



Phillips Academy
ANDOVER

Search for the Director of Counseling & Psychological Services
Phillips Academy
Andover, Massachusetts

THE SEARCH

Phillips Academy (Andover) seeks a compassionate, experienced, and community-oriented leader to serve as its next Director of Counseling and Psychological Services. This individual will provide the highest quality of care and support for students, attending to their emotional, social, and psychological well-being within a diverse and inclusive community. The Director will lead a team of dedicated professionals, overseeing and enhancing the delivery of counseling and mental health services, and fostering a culture of care where students are empowered to thrive in every aspect of school life—academically, socially, and personally.

Led by its 16th Head of School, Dr. Raynard Kington, who joined in 2020, Andover is a highly selective, co-educational boarding high school located in Andover, Massachusetts. With approximately 1,160 students from 53 countries and 41 states and territories, 232 faculty members (90 percent of whom live on campus), and more than 20,000 alumni worldwide, Andover is renowned for its enduring legacy of academic excellence and the commitment to social responsibility that permeates campus life. Its core values remain as potent and relevant as ever: non sibi (not for oneself), knowledge and goodness, youth from every quarter, academic excellence, and being a private school with a public purpose. Andover's innovative leadership has enabled continued success, with strong enrollment and a robust outlook for the future.

The Director of Counseling and Psychological Services will be a licensed mental health professional with both clinical and leadership experience. The ideal candidate will have experience working with adolescents and an appreciation for their unique developmental needs, ensuring services are tailored to support the well-being, resilience, and growth of high school students.

As a visible and trusted presence in the Andover community, the Director must be approachable, collaborative, and deeply committed to student well-being in a residential community. They should bring

clinical expertise and strategic insight, pairing compassionate care with strong operational leadership in an integrated care model as part of the [Sykes Wellness Center](#). This is an exciting opportunity to shape the future of student well-being and ensure that counseling and psychological services remain a vital, transformative force at the heart of school life.

Phillips Academy Andover has retained Isaacson, Miller, a national executive search firm, to assist in this recruitment. Please direct all inquiries, nominations, and applications to the search firm, as indicated at the end of this document.

ABOUT PHILLIPS ACADEMY

Founded in 1778, Phillips Academy is the oldest incorporated boarding school in the United States. In its founding document, Phillips Academy committed to educating “youth from every quarter,” and lives that mission today with a need-blind admission process. The student population of 1,165 students, (873 boarders and 292 day students), arrives at Andover from 41 states and territories, 53 countries, the town of Andover, and its surrounding communities. Forty-seven percent of students receive financial aid (all grants, no loans), and the annual budget for tuition assistance is over \$24 million. Nearly 60 percent of the student body and 35 percent of Andover’s 232 faculty identify as people of color.

In its intentionally diverse and inclusive community, Andover invites students to aspire equally to knowledge and goodness, and seeks to promote a balance of intellectual curiosity, engagement, leadership, and service in pursuit of excellence: academic, civic, and moral. Andover offers over 300 core courses, seven world languages, 150 electives, 70 interscholastic teams in 23 sports, community engagement opportunities that draw over one-third of the student body in any given term, and a 7:1 student-faculty ratio and average class size of 13.

For more information on Phillips Academy, please visit <https://www.andover.edu/>.

KEY OPPORTUNITIES AND CHALLENGES FOR THE DIRECTOR OF COUNSELING & PSYCHOLOGICAL SERVICES

The next Director will inherit a dedicated team and colleagues across the school community eager to partner in service of delivering exceptional care and support for Andover’s students. This is an opportunity to have a transformational impact in a close-knit school community with a remarkable student body. To be successful in the role, the Director will be expected to address the following opportunities and challenges:

Champion Mental Health & Student Well-Being

At a school where students face significant pressures, the Director plays a vital role in fostering balance, resilience, and well-being. The Director and their team should manage individualized care with proactive strategies that normalize help-seeking, raise awareness of resources, and extend the reach of Counseling & Psychological Services. It is important that the Director and their team are integrated in the community and regularly facilitate conversations, programs, and interventions that help the campus at large engage in conversations about mental health. The Director ensures that care is accessible, visible, and culturally responsive—supporting a diverse student body and equipping all students to thrive. They are also a critical leader in times of crisis, offering consultations, in-person response, and steady guidance to students, families, and colleagues.

