



The Quaker School at Horsham

Director of K–12 Division and Transitional Program

LOCATION

Horsham, PA

POST DATE

March 23, 2026

PRIORITY APPLICATION DEADLINE

April 20, 2026

VIRTUAL SEMIFINAL ROUND

Late April/Early May

ON-SITE FINAL ROUND

Mid-May

DECISION ANNOUNCED

Late May/Early June

START DATE

July 1, 2026

REPORTS TO

Head of School

SALARY

\$135,000

MISSION

The Quaker School at Horsham uses research-based programs provided by compassionate professionals to enable each student with complex challenges to blossom and achieve meaningful personal, social and academic success.

HOW DO WE FULFILL THIS MISSION?

Academics

Our programs strengthen the learning potential of children who have not previously experienced school success.

Community

Students love our school because they feel included and successful. Parents love it because they feel supported — and their children are happy.

Support

Our ability to provide the best student experience stems from the generosity of our community.



Summary

Located about 40 minutes north of Philadelphia, The Quaker School at Horsham (TQS) is a K-12 school built for learners with complex challenges, including ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety disorders. Serving about 100 students today, TQS is a place where students who have felt misunderstood in more traditional settings can be known well, taught with care, and supported to build a future with real options. Quaker values are lived in daily practice through simplicity, peace, integrity, community, equality, and stewardship, shaping a school culture that is warm, candid, and deeply relational.

This is a moment of visible growth. A new wing, completed this fall, will expand learning and student-support spaces and allow TQS to grow to 150 students. In parallel, the school is advancing a visual rebrand and preparing for a new website, with an eye toward telling its story with greater clarity, consistency, and confidence across audiences.

The director of K-12 division and transitional program (18-22) will oversee the Meetinghouse Division, which serves students from kindergarten through upper school and includes the Real-World Ready transition program for young adults ages 18-22. The director supervises approximately 20 faculty serving about 70 families and reports directly to the head of school. The role works closely with the Sassafra Division Director and the Transition Counselor to ensure alignment across programs while maintaining a cohesive and supportive faculty culture within the division.





Our Philosophy

The Quaker School at Horsham is a compassionate community that builds trusting relationships among students, parents, therapists, faculty and staff.

The students at TQS have struggled in traditional schools and come with a pressing need for a safe learning environment where they can confidently face the challenges of learning. These students have a mix of disabilities: ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety disorders. At TQS, we use the latest findings from educational research to guide our curriculum and nurture our students' inherent curiosity and desire to learn.

TQS equips students with the skills needed to develop fulfilling personal relationships and lead meaningful lives. The underlying basis for all things at TQS is the fundamental Quaker belief that there is the Light of God within every person, and that we are meant to share that Light through our efforts, our gifts, and our actions.



History

In 1982, George Rowe (then Head of School at Buckingham Friends School) and special education teacher Beverly Morgan founded The Quaker School at Horsham to serve bright students with language-based differences such as dyslexia.

George Rowe was inspired by one of his students, who he felt had great potential but could not find success. George wanted to create a school where the needs of this student, and others like him, were understood and appreciated.

The school was originally described as the “Pipe Dreams Friends School” and opened with three students and two teachers in the basement of the Horsham Monthly Meeting House of The Religious Society of Friends.

At that time, the school began to evolve to better meet the needs of our families, focusing on embracing and celebrating children with complex challenges. However, the school’s original purpose — to be a place for students whose gifts are not appreciated elsewhere — will always remain.



TQS Today

What began as a small school dedicated to meeting the learning needs of children with complex challenges has evolved into an expansive, innovative community that truly changes the lives of K-12 and 18-22-year-old students and their families.

This growth stems from a constant drive to provide the absolute best research-based education and support our TQS community while staying true to our mission and Quaker values.

Through program expansion, a stronger curriculum, research and leadership, and capacity building, we grew into a school offering business literacy and real-world work experiences, additional support services, a new school wing, and a refreshed campus.

Leading the Change

While there’s much to celebrate across our school’s history, we believe we are responsible for doing more as a school that aims to be the category leader in educating and supporting students with complex challenges.

