new classrooms will be more agile and responsive to spontaneous discussion, small alcoves placed in hallways will create places of pause and much of the building’s exposed structure will reveal how the engineering functions.

As with previous campus improvement projects at Bush, such as the Lower School, Library, and Gym construction efforts, the Upper School project has been made possible through a combination of community philanthropy and financing. Philanthropic commitments to Bush’s Connecting to Place Campaign from current and past Bush families have given the Board full confidence to move forward with this exciting long-term vision for the school.

### BUILDING HIGHLIGHTS:

- 20,000 square feet of new learning space
- 10 new classrooms
- 50% increase in average classroom size
- Student Life Center
- New Gathering Space for 400 Upper School students and faculty
- New Bush Academic Networking Center
- Daylight access to all teaching spaces



In 2024, The Bush School will celebrate its 100th year in the service of students in Seattle. There is a strong legacy of giving from previous generations of Bush families; now current families are passing on the gift of a Bush education to those that come next.

Nearly three years ago, Bush embarked on a journey that has brought this vision for a New Upper School Building to life. This addition to Bush's campus is the first step in the school's Education Master Plan that will confidently carry our school into its second century. Every step of the way, the project has been informed by the community, guided by strategic initiatives and enhanced with the expertise of many.

The overall cost for the construction for the New Upper School Building is currently estimated at \$24.5 million, and construction started in November 2020. We have been able to undertake this visionary project on this timeline because of community generosity — to date 130 donors have contributed more than \$16.7 million toward this effort.

Bush imagines at least two other phases to this campus development campaign...one immediately after the New Upper School Building is completed, and one that will require significant long-term planning. To learn more about this campaign and the progress that has been achieved so far, please visit [www.connectingtoplace.org](http://www.connectingtoplace.org).



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## GRACEMONT

Gracemont is the oldest and most iconic building on campus, creating a strong connection to place for alumni, in particular. The mansion broke ground in 1916 and was completed in 1918. In 1944 The Bush School purchased the facility. The building will soon undergo an interior remodel and seismic retrofit to optimize the learning spaces and address safety.

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## CENTER CAMPUS

Once the Upper School campus construction has been finished, the school's attention will turn to Center Campus and the Middle School. This is a three-phase process that will create a welcoming front door to campus, increase the capacity of the heart of campus and the Commons, and begin the reconstruction of Middle School classrooms and spaces.





# METHOW CAMPUS

In the fall of 2016, The Bush School acquired a twenty-acre campus and educational facility in Mazama, WA, extending its campus beyond the urban landscape of Seattle across the Cascade mountains to create The Bush School Methow Campus. This campus, located in the region known as the Methow Valley, provides students with immersive experiences that highlight the interdependence between community, environment, and self. The campus, which is used year-round by Bush community members for academics, wilderness trips, stewardship opportunities within the Methow Valley, and more, has a vision to continue to form lifelong and meaningful connections within the Valley and the greater community through a Semester School. The goal is to bridge the gap between the Seattle and Valley campuses.

The campus consists of twenty acres of forested valley floor that stretches to the Methow river. The surrounding communities in Okanogan County offer rich history, ecology, and partnerships for student learning and service. Field labs throughout the county provide diverse perspectives on landscape and culture, serving as classrooms for ongoing field work. Students will live and learn in small groups, completing daily chores that contribute to the school community.



## THE BUSH SCHOOL SEMESTER FOR SUSTAINABILITY & CITIZENSHIP

The Semester for Citizenship and Sustainability will engage students in the study of what challenges face a small, rural community and what actions create a sustainable, thriving future. The questions students will explore at the local level will play out on a larger scale on the national and international stage. How are water rights connected to affordable housing? How can agricultural practices impact carbon load? What is the relationship between range livestock and wildfires? What does it mean to be citizens of our country, stewards of our land, and contributors to our communities?

The semester-length residential program will be offered in both Fall and Spring. Students will engage in experiential, interdisciplinary courses that push them to consider place-based, real-world challenges. Students will work to understand multiple viewpoints, find common ground, and identify their own assumptions. The semester school model offers students an opportunity to immerse themselves into a new environment to hone their skills and character, strengthening their concept of self and commitment to action.