Foster Community Engagement & Collaboration

The Director should be excited about being part of the Andover community. As an engaged and trusted member of a residential community, the Director will be visible, approachable, and present—building meaningful connections outside of a clinical setting with students and colleagues while contributing to the life of the school. Doing so effectively requires some evening and weekend engagements. They will be a strong communicator and collaborator operating within an integrated care model as part of the Sykes Wellness Center team. The Director and their team must work closely with medical, residential, academic support, and administrative departments with flexibility, integrity, and an appreciation for the unique demands of each.

Inspire & Lead a Dedicated Team

The Director leads by cultivating a culture of teamwork, growth, and excellence. As a supervisor and mentor, the Director strengthens the team's skills and perspective to meet the evolving needs of students, while fostering a professional culture of creativity, reflection, and continuous learning. A bridge-builder, the Director is also an ambassador and advocate, ensuring sustained dialogue and collaboration within their team and alongside others. Collectively, the team builds strong and sustained partnerships with students, faculty, staff, and school leadership to integrate counseling and wellness services into the heart of school life.

Execute Best Practices & Operational Excellence

The role requires administrative strength: managing budgets, analyzing data, and presenting insights effectively. The Director also brings an improvement mindset, regularly assessing programs and practices to enhance effectiveness, streamline processes, and ensure the highest quality of care and support. Maximizing availability and access to counseling, fostering communication with colleagues, proactive mental health education, and further integrating into all aspects of campus life will be guiding priorities. Culturally astute and systems-minded, the Director will navigate institutional complexities with balance and foresight, providing steady leadership and guiding change initiatives with clarity and vision.

Ultimately, this leader will combine clinical excellence, community engagement, and strategic vision to ensure counseling and psychological services remain a trusted and vital part of the school.

THE ROLE OF THE DIRECTOR OF COUNSELING & PSYCHOLOGICAL SERVICES

Reporting to Merrilee Mardon, Deputy Head of School for Academics and Student Affairs, the Director of Counseling & Psychological Services has primary responsibility for all student mental health-related services at Andover. The Director leads an in-house team of four counselors and works in strong partnerships with the Dean of Wellness and Medical Director, Dr. Amy Patel, as well as others inside and outside the school to provide mental health services and programming in support of the personal and academic success of Andover's diverse student population. This is a full time, 1.0 FTE, 12-month, administrative position that works closely with campus wellness stakeholders to ensure a campus-wide integrated and holistic approach to health and wellness. The position includes management, administrative, supervisory, and clinical duties for the academic year and during summer programs. Mental health counselors support students' well-being by identifying and responding to their psychological and emotional challenges and seeks to support and improve the overall social-emotional health of the students and community. Housing is available to the Director.

Duties & Responsibilities

- Define a vision and model for mental health services including education, mental health counseling, outreach, and emergency response for the academic year and for summer programs.
- Maintain contemporary knowledge of the literature, research, and trends within adolescent mental health and initiate innovative methods to ensure that students receive high-quality services as needs change.
- Define appropriate scope of practice for counseling and psychological services at a residential high school.
- Ensure intervention, programming, and continuing support for students in the areas of mental health, crisis management, medical leaves, re-admission, counseling, and referrals.
- Ensure that the development and delivery of programs and services meet the needs of a diverse student population.
- In partnership with the Dean of Health and Wellness/Chief Medical Officer, ensure design and delivery of a high quality, integrated approach to student wellness.
- In partnership with the Dean of Students, ensure that appropriate training and resources are available to the residential program.
- In collaboration with the Dean of Faculty, identify and plan professional development opportunities for faculty and staff.
- Manages counselor caseloads and coordinates the on-call counselor schedule within the Health Center.
- Plans and oversees the weekly meetings of mental health counselors.

