



CLAYTON-BRADLEY ACADEMY

UPPER SCHOOL PRINCIPAL SEARCH

An opportunity to help shape the next chapter of a thriving Upper School with strong foundations and clear momentum.



CLAYTON-BRADLEY
ACADEMY

Clayton-Bradley Academy
421 Alcoa Trail
Maryville, TN 37804

Start Date: July 2026



website address
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Who is CBA?



Mission:

To create a student-centered, positive, and challenging environment where all students excel through critical thinking, problem-solving, collaboration, and the Lifelong Guidelines and LIFESKILLS.

About Clayton-Bradley Academy:

Clayton-Bradley Academy (CBA) is an independent, PreK-12 school, committed to developing confident learners and leaders through a brain-based, relationship-driven approach to education. Grounded in the Learning-Centered Schools model, CBA emphasizes active engagement, problem-solving, and real-world application while maintaining a rigorous academic program that challenges students to think deeply and creatively.



Fast Facts



FOUNDED
2013



UPPER SCHOOL
CLASS SIZE
15 Students



UPPER SCHOOL
STUDENTS
222



STUDENT:FACULTY
9:1



SPORTS TEAMS
24



US FACULTY
26



AP COURSES
9



CAMPUS SIZE
27.85 acres



AVERAGE FACULTY
EXPERIENCE
10 Years



The Upper School

The Upper School

The Upper School at Clayton-Bradley Academy serves students in grades 6–12. This division blends the developmental needs of early adolescents with the academic expectations of college and career readiness. CBA's Upper School is intentionally designed for students to take ownership of their learning while developing strong executive functioning skills, resilience, and character.

The Upper School offers a rigorous curriculum grounded in brain-based instructional practices. Teachers design lessons that promote curiosity, critical thinking, collaboration, and application of knowledge across disciplines. Instruction prioritizes active learning, inquiry, and reflection, allowing students to engage deeply with content while building confidence in their abilities. Faculty work collaboratively to review curriculum, align expectations vertically and horizontally, and continuously refine instructional practices to meet the evolving needs of students.

A hallmark of the Upper School experience is its emphasis on relationships. CBA believes that strong relationships between students, teachers, and families are foundational to academic success and personal growth. The Lifelong Guidelines and LIFESKILLS are intentionally modeled and reinforced throughout the Upper School, shaping a culture of respect, responsibility, integrity, and kindness. Discipline is approached through a relationship-centered, brain-based framework that prioritizes problem-solving, student dignity, and the absence of threat. Students are held to high expectations while being supported through guidance, reflection, and restoration.





Student Life

Student Life

Student life in the Upper School at Clayton-Bradley Academy is vibrant, purposeful, and intentionally designed to develop leadership, responsibility, and a strong sense of belonging. CBA views student life as an essential extension of the academic program, recognizing that meaningful learning happens not only in classrooms but also through relationships, experiences, and opportunities to lead and serve.



Athletics

Athletics play a significant role in Upper School life and community identity. Middle School teams compete in the Knoxville Independent School League (KISL), while High School teams compete in the Tennessee Secondary School Athletic Association (TSSAA). Through participation in competitive sports, students learn teamwork, perseverance, discipline, and sportsmanship. Athletics at CBA emphasize character development and leadership as much as performance, reinforcing the school's commitment to developing the whole student.



Student Life



Performing Arts

The performing arts are another hallmark of the Upper School experience. CBA's performing arts department is a vibrant and visible part of campus life, offering students opportunities to grow creatively, collaborate meaningfully, and share their talents with the community. The program includes a strong strings program, choral program, visual arts offerings, and a dynamic theater program. Students regularly participate in performances throughout the year, most notably the fall play, holiday concert, spring musical, and the Performing Arts Showcase each May. These events serve not only as celebrations of student talent, but also as opportunities for leadership, confidence-building, and community engagement.





Student Life

Mentoring and Clubs

Upper School students are supported through intentional mentoring, leadership, and community-building programs designed to help them develop and thrive. CBA's school-wide Bobcat Buddies mentoring program meets every Wednesday and brings students together across grade levels to build relationships, foster belonging, and reinforce the Lifelong Guidelines and LIFESKILLS. In the Middle School, students participate in the Council House program, which emphasizes connection, reflection, and personal growth during a critical developmental stage. High School students engage in advisories with a mountain theme focused on leadership development, purpose, and preparation for life beyond graduation.

These mentoring structures are complemented by a wide range of student-led clubs and organizations, including DECA, National Honor Society, and National Art Honor Society, among others. Through these opportunities, students explore interests, develop leadership skills, collaborate with peers, and apply their learning in authentic ways. Together, mentoring programs, clubs, and leadership opportunities create a supportive and challenging environment where students are known, encouraged, and empowered to grow.





The Position



Principal's Role

The Upper School Principal plays a central role in shaping this experience. The principal serves as the instructional and cultural leader of the division, responsible for fostering a positive learning environment, supporting faculty growth, overseeing student life, and partnering closely with families. Visibility, presence, and strong communication are essential components of the role, as the principal is expected to be deeply engaged in daily school life, after-school activities, and community events.

CBA values collaboration and shared leadership. The Upper School Principal works closely with the Executive Director, Assistant Director, Curriculum Director, Counselor, and other administrators to ensure alignment with the school's mission and strategic goals. Operational responsibilities, including scheduling, staffing, supervision, and resource management, are balanced with a strong emphasis on instructional leadership and culture-building.

Clayton-Bradley Academy is seeking an Upper School Principal who is relational, reflective, and visionary—someone who understands adolescent development, values brain-based teaching practices, and is committed to continuous growth for both students and staff. This role offers the opportunity to lead a dynamic Upper School community, build on strong foundations, and *Ignite the Power of Learning*.



The Position



Qualifications

- Master's degree in Education or related field; Doctorate preferred.
- A minimum of 5 years of educational leadership experience, preferably at the middle or high school level.
- Demonstrated expertise in curriculum development, instructional best practices, and staff development.
- Strong interpersonal, communication, and organizational skills.
- A commitment to the mission, values, and goals of Clayton-Bradley Academy.
- Demonstrated success in relationship-driven discipline
- Experience in brain-based or innovative instructional models
- Experience working with adolescent development
- Evidence of strong follow-through and organizational systems

For the full job description, click [here](#).

How to Apply

Interested candidates should submit a resume, a cover letter highlighting their interest in and fit for the Upper School Principal position, a brief statement of leadership philosophy, and a list of five (5) professional references with contact information as one combined PDF. Application materials should be emailed to Kendall Terry, Assistant Director, at terryk@claytonbradleyacademy.org. For best consideration, submit materials as soon as possible. Applications will be reviewed on a rolling basis as materials are received.