That’s why TQS is now focused on Leading the Change—thinking outside the box and developing groundbreaking practices to make critical strides for our students and all individuals with complex challenges.

Our goals are ambitious and audacious - but we’ve seen the power of our community in action before, and we know that when we shine together, we can achieve amazing things.



Quakerism

A Quaker school education is based on the beliefs and testimonies of the Religious Society of Friends (Quakers).

Quakers embrace the principles of tolerance, equality and spirituality. They believe the Inner Light, or God, is in each of us. Quaker schools reflect these philosophies in the classroom, creating a learning environment that is flexible, challenging and understanding.

Each Quaker school has its own unique style and personality. However, they all have a common purpose: to provide a rich and rewarding education, and to foster community, spirituality, responsibility and stewardship.



Why a Quaker School?

Attending a Quaker school, also known as a Friends school, can be extremely rewarding. Hallmarks of The Quaker School experience include:

- The belief that each child has unique gifts and talents
- Open-mindedness and understanding
- An emphasis on service, social action and learning by experience
- Commitment to community, responsibility, stewardship and environmental sustainability

Do I have to be Quaker?

No you don't. Nor do Quaker schools seek to convert others to the Friends religion. Quakers deeply value a diverse religious atmosphere.

At most Friends schools, Quakers make up only a small portion of the student body. The Quaker school environment helps children refine their own moral positions and consider their spiritual roots.

QUAKER SPICES

At TQS, we follow the Quaker SPICES, commonly referred to as testimonies, as guidelines for how we want to be treated and how we should treat others. Our TQS community defines each testimony as follows.

Simplicity
Peace
Integrity
Community
Equality
Stewardship



Academic Program

What began in 1982 as a small school dedicated to meeting different learning needs has evolved into an expansive, innovative community that truly changes the lives of K-12 and young adult students and their families. Today, we offer two divisions to fit the needs of our unique learners:

Sassafras Division

K-8

A safe, happy learning environment for students with autism, offering more intensive levels of support, a predictable structure, and academic engagement tailored to meet each student's specific needs.

UPPER SCHOOL

A high school for students with autism who need more structure, predictability, and relationship-based support in order to learn and participate meaningfully in grades 9-12.

REAL-WORLD READY

A functional training program and supportive community for young adults ages 18-22, offering individualized support for students with autism in order to build essential life skills.

Meetinghouse Division

A place of academic excellence and community spirit where students with complex challenges make new friends, rediscover their confidence, and blossom socially, behaviorally, and academically.

The ideal high school to help students with complex challenges discover their goals and passions, succeed academically, and transition into adulthood.

A functional training program and supportive community that helps young adults with complex challenges take their next steps toward independence through college readiness, career training, and life skills.



Strategic Plan

Leading the Change

EMBOLDENED PEOPLE

Our people are what differentiate and define The Quaker School, and we are committed to attracting and retaining the best.

TQS faculty and staff are incredibly dedicated to their professions, and they deserve to be fully empowered. To maintain our category position, enhance the student experience, and create a superb faculty culture, we must provide these professionals with best- in-class support and professional development.

BOLD LEADERSHIP

The Quaker School's Board of Trustees and executive team have always played a pivotal role in setting and striving for our strategic vision — and we see this leadership becoming even more critical as we expand our position as a category innovator.

Through Board development, governance, and leadership, we will maintain and grow outstanding programs, broaden our reach, increase diversity, and assure our ongoing sustainability.

UNPARALLELED PROGRAMS

The best student programs are never static. They are shaped by experience, enhanced by the latest research, and tested with new ideas.

To develop a nationally-recognized, research-based program for children with complex challenges that spans from kindergarten through post-graduate years, we must continually enhance our programs through growth and design thinking.

AUTHENTIC ENGAGEMENT

All TQS community members should feel seen and supported throughout all of their experiences and interactions with our school while understanding their own roles and responsibilities.

We will enhance community engagement with clear communications, increased fundraising programs, and more opportunities for families to participate in their student's learning.

AUDACIOUS INNOVATION

At TQS, we are not satisfied with the best of what's available today — we are committed to exploring and creating the best of what's next for individuals with complex challenges.

