

# Trinity School

## CHIEF INFORMATION OFFICER



### LOCATION

New York, NY

### POST DATE

December 7, 2024

### PRIORITY DEADLINE

January 6, 2025

### ON-SITE SEMIFINAL ROUND

Late January / Early February

### ON-SITE FINAL ROUND

Weeks of February 10 & 17

### DECISION ANNOUNCED

March 17, 2025

### START DATE

July 1, 2025

### REPORTS TO

Head of School

### SALARY RANGE

\$260,000 – \$290,000



Trinity School



12M  
RECRUITING



Ed Tech  
RECRUITING

# Summary



Trinity School, located on the Upper West Side of New York City, is a premier, nationally ranked institution with over 300 years of history dedicated to excellence in education and service to its community.

Serving just over 1,000 students, Trinity is a school where teacher-student engagement, interpersonal relationships, and palpable joy are not only easily observed but also unapologetically paramount.

To address the growing significance and complexity of the school's technology program over the past several years, Trinity has created a new executive role, a chief information officer (CIO), to begin in the spring or summer of 2025. The CIO will oversee a new division and lead the integration of three currently separate technology units at Trinity: information technology, data / systems, and educational technology. The IT unit

is led by a director who in turn manages a team of six; the other two units are smaller but play an important role in day-to-day school operations. The unification of these units will be essential to help academic and non-academic departments leverage technology more efficiently, effectively, and seamlessly. As such, the CIO will be empowered to improve workflows, examine policies, adjust operations, and reimagine roles and departmental structures. In addition, the CIO will have an opportunity to be a part of an early hire in the data / systems unit later this spring.

The ideal candidate will be forward-looking and innovative, with an ability to lead at an enterprise level. At the same time, the next CIO must be ready to address immediate areas of opportunity with a hands-on, can-do, human-centered mindset. The CIO should also be mission-aligned and eager to serve Trinity's relational community of learners and educators. Trinity is flexible on the start date for this on-site position, which could begin as early as the spring, or as late as summer 2025 if the right candidate needs more time to transition. The CIO will report directly to the head of school and serve as a member of the executive management team.







# Our Idea of Excellence

## OUR VOCATION

The conversation between student and teacher is the heart of our school; all that we do must be born of and nourish that relationship. We are called to challenge the minds, fire the imaginations, and train the bodies of the young people who have been entrusted to us; to enlarge their spiritual lives; and to increase their capacity for mutual and self-respect. We intend to prepare them to learn confidently for the rest of their lives and to give generously and joyfully to others. We can accomplish these things only if we keep our students safe and well while they are in our charge.

## OUR OBLIGATION

We must ask our young people what they believe in so they can know themselves in the world. We must give them the tools of rigorous and passionate intellectual inquiry and self-expression so they can grow. In our commitment to diversity, we must show our students how to be colleagues and friends so they can act out of respect and love. We must lead them to distinguish right from wrong and then do what is right so they can be persuasive and courageous citizens.

## OUR PROMISE

As a school community with these purposes and responsibilities, we will engage the larger communities of city, nation, and world of which we are a part. We will serve our neighbors. We will live fully in our city—exploring its byways and playing over its terrain. We will learn its history and traditions, and what it can teach us of the arts and sciences. We will embody and celebrate its diversity.

## OUR MEANS

*Labore et virtute.* The terms of our motto, hard work and moral excellence, are meant to strengthen us as we pursue the promise and joy of Trinity School. We ask Trinity families, alumni, and friends to join us in taking on this high calling.



# History



Trinity School was founded in 1709 when William Huddleston, a New York lawyer and a city schoolmaster, opened a charity school dedicated to providing an education for the poorest children in the city, creating an origin story unique among New York's independent schools.

## 1709

William Huddleston is the first headmaster. Classes are held in Trinity Church at the head of Wall Street. Fewer than forty boys and girls are registered.

## 1731

Sarah Huddleston, wife of William Huddleston, becomes interim headmaster following the death of their son, Thomas, who had served as Trinity's second headmaster.

## 1749

Trinity moves to its first schoolhouse, next to Trinity Church. The building burns to the ground two months later but is rebuilt.

## 1828

Determined to meet the admissions requirements of Columbia College, Trinity adds Greek, Latin, higher mathematics, and other classical studies to its curriculum.

## 1838

Trinity closes admission to girls and emphasizes enrollment in the Upper School.

