



Position Statement
Head of School
Rectory School

Pomfret, Connecticut
Start Date: July 1, 2025



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Overview

“Rectory is Relationships” is featured in the main lobby, greeting every visitor and capturing the signature warmth of this wonderful school. Situated on 138 acres in the northeast corner of Connecticut, Rectory is a coeducational day and junior boarding school serving approximately 280 students, from early childhood through grade 9. The campus is located in the historic district of Pomfret, Connecticut, and is featured in the National Register of Historic Places.

Founded over a century ago as a small junior boarding school for boys who could benefit from a nurturing, homey environment and individualized learning, Rectory’s mission has endured while the student body has become coeducational and has grown to include CARE, the early childhood program for infants through age 4, a K-4 elementary day school, and a middle school featuring day and boarding students in grades 5-9. Within this tightly knit and caring school family from all over the world, Rectory students develop the confidence and character to be the best version of themselves.

The Rectory experience is based on the understanding that young people thrive within a structured daily schedule where community and classroom values and high expectations are clear and understood. This provides teachers with the space to tailor content and engagement to individual students, helping them to unlock their interests and achieve their potential. This commitment to students is evident throughout their day as the average class is 10 with a student/teacher ratio of 4:1. To learn more about the student experience at Rectory School, please click [here](#).



A hallmark of a Rectory education is the deep commitment to educating the whole person extending across all aspects of the student experience – from [academics](#) to [athletics](#), [the arts](#), and [residential life](#). In every arena, dedicated teachers, coaches, and dormitory parents embrace the community commitment for each child to feel seen, known, and valued. When asked what makes Rectory truly special, the consistent answer - whether from alumni, parents, or students - is “our teachers.”

Rectory has also benefited from extraordinarily strong and stable leadership – only five headmasters in over 100 years! – beginning with the founders, Reverend Mr. and Mrs. Frank Bigelow, followed by their son, John Bigelow, then in succession John Green, Tom Army, and for the past 15 years, Fred Williams. When Fred announced his retirement for July 2025, there was an outpouring of gratitude and affection for both Fred and his wife Marcia for the transformative impact that they have had at Rectory since their arrival in 2009.

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Mission and History

From Rectory's establishment in 1920 in the rectory of nearby Christ Church, the school has always sought to teach children in a homey environment to prepare them not just for exceptional secondary schools but for purposeful and impactful lives thereafter.

While the school maintains a cordial and informal collaborative relationship with Christ Church, today's Rectory is non-denominational and welcomes students from numerous countries and a full range of faith and cultural traditions. A clear and sustained commitment exists to provide an atmosphere where all students can learn, grow, and thrive. Specifically, Rectory's

longstanding mission is to develop young people of exceptional character in the context of a structured and seamlessly integrated approach to academics, athletics, the arts, and citizenship in a diverse, global community of learners.

Everyone in the Rectory community knows and embraces the **School Creed: Responsibility, Respect, Honesty, and Compassion** displayed prominently throughout the campus. Explicit in its expectations and accessible to even the youngest students, the School Creed provides the foundation and pillars for a Rectory education.



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engagement, encourage creativity and critical thinking, and promote communication and collaboration. Along the way, instructors leverage the power of technology as a teaching and learning tool, and children are taught how to use these resources responsibly and safely.

As a day and junior boarding school, the growth and development of students at Rectory is not confined to the classroom but extends to a broad array of co-curricular activities and a caring and supportive residential life program. Reinforcing Rectory's family feel, all day students in the middle school are assigned to a dormitory and take advantage of special programs like Fun Fridays. Weekend activities are joyful bonding opportunities, including local ski trips, epic pickleball games or Pizza, Wings, and Sports nights, among many [options](#).

Integrating all facets of the programmatic experience for students is Rectory's [advisory program](#), which provides focused advocacy and mentoring for all middle school students and fosters the key social emotional skills to take full advantage of their Rectory experience and to launch them to their next chapter in highly selective secondary schools.

Program

Central to Rectory's ethos is the commitment and capacity to optimize the learning and growth path for each student. As one veteran faculty member shared, "It's all about the kids – both meeting them where they are and pushing them outside of their comfort zones to master skills and build confidence." As a consequence of this highly individualized approach and the premium placed on differentiated instruction, Rectory successfully engages, challenges, and supports the full range within its student body, from those in the most demanding honors classes to those needing direct, individualized support.

Using students' innate curiosity as the basis for more formalized instruction, Rectory's classrooms reflect an educational approach guided by current research related to the brain and student learning. Whether in English class, the art studio, the science lab, or outdoors, students are guided by passionate, professional educators who strive for



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Signature Programs at Rectory Include:

- **MELP:** The May Experiential Learning Program for middle school students takes place over one week during the spring term; students eagerly anticipate MELP throughout the year. The focus is on experiential, in-depth, hands-on, authentic, real-world settings or simulations of them. The purpose is to help students understand the practical implications of their learning and to prepare them for the challenges that they will encounter in their future personal and professional lives. Examples include “Arts in the Berkshires,” “Inside New England Sports,” “San Diego: Land, Air and Sea,” and “Westward Bound: Discovering the Beauty and Wonder of the West.”
- **Learning Services:** With dedicated space in John and Millie Green Hall, the Smith Learning Center is home for services and resources that support and enhance Rectory students’ learning experiences. With the guiding belief that all students can grow and progress, Rectory School’s Learning Services cares for the learning and curricular needs of students. As a vital component in the school’s overall capability to fulfill its mission - nurturing the whole child within a caring, personalized learning environment - Rectory’s Learning Services program continually seeks to grow and stay on the forefront of evidence-based practices and current research.
- **Summer@Rectory** is Rectory School's summer program for boys and girls ages 9-14. The program offers morning sessions based on student interest combined with afternoons of recreational activities utilizing Rectory's abundant campus resources.
- **Rectory’s Children At Rectory (CARE) program** is a nature and play-based, early-educational program serving children 6 weeks to 5 years of age. Nestled in the middle of the Rectory campus, Children At Rectory, established in 1993, is the early childhood division of Rectory. With high-quality, professionally staffed classrooms, CARE offers children a warm, responsive environment with curriculum and materials tailored to a child’s development. The State of Connecticut Office of Early Childhood licenses CARE, a member of the Connecticut Association of Independent Schools, the Natural Start Alliance, and the Eastern Region Association of Forest and Nature Schools.

Rectory students universally recognize and are grateful for the extraordinary commitment of their teachers whether in the classroom, dormitory, performing arts spaces or leading a weekend activity. Indeed, long after graduation, many Rectory alumni cite their experience and identity development as “groundbreaking” and “transformative” to how they define themselves as students, leaders, and lifelong learners.



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- To secure Rectory's future, Rectory's compelling story needs to be effectively captured and marketed to enhance admission outreach to prospective students and families, and to strengthen engagement and fundraising efforts with current families and alumni.
- To elevate the importance of residential life in a junior boarding school, an appetite exists for clear administrative channels and advocacy coupled with more consistent and extensive professional development and support for residential faculty.
- Rectory is poised for a new comprehensive strategic planning process to crystallize thinking on shared priorities and to elevate the school's values in action. Following the recommendations of the recent 10-Year Accreditation, the next head has the opportunity to collaborate with the board of trustees to develop and articulate a vision for diversity, equity, and inclusion that aligns with its mission and with best practices for independent schools and that is authentic to Rectory's welcoming, familial, and international community.
- Rectory has achieved the ambitious goals of the last campus master plan, creating transformative buildings and spaces that have significantly enhanced the student experience. Working with the board of trustees, the next head can develop a new campus master plan, recognizing the importance of a strong infrastructure and safe, secure, and pristine physical spaces that address Rectory's current needs and future aspirations.

Challenges and Opportunities

The next head of school needs to continue to model the student-centered mission and practice of Rectory's faculty and administrative leadership and to promote the spirit and morale of the community. At the same time, the next head needs to recognize and engage with key challenges and opportunities, including the following:

- Rectory's historical strength is individualizing the academic journey of each student. Honoring this approach to differentiated teaching and learning, the next head should also engage the faculty and administrative team to develop clear curricular goals for the student body as a whole.
- To better support and leverage the strength and dedication of the faculty and staff, the next head should work with the administrative team to orchestrate, clarify, and communicate administrative roles and responsibilities.

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Key Qualities and Qualifications

The successful candidate to be head of school at Rectory will be a mission- and values-driven leader who will embody and demonstrate most, if not all, of the following skills, qualities, characteristics, and experiences:

- Demonstrated success as an inspirational and collaborative leader and educator.
- Ability to serve as a visible, energetic, active, and engaged presence in the extended Rectory community.
- Breadth of experience relevant to school leadership and familiarity with and commitment to school life and programming in a Pre-School-9 day and boarding school.
- Personal integrity, high emotional intelligence, and inspirational spirit, along with joy, warmth, enthusiasm, and a sense of humor.
- Capacity to serve as an ethical, firm, and transparent role model for administrators, faculty, staff, and students, along with capacity to call on others to be their best selves in a community and to hold others consistently accountable for their performance and actions.
- Financial acumen, fundraising experience, entrepreneurial ability, and a record of ambitious and data-driven change.
- Significant training and experience with building and supporting inclusive, equitable, and broadly diverse communities.
- Talent in identifying, selecting, retaining, and inspiring outstanding teachers, staff, and administrators, as well as for supervising, motivating, and developing them and for encouraging their professional growth.
- Ability to forge authentic relationships with a wide range of people both within the constituencies of the school and externally, including parents, alumni, and wider community members.
- Demonstrated experience as a strategic thinker and implementer of strategic vision.
- Superb written, oral, and interpersonal communication skills.
- Willingness to lead in alignment with the mission, values, and strategic vision for the future of the school.



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To Apply

Rectory School retained the firm Resource Group 175 (RG175) to support its search for a new head of school to start in July 2025. If you wish to submit your application, please do so [here](#).

Applications include:

- Letter of interest (cover letter)
- Resume or CV
- Two writing samples in a single PDF:
 - A personal, leadership or educational philosophy statement
 - An additional writing sample of your choice
- Names of four current references and contact information (optional)

The deadline for receipt of all application materials is **Wednesday, June 12, 2024**.

Please note that the Rectory School Head of School Search Committee intends to interview semi-finalist candidates on a date to be determined in August 2024. Finalists will be invited to visit campus in September 2024.

For any questions or further information about the position, please contact either of the consultants below:

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