Our goal is to expand programs and opportunities to underserved children and families, and to provide broad-reaching support outside of core "education" — because students with complex challenges require more than classroom learning to shine as their full selves.



Key Statistics

FOUNDED IN

1982

LOCATION

Horsham, PA

CAMPUS SIZE

~10 acres

STUDENTS

100

students

MEMBERSHIP ORGANIZATIONS

NAIS, NBOA, ADVIS, Pennsylvania Association of Independent Schools (PAIS), Philadelphia Area Independent School Business Officers Association (PAISBOA), Friends Collaborative, Greater Philadelphia Diversity Collaborative (GPDC), Association of Tech Leaders in Independent Schools (ATLIS), Friends Council for Education (FCE), Council for Exceptional Children (CEC)

K-22

grades/ages served

ANNUAL FINANCIAL AID ALLOTMENT 24-25 SY

\$524,320

OPERATING BUDGET (NOT CAPITAL) 24-25 SY

\$7.3M

4:1

student/teacher ratio

31

school districts in the Delaware and Lehigh Valley region



www.quakerschool.org



Community Profiles



LORI BOCCUZZI

Assistant Head for
Enrollment Management and
Institutional Advancement

“The school really cares about professional development opportunities, and there’s a good balance between challenging meaningful work and personal life.”

I’ve been at TQS since 2016, and I came here because I wanted to work in a place where I could genuinely help families find the right-fit school for their child. What I appreciate most is how student-centered the school is in the most practical ways. Decisions are guided by what will serve students best, and when that stays consistent over time, you get to watch a program grow with integrity and attract the families who truly need it.

The working environment is supportive, both personally and professionally. People care about one another and that care shows up in the energy adults bring to their work and in the way the community stays grounded in purpose.



JEN FLAHERTY

Teacher & TQS Alum

“It’s an environment that welcomes you with open doors, and there are always people there to support you.”

I’m a middle school special education teacher at TQS, and I’ve been here for six years. I also know the school from both sides. I was a student here back in 2006–2007. What brought me back was the people and the culture. Adults here genuinely care about one another and about the kids. You can go to any colleague to problem-solve, and leadership feels accessible and human.

A moment that captures the spirit of TQS for me is Spirit Day. It’s not teachers standing on the sidelines while students play. We’re all in it together, moving through stations across the school, competing, laughing, and fully participating. Students love seeing teachers outside the classroom, and the day has become a tradition that reminds everyone what this community feels like when we’re all together.



KYLE GARCIA

Assistant Business
Manager

“Everyone’s story is different, and yet here, everyone belongs.”

I’m the assistant business manager at TQS, and I’ve been here a little over a year. My days are a mix of HR and operations. From my first interview I could feel how different TQS was: smaller, more personal, and genuinely welcoming.

What I appreciate most is the teamwork and support. Even when I’m deep in the behind-the-scenes work, it still feels connected to something that matters, because everything ultimately serves the students and the families. And what surprised me most is how quickly I began to feel part of the student experience too. Bringing my dog, Finn, into the office became a bridge. Students stop by between classes, when they need a breather, or when they’re having a hard moment, and you can see them settle.



Background & Narrative



Not far north of downtown Philadelphia is a school that has been changing trajectories since 1982. The Quaker School at Horsham began as a program for students with language-based learning differences and has grown into a distinctive community serving learners from kindergarten through young adulthood with complex challenges, including ADHD, learning disabilities, autism, expressive and receptive language disorders, and anxiety. Families arrive after years of searching for a setting that truly understands their child and offers both structure and hope. At TQS, they find educators who know students deeply, teach with clarity and intention, and celebrate progress that is meaningful and lasting.

As the school continues to evolve, TQS is refining its leadership structure to align more closely with how students experience the program. The school is now seeking a director to lead its K-12 division and transitional program (ages 18-22), a role that will oversee the Meetinghouse Division and serve as the academic and programmatic leader for students and faculty across these years. This individual will be responsible for ensuring a coherent, research-informed program for the Meetinghouse Division, supporting faculty in their instructional practice, and maintaining a school

environment where students are known, supported, and challenged appropriately. The director will be expected to be knowledgeable about advances and trends in pedagogy and special education, able to articulate those clearly, and ensure that the school's approach within the Meetinghouse Division continues to evolve in response to student needs and emerging research.

