



St. Joseph Christian School Teacher Job Description, w/ACSI Standards and Evidences *Bd. Hbk. Sec. 500, 2-2019*

General Description: The Christian teacher shall prayerfully assist students in learning attitudes, skills and subject matter that will contribute to their development as mature, able and responsible Christian men and women. S/he shall support the core values of SJCS (**S**cholarship, **J**esus Christ, **C**haracter, **S**ervice.)

General Qualifications: The Christian teacher shall be one who has received Jesus Christ as Savior and Lord and who actively participates in a local evangelical church. S/he shall be a person of spiritual and academic maturity who has the ability to inform, inspire and provide opportunities for the development and growth of students in fulfilling their purpose to worship God and impact their world for Christ. The Christian teacher shall reflect the vision, mission, core values and philosophy of the school and the Area Ministers for Christ Corporation as well as typifying a “World Christian” and not a “Worldly Christian.”

A Worldly Christian is one who accepts the basic message of salvation, but whose lifestyle, priorities, and concerns are molded by self-centered preoccupation.

A World Christian is one who breaks the mold of a self-centered way of thinking and is a day-to-day disciple for whom Christ's global cause has become an integrating, overriding priority for all of life's decisions.

~taken from A Mind for Missions by Paul Borthwick, 1987

Contract: SJCS teachers are contracted by the administration upon recommendation by the principal for one year.

Responsibilities and Evidences

General Accountability and Responsibilities

Be accountable to the principal and curriculum administrator

- Adhere to both written and spoken directives from the principal and/or curriculum administrator

Supervise student teachers, teacher aides, student aides, and volunteers

- Respectfully utilize and oversee student teachers, aides, and volunteers as directed by the principal and/or curriculum administrator

Spiritual

Seek to role-model a consistent daily walk with Jesus Christ and provide for the spiritual nurture of students (ACSI Assurance 7, AdvED Standard 3)

- Demonstrate Christ-likeness in attitude, speech, and conduct
- Show by example the importance of spiritual growth and discipleship (ACSI Assurances 4, 7, 9, AdvED Standard 3) (scripture memorization, Bible study, prayer, witnessing, missions work, accountability [ACSI Assurances 4, 7, 9, AdvED Standard 3], promoting unity in the Body, being an agent of biblical “world-do”, etc.)
- Pursue personal development as the Living Curriculum
- Faithfully attend staff devotions (be on time)
- Hold and teach from a distinctly biblical worldview
- Model and teach respect, compassion, and caring (ACSI Assurance 8, AdvED Standard 3)

Motivate students to surrender their lives to Christ

- Encourage students to accept God's gift of salvation and to grow in their faith
- Help students to understand their worth in Christ

Follow the Matthew 18 Principle

- Seek to resolve conflicts with students, parents, coworkers, administrators, and/or other stakeholders by first addressing the problem with the individual(s)
- After exhausting all efforts to resolve conflicts one-on-one, invite the principal or other administrator to act as mediator
- Refrain from gossiping or involving third parties

Instructional

Teach in a manner that maximizes student achievement and provides equitable and challenging learning experiences for all students (AdvED Indicator 3.1), exemplifying “Withitness” (as defined by McEwan-Adkins, Marzano, and other contemporary educational professionals)

- Recognize that parents are primarily responsible for the education of their children by working cooperatively with them to achieve this goal
- Actively partner with parents, frequently communicating both concerns and encouragements, keeping parents informed of their children’s learning progress (AdvED Indicator 3.8)
- Follow the prescribed scope and sequence and curriculum guides (Curriculum Mapper, etc.) and participate in their ongoing, systematic monitoring, review, and adjustment (AdvED Indicator 3.2; ACSI Assurance 5, AdvED Standard 3; ACSI Focus Question 1, AdvED Standard 3)
- Provide weekly lesson plans as directed by the principal
- Use the Bible as the foundational truth for all teaching, integrating the Christian philosophy of education throughout the curriculum and recognizing that there is no separation between secular and sacred fields of knowledge
- Competently teach Bible classes, if assigned, in such a manner as to inspire students to pursue further study of the Bible and to lead lives set apart for Christ
- Plan and implement a variety of research-based teaching techniques and educational best practices (AdvED Indicators 3.3, 3.4) that address various learning styles and needs of individual students
- Efficiently utilize classroom time, bulletin boards, homework assignments and other instructional activities to ensure student achievement of learning expectations (AdvED Indicator 3.3)
- Employ a variety of instructional aides, methods, and materials in order to promote the development of the whole child/young person, including the efficient and ethical (ACSI Assurance 8, AdvED Standard 4) use of field trips, guest speakers, and other media
- Adequately and frequently communicate with parents in order to cultivate and nurture a team approach to educating students
- Participate in the systematic assessment/review of curriculum, student performance, and professional practice (AdvED Indicators 3.2, 3.5)
- When necessary, take part in mentoring, coaching, or induction programs as directed by administration (AdvED Indicator 3.7)
- Maintain appropriate professional relationships with students, promoting mutual respect, ensuring that each student is personally- and well-known (AdvED Indicator 3.9), and increasing student learning
- Embrace the role of teacher as leader

Effectively assess student progress by frequently providing timely and individualized, formative (AdvED Indicator 3.3; ACSI Assurance 2, AdvED Standard 3) feedback and summative evaluations

- Successfully use timely formative assessment to guide instruction and encourage
- Maintain regular and accurate grade records including posting in FACTS SIS in a timely manner as directed by the principal and/or curriculum administrator, grading and reporting based on clearly defined criteria (AdvED Indicator 3.10)
- Take the initiative to promptly communicate academic and/or behavioral concerns to students, parents, and administrators, giving sufficient notice of failure
- Efficiently use a variety of classroom management procedures that cultivate a safe and effective learning environment that is conducive to successful instruction

Prepare adequate information and materials for a substitute teacher

- Maintain an updated “Sub Folder” which contains pertinent information about the daily routines and procedures of the class and school including all safety information
- Provide lesson plans which fully communicate the procedures for the day/period

- Prominently display lesson plans, teacher's guides, and all materials needed to execute the plans for each day/period

Non-Instructional

Demonstrate a spirit of cooperation with the school board and administration

- Consistently and cheerfully implement all policies, procedures, and directives governing the operation of the school
- Maintain a clean, attractive, and well-ordered classroom ensuring student safety
- Maintain a teachable attitude
- Know and effectively carry out established procedures for dealing with emergencies
- Utilize educational opportunities and evaluation processes for professional learning, including pursuing continuing education and additional certification whenever possible that help to ensure teacher effectiveness and student learning (AdvED Standard 3)
- Provide constructive input and recommendations for administrative and managerial functions in the school
- Attend and participate in scheduled devotional, in-service, retreat, committee, and faculty meetings, including participation in collaborative learning communities (AdvED Indicator 3.5), seizing such opportunities for professional and biblical growth

Support the broader program of the school

- Supervise extra-curricular activities, organizations, and other outings as assigned
- Attend extra-curricular activities whenever possible
- Represent the school in a favorable and professional manner both inside and outside the school building
- Appreciate, understand, and support the uniqueness of the school community
- Recognize Christian school-teaching as a ministry requiring calling and giftedness