## THE NUMBERS

- 42 students in their sophomore or junior year: 20 students from The Bush School, 5 students from Okanogan County, and 17 students from other schools.
- 6-7 full-time teachers, plus 1 artist in residence
- 3 teaching fellows (graduate students who serve as residential advisors and teaching assistants)
- 1 director
- 3 staff (kitchen, facilities)

## TENTATIVE TIMELINE

Over the next five years, Bush will embark on implementing a plan to bring this new program fully online. Current plans call for a conceptual planning stage with focus groups, followed by a fundraising effort and facility design phase. After a period of major construction, Bush plans a soft opening of the Semester School, followed by a full launch--which ideally would be around 2026.





## BACKGROUND & OPPORTUNITIES

As every experienced financial leader knows, numbers only tell part of any story. At Bush, those numbers include outstanding admission and enrollment figures, exceptional financial metrics, a long tenure for the current head of school, and nearly a century of exceptional, progressive education as Seattle's only K-12 school. Thus, it would be easy to conclude that Bush simply needs a CFOO to "keep the trains running" while managing the financial and operational affairs of the school with a "business as usual" approach. This is precisely where the numbers fail to show the excitement, energy, and vision of a school that is preparing an ambitious set of strategic priorities as it is about to celebrate its centennial.

At the helm of Bush is Percy Abram, Ph.D., who was appointed in 2014 as the ninth head of Bush following six years as head of a school in Santa Cruz, California. Dr. Abram serves on the boards of Northwest Association of Independent Schools (NWAIS) and Independent School Data Exchange (INDEX). Dr. Abram also facilitates the NWAIS Leaders of Color program for aspiring leaders of color to explore their leadership visions, opportunities and aspirations within and beyond independent schools. Dr. Abram's style of empowering, enabling, and supporting rising leaders, both within the school and the broader independent school ecosystem, aligns perfectly with the progressive, inclusive, and entrepreneurial culture of Bush.

Dr. Abram is in the sweet spot of his Bush tenure, having hired the vast majority of the members of his leadership team and having just recently renewed a long-term contract with the school. His goals now center around taking the school to the next level programmatically, operationally, and financially. Virtually all of his and the

school's grand ideas, which include redeveloping a large chunk of the center campus, embarking on a major fundraising campaign, growing the school's endowment to support its strategic priorities, and bringing online a recently purchased experiential campus, will also require an exceptional partnership with the CFOO.

Therein lies the number one priority for Dr. Abram with respect to this search: finding an outstanding partner. The school has been very fortunate to have a highly capable financial leader who has led finance and operations for the last 22 years. She has tirelessly helped the school grow, while in the process ensuring that Bush built up its cash reserves year over year. With her upcoming retirement this June, Dr. Abram hopes the next CFOO will likewise serve the school for a long and successful tenure.

The next financial and operational leader will discover a board of trustees that is eager to partner with a strategically minded CFOO. On the board are some of the most creative and experienced legal and financial professionals in the Seattle area. They want to support Dr. Abram and the school to execute on the aforementioned ambitious vision, and they each have thoughts and ideas about how to accomplish that vision. They are looking for someone with outstanding financial acumen who will be a strategic thought partner, willing and able to provide both solicited and unsolicited opinion through a proactive, advisory lens. They are looking for someone comfortable, experienced, and facile with creative debt structuring, while at the same time someone who is a fiscal conservative that recognizes the value in keeping this outstanding educational institution in A+ financial health.



The senior leadership team is likewise highly invested in this hire. The team is relatively large (12), with some people having just arrived and others having been at the school for over a decade. Each person on the team has a great deal of prior leadership experience and brings visionary and ambitious thinking in their respective domains of operations or academics. The team is highly collaborative, cross-functional, and ultimately empowered and trusted by Dr. Abram to effect change. The right CFOO would bring a skilled, steady, and inquisitive mindset to the leadership team. Make no mistake: at a place like Bush, this will be a hard, demanding job, but ultimately one that brings great satisfaction to a servant-minded leader. To that end, the next CFOO should not only be smart and sturdy but just as important kind and compassionate. And at a down-to-earth place like Bush, an infectious personality and good-natured sense of humor go a long way.