Today, TQS serves approximately 100 students across programs spanning kindergarten through young adulthood. The school currently offers several distinct academic pathways, including the Sassafras Division for students who require more intensive autism support, the K-8 program, the Upper School for grades 9-12, and the Real-World Ready program, a transition program for young adults ages 18-22 focused on independence, career readiness, and life skills. In the coming school year, TQS will align these programs within two divisions: Sassafras and Meetinghouse, to better reflect how students move through the school's continuum of support. Within this structure, the Meetinghouse Division will encompass the K-8 program, Upper School, and Real-World Ready, creating a more coherent leadership model and strengthening continuity for students as they progress from early grades through the transition to adulthood.



Within this context, the director will play a central role in shaping the academic experience of students and the professional growth of faculty for the Meetinghouse Division. The role includes overseeing the integrity and alignment of the academic program for the Meetinghouse Division, reviewing curriculum to ensure both horizontal and vertical coherence, and establishing a thoughtful cycle for ongoing program evaluation. The director will observe, supervise, and evaluate faculty within the Meetinghouse Division, support teachers in instructional practice and classroom management, and help ensure consistency in how teaching and learning are implemented across the division. The position also includes oversight of grading and reporting practices for the Meetinghouse Division, maintaining academic records, and ensuring that assessment approaches reflect clear and consistent standards for student achievement.

Equally important, the director will help create and sustain an environment for the Meetinghouse Division where learning can take place within a structured, supportive, and high-morale community. This includes being attentive to the educational, social, emotional, and physical needs of students, developing plans to meet those needs, and working closely with faculty, families, and outside professionals to support each child. The director will be immersed in student life within the Meetinghouse Division, building relationships with students and understanding their individual profiles, while ensuring that decisions consistently center on what is best for each learner. Responsibilities also include supporting admissions

and retention efforts for the Meetinghouse Division, collaborating with the enrollment team to evaluate prospective students, and helping families understand the school's program and philosophy.

Rooted in its historic relationship with Horsham Friends Meeting, TQS is guided by the Quaker testimonies of simplicity, peace, integrity, community, equality, and stewardship. You do not need to be Quaker to thrive here, but you do need to value a culture that is relational, solution-focused, and grounded in a belief in each student's dignity and potential. The school's warmth is not performative. It is lived daily in classrooms, meetings, and partnerships with families.

In recent years, TQS has built momentum while remaining anchored in mission. The school continues to invest in research-based practice and a schoolwide focus on executive function skills that help students plan, self-regulate, and apply durable strategies beyond the classroom. Over the past two years, every faculty and staff member completed intensive professional development with Dr. Cheryl Chase, a nationally recognized expert in executive function and ADHD, with monthly learning and practice that helped the school integrate strategies into everyday student life. The training has shaped physical spaces too, including strategy walls and visual cues that help students externalize plans, processes, and time so that skills are practiced throughout the day, not only taught in isolation.



At the same time, TQS invests deeply in the adults who make this work possible. In the 2024–2025 school year, the school reached its highest enrollment to date, finished the year with nearly perfect faculty retention, and did not need to hire a single new teacher. Every literacy teacher is now certified as an Orton-Gillingham Classroom Educator, the culmination of a four-year professional development journey. TQS also graduated four faculty members from a two-year mentor program designed to prepare experienced teachers to guide and support new colleagues.

A campus expansion project, currently underway, adds purpose-built learning spaces and positions the school to grow enrollment into the mid-100s. This physical growth reflects a broader aspiration to serve more students well and to do so in environments intentionally designed for the learning profiles TQS understands best. The expansion is part of a larger vision the community calls A Place to Blossom. The project is more than additional square footage. It represents intentionally designed classrooms, specialized sensory spaces, expanded clinical offices, and adaptive environments where children with complex challenges can flourish.