## 1892

Football, tennis, baseball, and track are added to Trinity's athletic program.

## 1895

School moves to its permanent home, 139 West 91st Street.

## 1898

The trustees open St. Agatha Day School for Girls, a sister school to Trinity, at 257 West 93rd Street.

## 1927



C. Bruner-Smith, faculty member and administrator, begins his seventy-four year tenure at Trinity—the longest in the history of the School.

## 1937

Dudley Maxim '32 returns to Trinity and begins his fifty-three-year basketball coaching career. His teams had more victories—619—than any other in New York State.



## 1941

St. Agatha Day School for Girls is closed.

## 1968

Trinity, in partnership with the Boys Club of New York, founds the Broad Jump Program to help boys from public schools increase their academic skills so they might successfully enter preparatory schools.





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1971

Girls are admitted to Trinity for the first time since 1838, entering the Upper School only.



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1988

Trinity once again becomes completely coeducational throughout all grades.

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1998

A new building is completed to house the Middle School (Grades Five through Eight), two full-size gymnasiums, and a technology resource center.

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1991

Henry C. Moses becomes headmaster of Trinity School.

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2008

Suellyn Preston Scull becomes interim head after the death of Headmaster Henry C. Moses.

**Trinity School celebrates  
three centuries of  
preparing persuasive  
and courageous citizens.**

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2009

John Allman becomes the twenty-ninth head of Trinity School.

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2017

Trinity opens a 65,000 square foot addition to the campus, adding new science labs, classrooms, and a performing arts center.

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2024

Alexis Mulvihill becomes the thirtieth head of school and the first woman to hold that title.



# Key Stats

FOUNDED IN

# 1709



## 1,040

STUDENTS

**Lower School**  
(K-Grade 4)

**Middle School**  
(Grades 5-8)

**Upper School**  
(Grades 9-12)



## 13:1

STUDENT:TEACHER RATIO

Faculty have over 20 doctorates and  
96 master's degrees



## 22

Sports Offered



## 40

Performing Arts Performances



## 30

Diversity Affinity Groups



## 8

Global Engagement Trips/Year



## 8

Interconnected Buildings

## TECHNOLOGY OVERVIEW

### HARDWARE INCLUDES...

- School-owned Devices (Mac, Windows, Chromebook)
- 200 Aruba APs
- 2 Cisco Firewalls
- VMware Servers

### SYSTEMS INCLUDE...

- Blackbaud
- Disaster and Recovery (Veem, Barracuda, AWS)
- Google Suite
- Jamf
- Intune
- Mangus Health
- Solarwinds

### ROLES WITHIN THE IT UNIT

- Director of Technology (supervisor of six other IT professionals)
  - Network Manager
  - Systems Administrators (2)
  - Support Engineers (3)

### MSP PARTNERSHIP

- Promenet





# Signature Programs

## CHAPEL PROGRAM

Conversations about and explorations of spirituality, religion, and ethics at Trinity are woven naturally into the fabric of school life. They occur in classrooms, among faculty and students in the hallways, and every week in Chapel. Chapel, rooted in the form and ethos of Trinity's Episcopal heritage, supports the religious and philosophical diversity of current Trinity students and encourages them to reflect on questions that have long been of central importance to human life: Who am I? What makes life worth living? What is the nature of the universe, of God, and of Humanity? What is the proper relation of humans to the natural world? How should humans from varied traditions strive together to lead a good life?

More concretely, Chapel which meets weekly by division and four times per year as an entire school, also teaches students about the religious traditions of the world, about approaches to spirituality and ethics, and by raising important issues in school life, it also explores the large questions of human life as they appear in everyday existence.



## PUBLIC SERVICE

Today, Trinity students meet our mission's calling to "give generously and joyfully to others" as they "live fully in our city." Unique amongst schools locally and globally, Trinity's Office of Public Service provides innovative, weekly opportunities for students to begin to know themselves in the world by connecting meaningfully with our community inside and outside of school.

Trinity's public service program finds its focus in the diversity of the Upper West Side. Rooted in 17 Community Circle partners, Trinity's K-12 program allows students to connect hands-on, experiential work locally to larger, systemic global issues such as hunger and homelessness, educational access and inequality, the challenges faced by the elderly, the differently abled, and the environment.



