



Job Title:	Full-time High School English Teacher
Job Family:	Classified - Certificated
Reports To:	Department Head, Principal of the High School
Number/Titles of Subordinates:	N/A
Peers:	High School Faculty
EEO:	Professional
N/E:	Exempt

Main Purpose of the Position: The high school teacher will apply their spiritual walk, academic training, and teaching ability to the content-specific instruction and development of students in accordance with the VCS mission statement. The typical teaching assignment is six sections of instruction with two periods of prep on a block schedule.

Christian Role Model Commitment:

- Express a testimony of a personal relationship with God through Jesus Christ.
- Serve as a Christian role model and a consecrated Christian, dedicated to the purpose and goals of the Christian school.
- Have an understanding of the philosophy and objectives of Valley Christian Schools.
- Be regular in attendance at a Christian Bible believing church of your choice.
- Be agreement with the VCS Statement of Faith and be committed to daily prayer and spiritual growth. (I Tim. 1:3; I Tim. 2:1-8; I Tim. 3:1-13; I Thess. 5:11-28; Rom. 12:14-21; Rom.14: 4; Gal. 6:1-10).

Personal and Professional Qualifications:

- Have a proven evidence of adequate preparation, background and ability required by the position.
- Be committed to implement and enforce policies and follow prescribed procedures.
- Have the skill to make and effectively communicate timely decisions.
- Have the ability to foster creativity and be responsible for innovative ideas.
- Be a strong team player who is able to work collaboratively with others in making decisions about individual scenarios, as well as general school policy.

List Job Duties:

- Teaching Responsibilities

- Planning and Preparation
 - Adapt curriculum based on a scope and sequence provided for each course, doing so under the direction of the Department Head and lead grade level teacher, as guided by the Director of Curriculum.
 - Design instruction based upon content expertise and best pedagogical practices
 - Plan instruction based upon characteristics of the students being taught (such as age group characteristics) as well as developing specific understanding of the actual students (such as individual preferences, interests, cultures, and learning styles).
 - Set clear, relevant, rigorous, suitable, and assessable learning outcomes for the course, units and daily lesson plans.
 - Apply knowledge of an ability to use resources and technology, both from within and outside VCS, to support student learning to the instructional design
 - Design learning experiences that are sequenced and structured, which are aligned with instructional outcomes and are appropriate for the length of class time (85 minute block schedule) and 1:1 learning environment.
 - Designs effective and appropriate student assessments, including rubrics to measure success.
- Create a classroom environment conducive to learning
 - Create a safe environment of respect and value
 - Establish a culture for learning
 - Manage classroom procedures and student behavior
 - Create an effective digital learning environment
 - Organize physical space to support the learning process
 - Foster the presence of the Fruit of the Spirit
- Daily instruction
 - Communicate with students clearly and effectively
 - Use instructional techniques to elicit thoughtful responses
 - Engage students in learning
 - Use assessments throughout the instructional process and provides meaningful feedback
 - Demonstrate flexibility and responsiveness in the classroom
 - Demonstrate Biblical Integration
- Professional Responsibilities
 - Reflect thoughtfully and accurately on teaching
 - Participate in a department-specific Professional Learning Community (PLC) during collaboration time approximately twice a month
 - Uses teacher evaluation process to reflect on teaching practices
 - Timely and accurately updates records
 - Regularly update of Power School (weekly)
 - Maintain a clear and accurate teacher site including objectives, activities, homework and standards – to the VCHS Learning Management System (LMS) Moodle, located at learn.vcs.net

- Take attendance and marks tardies as appropriate
- Communicate with stakeholders (students, parents, counselors and administration)
 - Proactively relay clear information about the class to stakeholders
 - Proactively share information about individual students as needed
 - Engage stakeholders in the class as needed
 - Contact parents if a student is struggling (C- or lower)
 - Respond to communication within 24 hours
- Service to the school and support of school leadership
 - Participates in mandatory school events, such as Open House, one dance chaperoning, homecoming and graduation
 - Fulfill professional responsibilities, such as accreditation documentation and supervision duties, with a positive and professional attitude
 - Support students
 - Attends student performances/competitions
 - Tutors students and is available to extra help
 - Participate in school spirit through spirit week participation and spirit week supervision
- Show Christ-like professionalism
 - Integrity and ethical Christian conduct
 - Positive attitude conveyed in word and deed
 - Logical thinking and practical decision-making
 - Attendance
 - Attends weekly faculty devotions for 15 minutes
 - Participation in monthly faculty prayer and share group
 - Attends weekly departmental meetings
 - Attends weekly collaboration day meetings for 45 minutes
 - All weekly Wednesday chapels
 - All rallies (varies)
 - Teacher Orientation week (week prior to the start of school)
 - In-Service Days (5 days, including the staff spiritual retreat)
 - Back-to-School Night (Sept)
 - PSAT testing day (Oct.)
 - Fall homecoming game (Oct)
 - College and Career Day (minimum day before Thanksgiving)
 - Baccalaureate
 - Graduation
 - Fall and Spring Open House (Saturdays)
 - PTPF teacher appreciation dinner
 - Punctuality
 - Meetings
 - Grade deadlines
 - Power School updates

- Moodle pages
- Supervision duty (twice a week for 15 minutes)
- On Campus 7:15am-3:00pm each day
- Compliance with school regulations
- Uses Matthew 18 as a model to handle personal conflict
- Designs clear and appropriate plans and materials for substitutes
- Provide required documentation, such as, but not limited to Teacher Goal Setting (fall), Teacher Self-Evaluation (spring), Textbook Updates (spring), etc.

Essential Functions:

- Content-specific instruction
- Department collaboration
- Curriculum development and implementation
- Spiritual role modeling and mentoring
- Professional duties

Non-Essential Functions:

- Club monitor and/or advisor

Supervisory Responsibilities:

- Teachers share TORT liability coverage and will be assigned an area on campus for before or after-school supervision of students.

Knowledge and Skills:

- Content knowledge
- Teaching ability
- Aptitude to learn new technology
- Creation of rubrics
- Creation of a variety of assessment methods
- Data-driven instruction, including benchmark (interim) assessment creation and analysis

Fiscal Responsibilities: (Budget responsibilities, approval privileges, reporting and auditing)

None

Extent of Public Contact: (Type and frequency)

Daily contact with teachers, staff, coaches, students, parents, guests and school administrators.

Physical Demands: lifting, walking, equipment operations

Ability to operate a computer and other office equipment – no heavy lifting

Working Conditions and Environment: travel, usual work hours, environmental conditions

- The High School Teacher will be assigned a classroom in which to conduct class. In some cases, a teacher travels between classrooms.
- The High School Teacher also has access to a teachers' lounge in which to prepare for class, copy materials needed for class, grade student work, and eat lunch.