

Christian Heritage School
Job Description –Teacher

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| DEPARTMENT | Lower and/or Upper School Faculty |
| REPORTS TO | Divisional Principal(s) |
| CLASSIFICATION | Exempt |
| JD CREATION | 2011 |

Authority/Requirements:

The teacher must be a college graduate, preferably with a degree in the field in which he/she will teach, and state certification or actively seeking state certification. In the Upper School, his/her major may be in the main subject to be taught or in Education. Under special circumstances a teacher may be hired with a degree in education, but not in the area to be taught, or without certification. This would be for non-academic areas or if he/she has course work in the field in which he/she will be teaching. The teacher would then be encouraged to pursue the correct degree and certification in order to continue teaching at CHS.

The teacher will be contracted upon the recommendation of the administration for one year. The teacher is responsible to the Head of School and appropriate divisional principal. The teacher's performance will be evaluated by the divisional principal in accordance with the school's policy, as described in the Employment Handbook.

In the area of personal qualifications, the teacher must demonstrate that he/she:

- Has received Jesus Christ as his/her personal Savior; believes that the Bible is God's Word and standard for faith and daily living; and is in whole-hearted agreement with the Statement of Faith for Christian Heritage School.
- Recognizes that he/she is a Christian role model for both students and colleagues in attitude, speech and actions toward others. (See details in the Faculty Contract, under Terms and Conditions of Employment.)
- Is actively involved in prayer, Bible study, and seeking God's direction and plan for his/her life, through independent and group activities.
- Has the spiritual maturity, academic ability, and personal leadership qualities to "train up a child in the way he should go."

The teacher will prayerfully help students to learn attitudes, skills and subject matter that will contribute to their development as mature, able, and responsible Christians. In accordance with the policies and procedures approved by the Board of Directors, the teacher will use principles from the Bible, behavioral and educational goals listed in the Employment Handbook, and administration-approved educational objectives and curricular materials for his/her subject area as the basis for this teaching.

Duties and Responsibilities:

- Uphold the mission statement of the school, recognize the role of parents as primarily responsible before God for their children's education and be prepared to assist them and communicate with them in that task.
 - As much as possible, create a "safe" environment that frees students to take the risks needed for learning.
 - Communicate classroom procedures and expectations clearly to parents and students.
 - Maintain regular communication with parents regarding student progress through written reports and conferences, both scheduled and extemporaneous.
- Motivate students to accept God's gift of salvation and help them to grow in their faith through own witness and Christian role modeling.

- Continue own spiritual growth through regular personal devotions, and affiliation with an evangelical church.
- Commit to pray regularly for students assigned to his/her classroom.
- Actively seek the leading of the Holy Spirit for guidance in student interactions.
- Treat each student with dignity and respect.
- Cooperate with the Board and Administration in implementing all policies, procedures and directives governing the operation of the school, as set down in the school's teacher handbook.
- Plan a program of study that as much as possible will effectively meet the individual needs, interests and abilities of the students, challenging each to do his/her best work.
 - Provide appropriate opportunities for the academic, spiritual, physical and social/emotional needs of the students to be met.
 - Maintain daily lesson plans that are in accordance with the policies and philosophy of the school, based on the accepted educational objectives and curricular materials, and that state appropriate objectives, procedures and evaluative techniques.
 - As much as possible, plan for additional activities to meet the needs of individual students, so as to inspire each student to achieve at a level consistent with his/her personal capabilities
 - Be available, within reason, to meet with students one-on-one or in small groups to provide extra help in assimilating concepts.
 - Use a variety of appropriate resources and techniques to implement lessons in motivational and interesting ways that address various learning styles and encourage students to take an active part in the learning process.
 - Provide homework as needed, making certain it is effective and consistent with the school's policy.
 - Utilize effective evaluative measures to assess student progress, pacing of curriculum, and effectiveness of teaching, and maintain accurate records pertaining to such assessment.
 - Integrate Biblical principles and the Christian philosophy of education into the curriculum and other activities.
 - Plan for pacing, and presentation of material in a timely fashion that facilitates a balance of optimum learning and presentation of course material for both daily lessons and quarterly/yearly coverage.
 - Maintain effective and complete substitute plans in a readily accessible location.
- Create an optimal learning environment with regard to classroom management and student interactions.
 - Maintain the physical environment of the classroom to promote safety, neatness, and conduciveness to learning (light, heat, ventilation, etc.).
 - Where applicable, make certain displays are connected to curriculum, highlight student work and spiritual encouragements, and are presented well and changed often.
 - Establish rapport with pupils by being patient, unbiased, supportive and sympathetic.
 - Encourage positive student interactions through establishing a loving classroom climate, modeling Christ-like interactions, teaching Biblical principles, seeking parental input, and maintaining consistent consequences for unkind actions.
 - Allow for different points of view within the prescribed boundaries of Biblical truth.
- Work with the Administration and colleagues to review program and student evaluation results to determine if student needs are being met, and to help plan for necessary changes.
 - Use a variety of evaluation measures to determine student progress (teacher-prepared tests, curriculum-based assessments, etc.)
 - Maintain accurate records of the results of such evaluative measures.

- Review evaluations in a timely fashion, sharing results with students and parents, and using the results, where needed, to develop ways to increase student progress.
- Working with the administration, utilize standardized test results and other measures to evaluate student progress, effectiveness of program offerings and curricular materials.
- Work cooperatively with Administration, colleagues, and others concerned with the students.
 - Attend and participate in all scheduled devotional times, faculty meetings, in-service meetings, and committee meetings.
 - Demonstrate tact and grace in interpersonal relationships, using the Matthew 18 principle should conflict arise.
 - Assume and carry out all assignments and duties assigned by the administration punctually and dependably.
 - Maintain and submit on request student progress records, reports and lesson plans in an accurate and timely fashion.
 - Actively support and carry out the school's discipline policy and procedures as it relates to all students in the school.
 - Maintain appropriate levels of confidentiality regarding student progress.
- Work with the Administration to prepare and implement a plan of professional growth.
 - Continue professional growth and mastery of subject matter through such activities as reading professional journals and publications, continued education, attending workshops and staff development programs, and observations in other school settings.
 - Submit yearly goals and progress reports regarding completion of them to the Administration as part of the formal evaluation process.
 - Take part in preparation and implementation of school/staff development programs when requested to do so.
 - Work cooperatively with colleagues in a mentoring program (as either the recipient or giver of help) to implement suggestions for improvement as directed by the Administration.

This job description is intended as a summary of the primary responsibilities and qualifications for this position. The job description is not intended as inclusive of all duties an individual in this position might be asked to perform or of all qualifications that may be required either now or in the future. Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

EMPLOYEE NAME

SIGNATURE

DATE