# DIVERSITY, EQUITY, AND INCLUSION

Trinity's Diversity, Equity, and Inclusion program is guided by a desire to be in solidarity: the idea that our experiences are inextricably interwoven, that what affects one affects all, and that we must stand with each other instead of just for each other. Essential to the idea of solidarity is the need to acknowledge and affirm the dignity of all people. We believe that solidarity can apply to all experiences in a community as diverse as ours. In practice, our DEI work aims to enhance and support the classroom experience of all community members by offering opportunities for critical engagement around issues of identity and systems. Trinity works to create an inclusive environment, inside and outside of the classroom, that centers student voices and welcomes multiple perspectives and experiences.



## GLOBAL ENGAGEMENT

The work of Trinity's Department of Global Engagement is grounded in the School's pledge to graduate young people abundantly ready to be informed, principled and courageous global citizens. Our domestic and international Road Scholar courses begin in the exploratory imaginations of faculty members, from all three divisions, who understand that the study of any discipline is incomplete until put into real practice in our richly complex and diverse world. Our itineraries, curated by us and for us, invite students to forge meaningful relationships with each other and with people and places they might never encounter otherwise. These are not just school trips; these are Trinity Road Scholar trips.





# Trinity Vision 2028

In September, 2021, Trinity launched a new strategic visioning process. Trinity Vision 2028 is organized into three strategic “clusters:” A Community of Belonging, The Promise and Joy of Teaching and Learning, and Citizenship. It is not a traditional strategic plan; it is not a prescription for any particular program or method of pedagogy; it is not a to-do list. It is a statement of vision, of aspiration, of direction. It is intended to spur deep dialogue, careful study, and vigorous action. We invite you to learn more about Trinity Vision 2028 [here](#).

## A COMMUNITY OF BELONGING

Trinity will be a community of belonging where all our students and their families, and all faculty and staff, are seen and heard; where differences are recognized and respected; where personal beliefs are honored and institutional traditions are celebrated and refined; and where we can learn from one another with dignity.

We will expand access to our School. We will continue to build a community of learners and teachers that mirrors the diversity—ethnic, racial, gender identity, sexual orientation, family composition, religious, socioeconomic, learning style, physical ability, viewpoint—that characterizes New York City.

We will deepen the sense of community that finds joy in hard work, inspiration in play, and connection through nurturing relationships and mindful attention to physical, mental, emotional, and spiritual health.

## THE PROMISE & JOY OF TEACHING & LEARNING

Trinity will seek to be a community in which the terms of our motto, *Labore et Virtute*, “by means of hard work and moral excellence,” are seen in and supported by all that we do and say as we pursue “the promise and joy of Trinity School.”

We will continue to create a culture that promotes the joy of teaching, aspires to the highest ideals of pedagogy, and nurtures the personal and professional well-being of every member of the faculty and staff.

We will build a K-12 academic program for our students that encourages depth of engagement and exploration, risk-taking, academic agency, and personal integrity in our classrooms, in our gyms and on fields, and in performance spaces and arts studios.

## CITIZENSHIP

Trinity will be a community that prepares our students to be “courageous and persuasive citizens” in order to be generous, committed stewards of the world we share.

We will seek to teach habits of mind which enable individuals and groups to engage in dialogue across diverse and divergent points of view. We will practice our capacity to become

comfortable with the discomforts of attending carefully to perspectives that may be profoundly different from our own, acknowledging that civil discourse may require more listening than speaking, more learning than lecturing, more understanding than convincing.

Students’ habits of community care and engagement will be nurtured by curricular commitments to civic education and rigorous study of