- Coordinates communication with all members of the Sykes wellness team in collaboration with the Dean of Health and Wellness/Chief Medical Officer.
- Meet one-on-one or in groups with students in need on a short-term basis to provide appropriate therapeutic support. Helping students develop coping strategies, resiliency, and communication skills.
- Serve as member of Student Program Review Committee (SPRC) which considers modifications to individual student academic and/or program commitments.
- Make recommendations to the Dean of Health and Wellness/Medical Director and the Dean of Students regarding care for students.
- Serve as member of the Student Response Team which considers the Essential Elements of Student Life to guide decisions around student support, student leaves, and student returns.
- Ensure intervention, programming, and continuing support for students in the areas of mental health, crisis management, student leaves, counseling, and referrals.
- Serve on other committees as appropriate.
- Develop collaborative relationships with community partners to provide expanded capacity for delivering student mental health services.
- Coordinate and plan mental health counselor on-call schedule. The Director is part of the on-call schedule, including summer session.

Clinical Supervision & Management

- Recruit, supervise, and evaluate mental health counselors during the academic year and during summer programs.
- Provide clinical consultation and supervision to mental health counselors.
- Coordinate with the Dean of Health and Wellness/Chief Medical Officer to integrate the services of the consulting psychiatrist.
- Ensure high quality training and professional development of counseling staff including cultural competency training and continuing education to maintain licensure and stay current in the field of adolescent mental health.
- Coordinate crisis intervention response processes and systems for counseling, including providing clinical back-up and supervision for on-call counselors.
- Serve as primary communicator with families regarding incoming and returning students' mental health care.
- Ensure appropriate compliance with ethical guidelines, legal requirements, accreditation standards, and Academy rules and protocols.
- Oversee the counseling & psychological services department and its partnerships across campus to provide a range of services and programs that support and enhance students' personal and academic success.
- Develop and administer annual budget.

QUALIFICATIONS AND CHARACTERISTICS

Required Qualifications & Characteristics

- Advanced degree in counseling, clinical psychology, or social work.
- Current independent clinical licensure as a mental health clinician in the state of Massachusetts, or licensure in the state of Massachusetts at the start of appointment.
- Knowledge of current trends and best practices in adolescent and secondary school mental health services.
- At least 5 years of experience working as a clinician with adolescents.
- Excellent written and interpersonal communication skills and ability to present effectively to groups.

Preferred Qualifications & Characteristics

- At least 5 years of experience working in a residential setting.
- At least 5 years of experience providing clinical supervision and assessment of clinical services and staff in a mental health setting.
- Demonstrated commitment to diversity, equity, and inclusion and strong cultural competency skills.
- Ability to work collaboratively with medical staff and other faculty and administrators at the Academy.
- Demonstrated ability to build strong teams.
- Track record of managing and leading in a complex organization.

APPLICATIONS, INQUIRIES, AND NOMINATIONS

Screening of complete applications will begin immediately and continue until the completion of the search process. Inquiries, nominations, referrals, and CVs with cover letters should be sent via the Isaacson, Miller website for the search: <https://www.imsearch.com/open-searches/phillips-academy/director-counseling-and-psychological-services>.

Katie Rockman, Partner
Ivan Ceballos, Managing Associate
Maria Connor, Managing Search Coordinator

Phillips Academy is committed to equal employment opportunity and providing reasonable accommodations to applicants with physical and/or mental disabilities. We value and encourage diversity and solicit applications from all qualified applicants without regard to race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender expression, gender identity, age,

physical or mental disability, genetic information, veteran status, military service, application for military service or any other characteristic protected by law. Any offers of employment will be contingent upon successful CORI/SORI and fingerprinting background checks as well as unrestricted authorization to work in the United States.

Full background checks are required for all positions including fingerprinting as required by MA State Law.

This document has been prepared based on the information provided by Phillips Academy Andover. The material presented in this leadership profile should be relied on for informational purposes only. While every effort has been made to ensure the accuracy of this information, the original source documents and information provided by Phillips Academy Andover would supersede any conflicting information in this document.