Three specific areas of focus will be early priorities for the next CFOO.

First, the school recently purchased a twenty-acre campus on the eastern slopes of the Cascades Mountains called the Methow Campus (pronounced MED-ow). The school has already launched various experiential learning opportunities for Bush students, who embark at different points in their educational career for retreats and wildness trips. However, true to Bush form, the head, senior leadership team and board are starting to think big...really big. They imagine semester-away programs, opportunities for students at other schools, and major partnerships with locals in the community of Mazama, where the campus is located. The CFOO will play a huge role in helping the school imagine and execute on this vision.

Second, the school is in the throes of two major building projects on its main campus, which in many ways are the midpoint of a full-scale redevelopment vision. As described earlier in this document, the school is creating a new building that will provide exceptional learning spaces for the Upper School. Up next, is a retrofit and remodel project for the historic and adjacent Gracemont building, which is also on the upper school campus. This project will begin as soon as the new building is completed. With the Lower School campus having been rebuilt about a dozen years ago, that would leave the heart of the campus — which includes the Middle School, student center, and administration buildings — as the final piece of a whole-campus redevelopment puzzle. Though that project is years away from potentially starting, the next CFOO will be important to help with the ideation, feasibility, and design phases.



Finally, the next CFOO will inherit several direct reports that are new, along with at least one open position in the business office. These transitions do not belie instability or turmoil but rather an alignment of retirements and departures for celebrated career growth. The silver lining is that the next CFOO will have a chance to make some early hires, as well as evaluate roles, responsibilities, and reporting structures both within the business office as well as across the greater operational team. That team currently includes food services and facilities, but will likely include other areas of operational importance in the near future. The next CFOO would be well-versed in, and excited about, personnel growth, team dynamics, career advancement, and organizational efficiency.

In the end, the head of school, the board, and the senior leadership team all have one singular objective: to leave the school in an even better place for the next generation

of Bush students, faculty/staff, administrators, and trustees. Without a doubt, the CFOO that the school hires will be integral in achieving that objective. Flexibility, nimbleness, expertise, and integrity will all be key traits of the next financial and operational leader of Bush. So, too, will be a willingness and ability to hit the ground running. To that end, the school hopes to onboard the next CFOO in the mid-spring of 2022, to provide for several months of overlap with the outgoing finance and operations leader. Come July 1, 2022 the school will be excited to hand over the reins fully to its next CFOO, who will be greeted by a welcoming, compassionate, and talented community of leaders throughout campus. And if history is any indicator, yet another exciting chapter will unfold at Bush, evidenced by both the numbers and the great stories behind them.





# AT A GLANCE

## FOUNDED IN

1924

## SIZE OF CAMPUSES

5.66 acres (Seattle)

20 acres (Methow)



## LOCATIONS

Seattle, WA  
Mazama, WA



## ENDOWMENT AMOUNT

\$26,583,818

as of June 30, 2021

## FACULTY TO STUDENT RATIO

1:6



## ACCREDITING BODIES

NWAIS, COGNIA, WA State Board of Education



## STUDENT BODY

700 students in K-12, coming from

60 ZIP codes around the Puget Sound region



## MEMBERSHIP ORGANIZATIONS

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



# DUTIES

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## GENERAL LEADERSHIP, STRATEGIC DIRECTION AND FINANCIAL OVERSIGHT

- Report to the head of school, participate as a collaborative member of the leadership team, and serve as a trusted advisor to the head, leadership team, and board of trustees.
- Provide strategic direction for appropriate and maximum use of financial resources to achieve the school's strategic priorities and maintain long-term health of the institution.
- Build multi-year models for operational and capital budgets, and in partnership with the head of school and board of trustees realign existing resources when necessary.
- Develop key performance indicators to measure achievement of established goals.
- Serve as lead liaison for the Finance, Investment, and Facility Committees and provide effective communication, presentations, and updates to the full board of trustees.
- Work collaboratively with the Treasurer and other members of the Finance Committee on major areas of fiduciary importance, including: large-scale lending, construction financing, insurance, and endowment.
- Publicly represent the school in a positive and proactive way, collaborating with other school administrators, neighbors, and public officials.