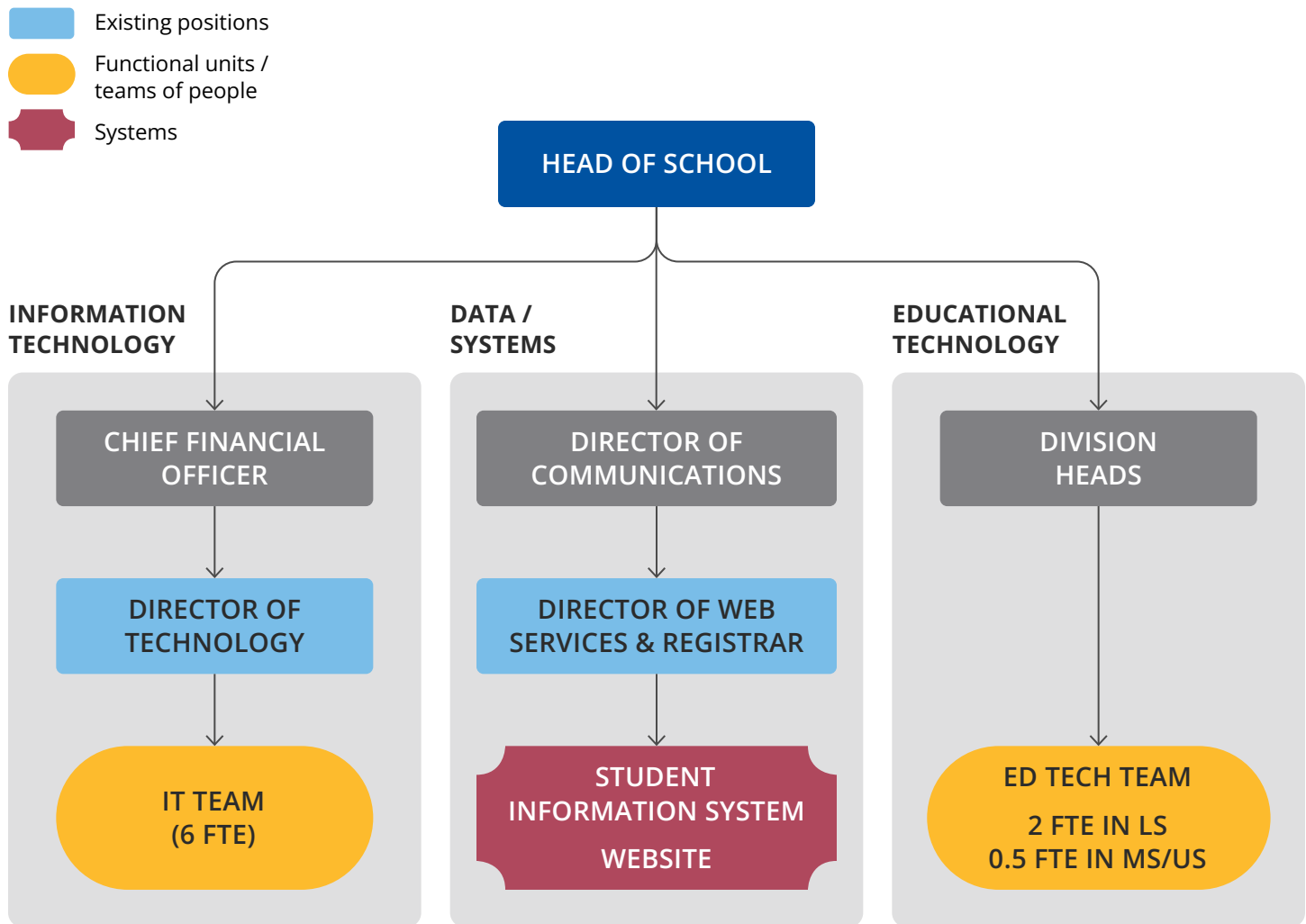
systemic (political, climatic, economic, cyber) threats to, and support for, the common good.

We will continue our work to build a community that serves its neighbors and engages actively with the city, state, nation, and world in a spirit rooted in mutual self-respect and deep understanding that every individual is of equal value and dignity.