Within this moment of growth and refinement, the next director of the Meetinghouse Division will play an important leadership role. The division is stable and mission-aligned, with strong programs already in place. At the same time, the next leader will have the opportunity to strengthen faculty culture across the Meetinghouse Division, particularly within the Upper School, while continuing to support the collaborative and student-centered environment that defines TQS. The director will also ensure consistency in programming across the Meetinghouse Division and in coordination with other division leaders, reinforcing a cohesive experience for students across all stages of their journey.

Because TQS has invested so deliberately in research-informed practice, faculty learning, and environments designed for its students, the school has developed meaningful insight into how students with complex challenges build confidence, independence, and a sense of belonging. The next division director will help steward that work within the Meetinghouse Division, ensuring that students continue to experience a coherent program and that faculty are supported as they help each child discover what is possible.



**ALEX
BROSOWSKY**
Head of School

“I love this school because it is relentlessly focused on impact. Every student is understood, challenged, and moved forward with purpose.”

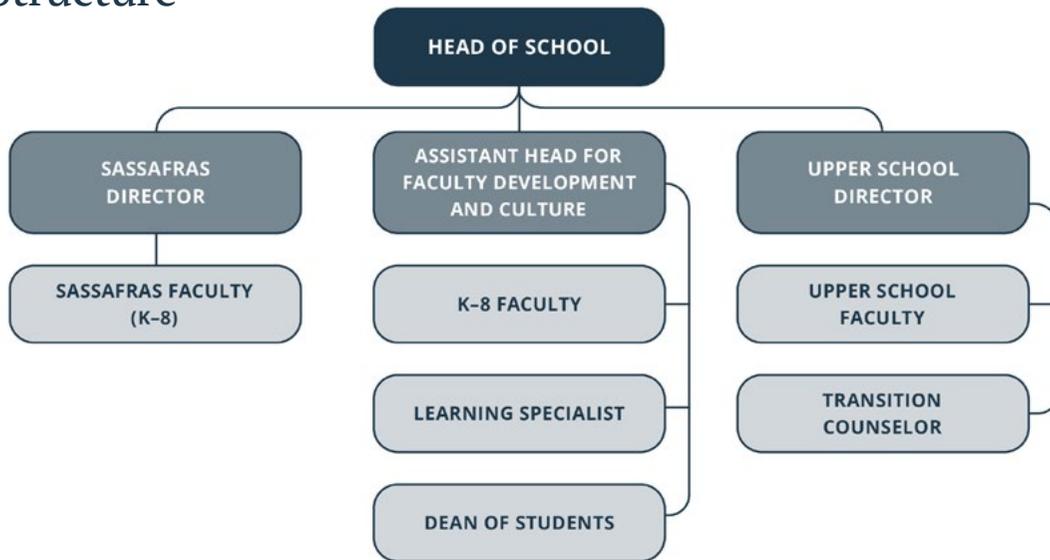
– Alex Brosowsky, Head of School

We invite you to [watch our video](#) with Alex Brosowsky, Head of School, who talks about his background as a school leader, what brought him to TQS, the unique and rewarding mission of the school, and what they are seeking from a division director as the school embarks on this pivotal hire.