APPENDIX: ABOUT PHILLIPS ACADEMY

Academics

The hallmarks of teaching and learning at Andover are found both in the curriculum and the community. Andover students are self-motivated and curious, and learning is an active pursuit that takes many shapes and forms. There is no singular track for students and instead, a vast array of opportunities. Comprehensive systems of support amplifying the classroom experience for Juniors (9th grade), Lowers (10th grade), Uppers (11th grade), Seniors (12th grade), and PGs (Post-Graduates). The college counseling program deeply engages students and their families, always focusing on each student's personal development and intellectual growth as a guidepost of the college admissions process.

Numerous learning communities and spaces at Andover connect students to new discoveries, passions, and the world beyond campus. The [Oliver Wendell Holmes Library](#), is a dynamic hub for learning and action, research and practice, resources, and ideas. [The Gelb Science Center](#) has three floors of contemporary laboratories, including a molecular biology research lab, an observatory, and flexible learning spaces. Environmental sustainability at Andover is guided by the [Climate Action Plan](#) and its three pillars: education, infrastructure, and energy. The student body and faculty engage in shared efforts to reduce energy use, greenhouse gas emissions, water use, and waste on campus in a financially sustainable way, thereby caring for each other, the campus, and the world.

[The Tang Institute](#) inspires students and faculty to seek interconnectedness in course offerings and to extend learning into local and global communities. Andover is the only high school in the country with a world class art museum on its campus. [The Addison Gallery of American Art](#) is one of the most comprehensive in the world, including nearly 22,000 works of art spanning the 18th century to the present. The Addison works with a variety of teachers from history, art to physics and English to make sure that its exhibitions and primary source materials are integrated in the academic program. Similarly, [The Peabody Institute](#) of Archaeology employs collaborative learning to actively engage students, teachers, scientists, and Native Americans with the Institute's significant archeology and anthropology collections while also encouraging and enlivening cultural discourse on race and gender.

Co-Curricular Programs

The experience of living in community at Andover is an essential component of student and faculty life. Every student, day and boarding, is a member of the Big Blue Family and of one of five residential neighborhoods or clusters. The Dean's Team – led by the Dean of Students, a direct report to the Deputy Head of School – is composed of the five cluster deans. Home to 855 students in residence, the dormitories are staffed by House Counselors who serve as faculty in addition to their residential life responsibilities. Andover fosters bold, thoughtful, and engaged student leadership and subscribes to the belief that anyone can be a leader. Weekend life includes student-led events and student-produced performances

by any of Andover's 125-plus student-run clubs on campus, as well as regular visits by off-campus scholars, artists, and public personalities.

[Community Engagement](#) nurtures the non sibi spirit in Andover students, overseeing dozens of ongoing initiatives on campus and with partner organizations in the town of Andover and neighboring communities. [The Office of Spiritual and Religious Life](#) is an interfaith ministry with chaplaincies supporting an array of faiths and faith clubs for students. The centrally located Cochran Chapel houses the ministry.

Andover's 70 interscholastic teams in 23 different sports embrace teamwork, a non sibi mindset, and dedication. These tenets define [Andover athletics](#). Student-athletes work diligently to develop strong technical and tactical skills with a fierce competitive edge, and they also approach the playing field as yet another "classroom" for learning – about themselves and others, about humility and accountability, and about camaraderie and fair play. In addition to dance, there are intramural teams, LIFE Sports, and Outdoor Pursuits to round out the offerings, ensuring that all students can participate in physical exercise as required for the Andover diploma.

Students and faculty embrace and practice empathy and balance to experience wellness mentally, emotionally, physically, and interpersonally. The [Rebecca M. Sykes Wellness Center](#) houses counseling and medical services and is a hub on the Andover campus. In addition, all students are enrolled in the Empathy, Balance & Inclusion (EBI) program. The EBI curriculum is a comprehensive, multi-year program focused on diversity, equity, and inclusion; social-emotional learning; and health and wellness.