# Technology Governance

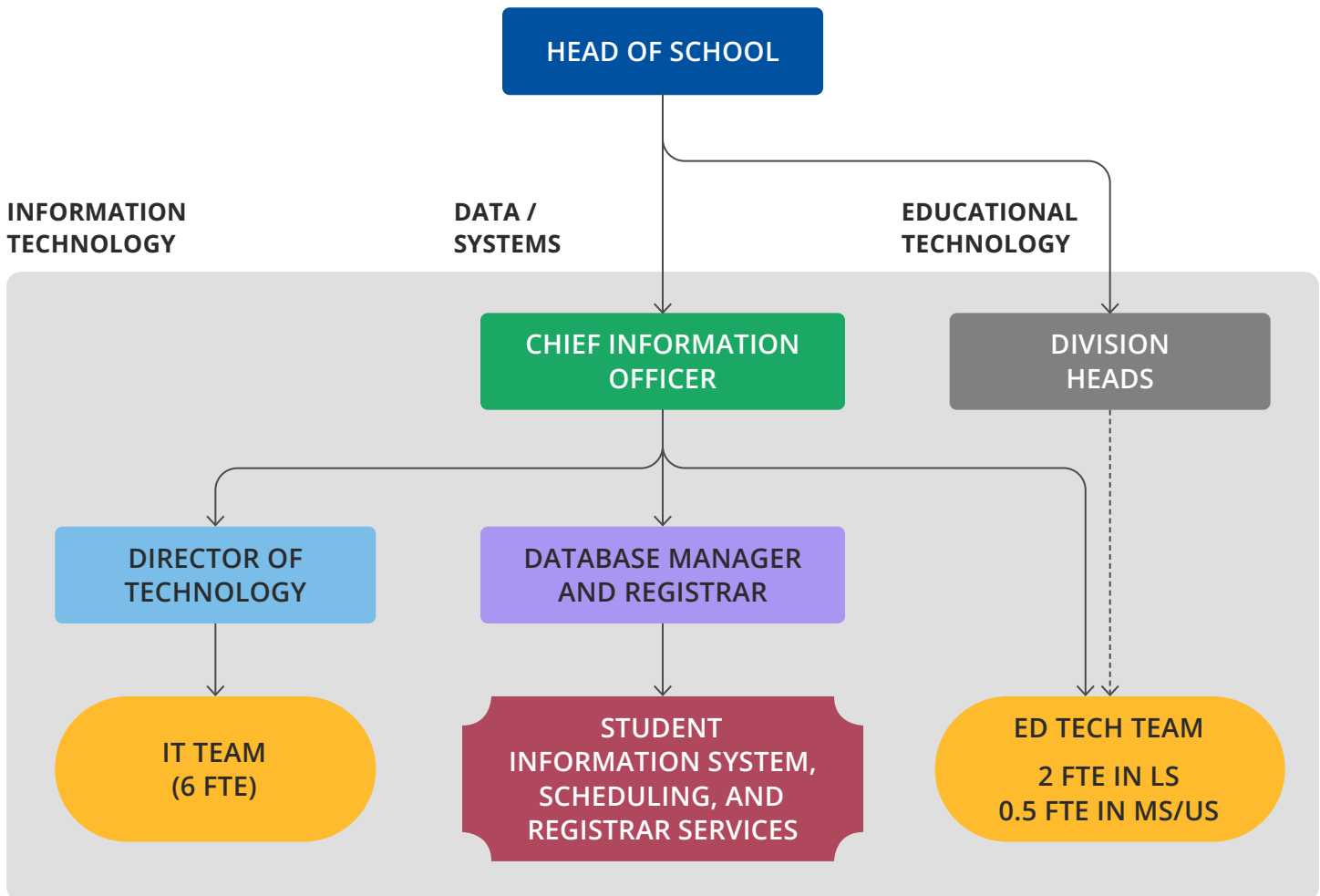
## CURRENT STRUCTURE: THREE SEPARATE UNITS



For many years, each functional unit of technology at Trinity — infrastructure, data, and ed tech — has reported up to a different member of the executive cabinet. In past years, other models were in place. For a short period, the director of technology reported to the head of school, though that position has never managed either of the other two functional units. For a few years, the school had additional technology integrators, including a full-time director who led the rest of the ed tech team. And several years back, the school had a dedicated registrar and scheduler, but those responsibilities have since been distributed within other positions.



# UNIFIED DIVISION UNDER A CHIEF INFORMATION OFFICER



The new technology division will comprise a chief information officer to oversee the three major technology units. This unification is essential to help academic and non-academic departments leverage technology more efficiently, effectively, and seamlessly. The CIO will have an opportunity to evaluate roles within the division and make any adjustments to reporting structures and staffing to align internal operations with external needs. Later this spring, the school will be hiring for a new role to support SIS administration, scheduling, and registrar services. Over time, the data / systems unit will assuredly grow, especially as the school explores more opportunities for institutional research and data-driven decision-making.





# Background & Opportunities

On the Upper West Side of New York City is an iconic school that, earlier this century, celebrated its 300th anniversary. Trinity School was founded on a commitment of service to young people and service for the greater good of the community. With a rich academic heritage and an outstanding faculty that is engaged in the lives of just over 1,000 students, Trinity has maintained a servant approach to education for over three hundred years at this revered and nationally ranked institution.