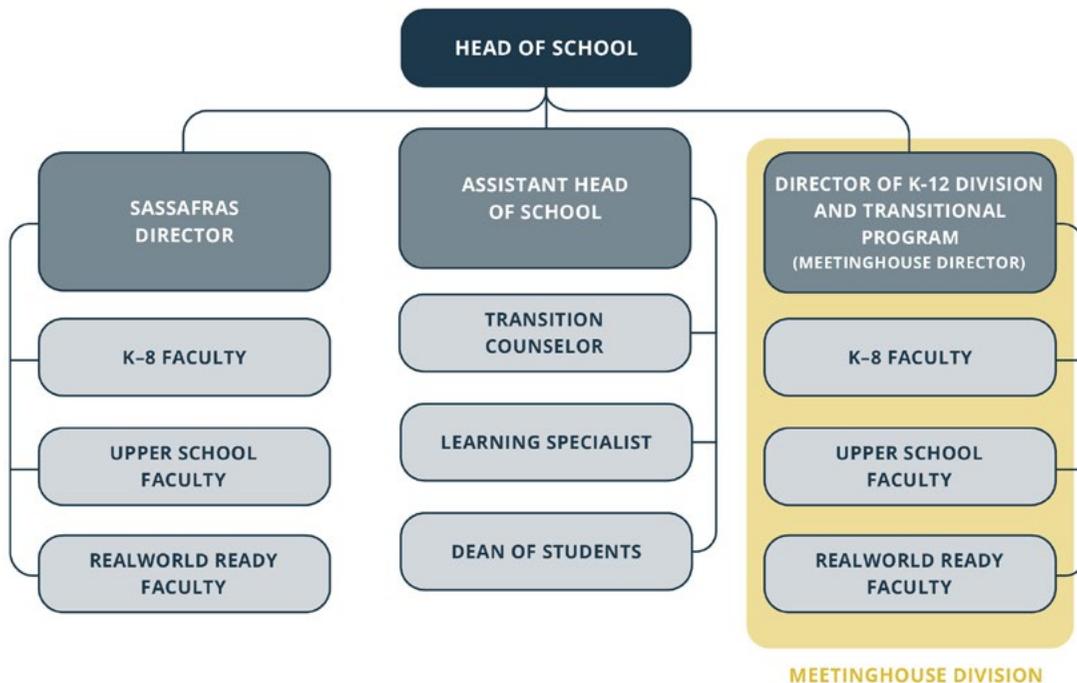


As TQS continues to grow, the school is aligning its leadership structure to better reflect how students experience the program. In the current school year, leadership is distributed across separate roles for the K-8 program, Upper School, and transition support. Beginning next school year, oversight of these programs will be unified under a single leader, the Director of the K-12 Division and Transitional Program (Meetinghouse Division). This shift mirrors the structure of the Sassafras Division, creating greater consistency across the school, strengthening continuity for families, and providing clearer support and supervision for faculty across the division. It also allows the assistant head of school to focus more intentionally on the broader student support program, with the transition counselor, learning specialist, and dean of students continuing to work across divisions in close partnership with division leadership while benefiting from more coordinated oversight.

Current Structure



New Structure



Duties

Lead the Meetinghouse Division

- Serve as the educational leader of the Meetinghouse Division (K–12 and transitional program).
- Maintain alignment between the school's mission and the daily life of the division.
- Serve as a visible presence with students, families, and faculty across the program.
- Partner with the leadership team to ensure coherence across divisions.
- Report directly to the Head of School and perform other duties as assigned.

Supervise & Support Faculty

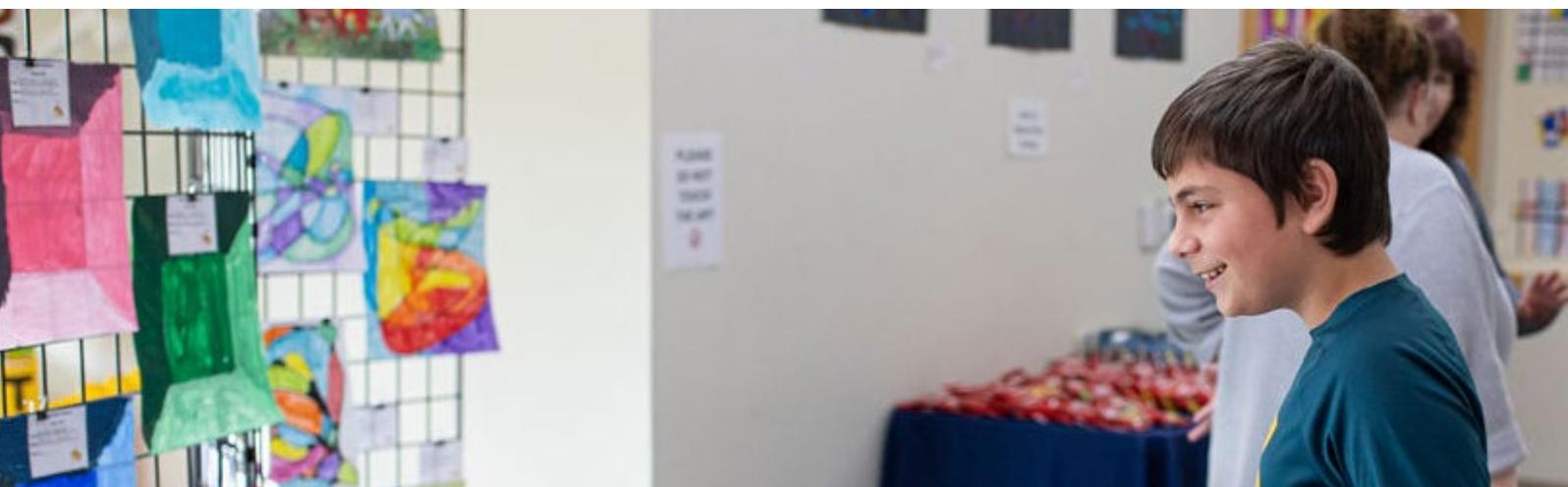
- Supervise, observe, and support approximately 20 faculty members in the division.
- Provide coaching, evaluation, and professional growth opportunities.
- Foster a faculty culture grounded in trust, clarity, and shared expectations.
- Lead regular faculty meetings and support collaboration across grade levels.