Diversity, Equity, & Inclusion

Diversity, equity, and inclusion (DEI) are not just abstract concepts at Andover. They are representative of the daily actions and intentions that support, honor, encourage, and celebrate every single person on campus. The Associate Head of School for Equity, Inclusion, and Wellness works with the various constituents across Andover to ensure DEI is examined in every area. In the classroom, the residential life experience, and community life, equity, and inclusion are topics of inquiry and lenses through which dilemmas are addressed. Equity and inclusion are embodied in Andover's commitment to educating youth from every quarter and in the faculty's efforts to enrich their own competencies through training and professional development. Each department has developed guiding principles of academic excellence that include anti-racist and multicultural views and inclusive classroom practices.

A living, breathing embodiment of the spirit of DEI, the Community and Multicultural Development (CAMD) office is located in the center of campus and sponsors fascinating speakers and programs, funds intensive student research, and serves as a second home for many. CAMD also hosts numerous events throughout the year, and its faculty advisors create programming to support student clubs and affinity groups. The CAMD Scholars program focuses on projects investigating equity, diversity, multiculturalism, and social justice. [The Brace Center for Gender Studies](#) – a resource unique to Andover – sponsors

lectures, films, and forums and funds student and faculty research that sheds light on a broad range of issues related to gender, sexuality, race, and ethnicity.

In 2020, the Board of Trustees formed the Anti-Racism Task Force (AATF) to execute a comprehensive review of the status of diversity, equity, and inclusion. The Task Force is exploring many dimensions of school functioning, including formal and informal traditions and cultural practices, that may be particularly rooted in anti-Black sentiment and actions that adversely affect the student and adult experience. The Task Force is also examining how racist behavior and racism have unjustly affected Latinx, Indigenous, and Asian racial groups in the Andover community, as well as the intersections of race and ethnicity with other foundational identities. In 2022, the AATF released a report with recommendations and actions that are informing Andover's aspiration to become an anti-racist institution and community. The report includes a [dashboard](#) that transparently tracks Andover's progress toward these goals.

Leadership

In July 2020, [Dr. Raynard Kington](#) became the 16th Head of School at Phillips Academy in Andover, Massachusetts. Before Andover, he served for ten years as President of Grinnell College (2010-2020) and in a range of positions at the National Institutes of Health (NIH), including NIH Principal Deputy Director and NIH Acting Director, NIH Associate Director for Behavioral and Social Sciences Research, and Acting Director of the National Institute on Alcohol Abuse and Alcoholism. Before NIH, Dr. Kington served as a division director at the Centers for Disease Control and Prevention and as Director of the National Health and Nutrition Examination Survey (NHANES). He has also been a Senior Scientist at the RAND Corporation and an Assistant Professor of Medicine at UCLA. In 2006, he was elected to the Institute of Medicine (now the National Academy of Medicine).

Dr. Kington attended the University of Michigan, where he received his BS with distinction and his MD, and he completed his residency in Internal Medicine at Michael Reese Medical Center in Chicago. He was a Robert Wood Johnson Clinical Scholar and Fontaine Fellow at the University of Pennsylvania, completing his MBA with distinction and his PhD with a concentration in Health Policy and Economics at the Wharton School. He received his board certification in Internal Medicine, Public Health and Preventive Medicine, and Geriatric Medicine. His research has focused on the social determinants of health and, more recently, on diversity in the scientific workforce. He currently serves on the boards of Beth Israel Lahey Health, RAND, and The Pew Charitable Trusts.

Location

The town of [Andover](#) was incorporated in the mid-17th century. A center of manufacturing for much of its history, it was also home to numerous farms. Located 20 miles north of Boston on the banks of the Merrimack River, Andover is easily accessible from major highways, railways, and airports. The once-small town boasts a population of 37,000 and has over 10,000 workers in major corporations such as Raytheon, Philips North America, Pfizer, Vicor, and Putnam Investments. The downtown area is quaint and

quintessentially New England, complete with independent retailers, essential goods and services, access to regional rail and bus service, and historic homes, all just a ten-minute walk from the Andover campus.