Trinity's head of school, Alexis Mulvihill, is in her first year at the helm, though this is her fifteenth year at the school. Prior to her installation, she was a member of the English Department faculty, became chair of the department, and later served for many years as the assistant head of school, in which she oversaw all academic operations. Her appointment to the top post at Trinity afforded the community with a seamless transition and a highly respected champion of its strategic goals and initiatives, which are reflected in "Trinity Vision 2028."

The essential tenets in Trinity Vision 2028 are "The Promise and Joy of Teaching and Learning." Trinity is a school where teacher-student engagement, interpersonal relationships, and palpable joy are unapologetically part of the fabric of the student experience. As a result of this commitment to a student-centered education, technology has often played a supporting role at the School—designed to enhance its curriculum and pedagogy in innovative ways that set it apart from its peers. Trinity

will always maintain the highest standards for teaching and learning, exalt the conversation between teacher and student, and thoughtfully integrate technology in ways that enhance its idea of excellence.

All that said, like many schools Trinity experienced a bit of a tech surge during the pandemic. Post-pandemic, Trinity sees opportunities for additional technology explorations in and around the classroom. In parallel, two other areas of tech are becoming more important. First, more and more departments are leveraging data or seeking data services to power strategic decision-making and tactical operations. Second, IT management is growing in complexity as the school's reliance on core technology services grows across all departments.

Given the increased importance and complexity of technology at Trinity, the executive leadership team has created a new position—chief information officer (CIO), reporting to the head of school—to bring these three areas of technology—IT, data/systems, and instructional—under one division. At the onset, this position will have a number of priorities that are centered around coordination, leadership, and integration of these three lanes. Yet this role is as much about what is to come in the future as where Trinity is in the present. Thus, the right CIO will be someone who can see ahead, and who knows how to align roles, departmental structures, and workflows to address areas of inefficiency or opportunity.





The right CIO needs to be someone who can operate in an enterprise environment while at the same time diving into situations that require granular care. Make no mistake about it: this is not a “director of ed tech” or a “chief innovation officer” role in disguise. Yes, this is a key, new leadership role, and yes, technology at Trinity is more important than ever. However, this is a role that requires executive leadership skills and finesse to identify workflows, policies, and operations that need improvement.

At the same time, Trinity is not a corporate environment that wants a CIO stuck in the bell tower or overcommitted to the lure of enterprise technology scale. This new

role seeks a blend of capable, executive, cabinet-level leadership over three major technology strands, along with a mission-aligned mindset to serve a relational community of learners and educators at an institution with over 300 years of success. If this opportunity speaks to you, and if the next chapter of your career aligns with the next chapter of this esteemed educational institution, you are encouraged to submit a thoughtful application by the priority deadline of January 10. Trinity is flexible on the start date for this position, which could begin as early as the spring but also wait until this summer if the right candidate needs more time to transition. This is an on-site position that reports to the head of school and serves on the executive management team.



**ALEXIS MULVIHILL**  
Head of School

“The School was founded as a charity school in 1709 intended to benefit the lives of New York City children living in poverty. We are profoundly proud of this origin fact about ourselves, because it reminds us that from the very moment of our inception we have been mindful of our obligation to serve as a vehicle for mutual caretaking and civic-mindedness. Every single aspect of our program—our marvelous, unrivalled Office of Public Service, our Chapel program, our equity work, our Athletic program—every

single thing we do here is in the name of figuring out how to turn our unique talents and privileges into service toward the greater good.

**Trinity’s motto, *Labore et Virtute*, speaks to both of these essential truths about our school: we are unapologetically, proudly academic (Labore) and we are here to lift each other up (Virtute).**

The Trinity community is one in which students feel a profound sense of meaning, purpose, and pride in their hard, imperfect work. Our families look at their relationship with us from a place of covenant, as opposed to contract. Our faculty and staff feel unreservedly proud of the staggeringly important work they do every single day offering our students safe passage—thrilling passage—into the rest of their lives. There is no work in the world

more important than what we all do together.”

Alexis became Trinity School’s 30th head of school this fall. Alexis joined Trinity in 2011, and previously served as the school’s head of the English department, assistant head of school for academic affairs, and assistant head of school. Alexis is a dynamic educator and leader who is devoted to the well-being of students, faculty, staff, and the Trinity community.