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## COMPLIANCE, RISK MANAGEMENT AND REPORTING

- Oversee internal controls, cash management, banking relationships, and asset management, and maintain accurate and timely continuous records on the financial position of the school.
- Ensure that the school is in compliance with all local and state reporting requirements.
- Oversee and ensure the successful completion of the annual independent audit.
- Monitor and mitigate risk through a comprehensive risk management program.
- Provide transparent financial reporting and planning to build trust among administrators, faculty, staff, students, alumni, parents, and trustees.

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## OPERATIONS

- Collaborate with the head of school, HR director, and other senior administrators to provide leadership regarding employee compensation and benefits.
- Oversee the business office and its core operations, including: AP, billing and collections, credit card management, cash receipts, payroll, and GL accounting.
- Oversee HR, Facilities and Campus Operations, and Dining Services.
- Develop processes and systems that provide clarity—and flexibility when necessary.
- Perform other duties as assigned.



# QUALITIES & QUALIFICATIONS

## BUSH IS LOOKING FOR CANDIDATES WHO CAN DEMONSTRATE...

### PROFESSIONAL QUALIFICATIONS:



- Possession of a bachelor's degree from an accredited college or university in business administration, finance, accounting, or a related field, which is a minimum requirement; an MBA or other advanced degree preferred
- 7+ years of experience as a business manager, preferably in an educational or nonprofit setting, and 3+ years at a senior management level
- Previous supervisory and governance experience, preferably in an educational or nonprofit setting
- A comprehensive skill set for oversight of financial reporting, budgets, investments, accounting, facilities, HR, food service, contracts, risk management, and security

### LEADERSHIP AND PERSONAL QUALITIES:



- A smart and confident decision maker who operates with integrity, collaborates with sincerity, counsels with affability, and teaches with humility
- A listener who analyzes complex situations and helps to build consensus
- A willingness to both fully understand the inner workings of a progressive school that is constantly innovating, and lead a business office in support of that culture
- An open mind that asks questions, learns from others, and brings a, "Let's see how we can do it" approach to problem solving
- An ability to create organizational systems and apply project management skills in support of institutional-wide change within a complex academic environment
- Authentic empathy, warmth, and collegiality, and an ability to spread these qualities across an entire staff
- An ability to work under pressure, plan personal workload effectively and delegate
- An available and responsive department head to internal and external constituents
- Savvy communication and dynamic presentation skills—both written and oral
- A collaborative, cooperative, and growth-oriented mindset
- A love of education, and a willingness to support innovative teaching and learning at a K-12 independent school





# HOW TO APPLY

12M Recruiting is acting on behalf of The Bush School to identify exceptional finance and operations leaders to fill this extraordinary opportunity.

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**APPLICATIONS WILL BE CONSIDERED THROUGH FEBRUARY 5, 2022.**

All applications must be submitted online: [www.12MRecruiting.com/jobs/bush](http://www.12MRecruiting.com/jobs/bush).

An application requires submitting four PDFs:

- Cover letter introducing yourself to the search committee
- CV or résumé
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you — though we will not contact any references without obtaining your permission first)
- A response to the following prompt:  
*At a school like Bush, relationships are paramount. The head of school, board of trustees, and leadership team all seek an engaged, collaborative, and knowledgeable partner as the school embarks on an ambitious strategic agenda. What would be your approach to building and maintaining partnerships with each of those three constituencies, and what hopes and needs would you anticipate each constituency might have of you?*

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Please direct any inquiries to:

**GABRIEL LUCAS**

Principal, 12M Recruiting  
[jobs@12MRecruiting.com](mailto:jobs@12MRecruiting.com)

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