Guide Curriculum & Instruction

- Lead a division-wide curriculum review cycle to ensure continuous improvement.
- Support teachers in implementing research-based instructional practices.
- Monitor consistency and fidelity of implementation across classrooms.
- Partner with other division leaders to maintain vertical alignment across programs.

Partner with Families & School Leadership

- Communicate clearly with families and support productive parent relationships.
- Collaborate with the transition counselor to guide students moving into the Real-World Ready program.
- Work closely with the Sassafras Director and leadership team to maintain alignment across divisions.
- Support admissions and retention of mission-appropriate students.



Qualifications & Qualities



Professional Qualifications

- Bachelor's degree required; advanced degree in education, special education, educational leadership, or a related field preferred
- Experience in school leadership with responsibility for supervising and supporting faculty
- Experience working with students with complex learning profiles, including autism, ADHD, learning differences, or related needs
- Understanding of curriculum design, instructional practice, and program development
- Experience observing, coaching, and evaluating teachers to support professional growth
- Demonstrated ability to guide program implementation with clarity and consistency
- Experience collaborating with families and supporting parent relationships in a school setting
- Organizational ability to manage multiple priorities while maintaining clear systems and follow-through
- Familiarity with research-informed approaches to supporting executive function and diverse learners

Leadership & Personal Qualities

- A relationship-centered leader who is visible, approachable, and present in the daily life of the division
- A clear and thoughtful communicator who conveys expectations with consistency and care
- A steady supervisor who supports faculty growth through coaching, observation, and encouragement
- Comfort leading within a framework of predictability and support, providing structure while responding thoughtfully to the needs of faculty and students
- Sound judgment and professionalism when navigating sensitive conversations and complex situations
- A collaborative orientation and the ability to work productively with colleagues across divisions and departments
- Commitment to fostering a faculty culture grounded in trust, respect, and shared purpose
- Alignment with the mission of The Quaker School at Horsham and respect for Quaker values in practice (Quaker affiliation not required)



How to Apply

12M & Ed Tech Recruiting is acting on behalf of The Quaker School at Horsham to identify exceptional educational leaders to fill this extraordinary opportunity. Direct inquiries to:

jobs@12MRecruiting.com



Applications submitted by **April 20, 2026** will receive priority review.

All applications must be submitted online:

www.12MRecruiting.com/jobs/TQS/DivisionDirector

AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to the The Quaker School at Horsham 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 2–3 paragraphs, describe how you would approach your first months leading the Meetinghouse Division. Please include how you would:

- Get to know students, faculty, and the program
- Support and evaluate faculty while maintaining a clear, consistent learning environment
- Ensure the academic program is cohesive and meeting the needs of students across the division

The Quaker School at Horsham (TQS) does not discriminate on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, physical or mental handicap/disability, citizenship, genetic information or any other characteristic protected by law in its programs, activities or employment practices.

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