We invite you to watch two videos featuring Alexis, who sat down with Faith Salie, a national TV and radio journalist and Trinity parent. In their first conversation, [\*Growing Up\*](#), Alexis talks about her childhood, her education, Trinity, and her hopes and plans for the future. In their second conversation, [\*A Learner’s Mindset\*](#), Alexis and Faith examine the “learner’s mindset” and how this is key to school and life.



# Duties

## TECHNOLOGY DIVISION ADMINISTRATION

- Oversee multiple functional units—IT infrastructure, data/systems, and educational technology—and all operations and project coordination within those units.
- Serve as the direct supervisor to the director of technology and the SIS coordinator, and serve in a shared supervisory capacity with the divisional directors to the ed tech team.
- Allocate time and resources toward sustaining a positive departmental culture, including goal setting and team building, and ensure that each member of the department has opportunities for professional growth.
- Report directly the head of school, manage the departmental budget and perform other duties as assigned.

## TECHNOLOGY STRATEGY

- Lead a collaborative process to develop a strategic vision for technology that is aligned to Trinity's overall strategic plan, values, and culture, and oversee the implementation of that strategy.
- Run a technology department that supports academic innovation in a scalable and sustainable fashion while adhering to best practices for an enterprise environment.
- Build departmental connections with academic, administrative, and operational constituents throughout the school.
- Establish and maintain local, regional, and national partnerships to support the strategic goals of the school's technology program.

## TECHNOLOGY OPERATIONS OVERSIGHT

- Ensure that the department responds to end-user needs, provides a reliable IT backbone, designs and delivers excellent end-user training, and aligns procedures to all-school needs.
- Implement technology governance, planning, policies, and procedures within a management framework that both department members and constituents support.
- Lead strategic decisions regarding hardware, software, systems, back-end infrastructure, and services to ensure cost-effectiveness; customer satisfaction; compliance; asset management; quality of service; and performance.
- Provide executive oversight for compliance, data governance, and cyber resilience, safeguarding the school's digital assets and operational continuity.







# Qualifications

- A bachelor's degree from an accredited college or university is a minimum requirement, though a graduate degree is highly desirable
- Director-level knowledge of departmental leadership, staff supervision and development, change management, and setting and achieving departmental goals
- Experience in major areas of technology planning and administration, such as: enterprise systems design and implementation, instructional technology innovation, dataflow and data interoperability, project management, fiscal planning and oversight, and end-user training

# & Qualities

- An enterprise approach to technology management that supports individual needs within a scalable framework for a multifaceted department at a dynamic K-12 school
- An ability to plan and oversee concurrent technology-related programs and projects, and empower departmental leads to ensure completion and success
- A passion and interest for managing all areas of technology—IT, data/systems, and instructional—even if prior experiences in these areas are not equal
- An ability to build consensus among diverse groups, facilitate critical discussions within large groups, and instill confidence in colleagues during times of transition
- A thoughtful but determined approach to team building and staff development
- Inspirational and diplomatic leadership sensitive to the needs of a diverse faculty
- A collaborative, cooperative, empathetic, collegial, innovative, and patient mindset
- Exceptional communication skills: written, verbal, presentation, and training
- An understanding of the diverse technology needs and organizational complexities of a large, high-achieving, multidivisional, and independent school
- A commitment to the mission and values of Trinity School
- Confidence and humility, together with a sense of humor and a warm personality



# How to Apply

12M & Ed Tech Recruiting is acting on behalf of Trinity School to identify exceptional technology leaders to fill this extraordinary opportunity.

Please direct any inquiries to:

[jobs@EdTechRecruiting.com](mailto:jobs@EdTechRecruiting.com)



Applications  
submitted by

**JANUARY 6,  
2025**

will receive  
priority review.

All applications must be submitted online:

[www.EdTechRecruiting.com/jobs/Trinity/CIO](http://www.EdTechRecruiting.com/jobs/Trinity/CIO)

An application requires submitting four PDFs:

1. Cover letter introducing yourself to the Trinity School search committee
2. CV or resume
3. 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)
4. A response to the following prompt:

*In no more than a couple paragraphs, share a time when you oversaw the creation of a new division, the unification of departmental units, or the restructuring of technology roles. What is the single most important lesson that you learned the hard way and would bring to Trinity as its inaugural CIO?*

*An Equal Opportunity Employer, Trinity School seeks candidates who will add to the diversity of our school community. More than this, Trinity School is expressly committed to deepening its anti-racism practices and calls on all community members to engage in this work.*