Job Description for a Teacher

Responsible to: Assistant Head for Academics and Admissions

Position Purpose: To carry out faithfully all the responsibilities of a Christian teacher as described in the Christ Church School mission.

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<th>Mission Statement</th>
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<td>Christ Church School serves as an outreach ministry which emphasizes academic excellence and nurtures the spiritual, physical, cultural and social development of students in a compassionate, disciplined Christian environment.</td>
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Qualifications

- BA/BS or MA/MS in the field of education or early childhood education
- Gifted endorsement preferred
- Current teacher certification in the State of Florida in the subject area or grade level for which the teacher is hired is preferred
- Demonstrated ability to teach children well
- Teaching experience, primary/elementary grades
- Highly effective communicator, both spoken and in print/electronic media, who is comfortable speaking and listening to the full spectrum of school stakeholders
- Demonstrate ability to interact with parents, students and teachers effectively
- Caring about children, within and beyond the office
- Teacher leader with integrity, high moral standards and charisma who is people-oriented and truly welcomes the perspectives of the entire CCS community
- Demonstrate a strong knowledge and understanding of multi-modality learning and technology integration
- Demonstrate a creative approach to problem solving
- Firm commitment to current with educational trends, technology and professional development
- A teacher who is committed to expanding the horizons of education technology as set forth by the International Society for Technology in Education Standards for Teachers (see attached ISTE Standards and CCS Minimum Competencies)

Christian Commitment as CCS employees or personnel

- Demonstrate love for God
- Demonstrate love for students
- Demonstrate Christian professional competence and vision
- Communicate effectively according to biblical standards
- Build Christian community within and outside the school
- Active member of a church whose teaching agrees with the statement of beliefs of this school and Christ Church United Methodist

The Teacher Leader Model as it relates to Christ Church School’s philosophy, mission and vision for teacher expectations. The Teacher Leader Model Standards are intended to codify, promote, and support teacher leadership as a vehicle for transforming schools to meet the needs of 21st-century learners. Rather than simply serve as a comprehensive job description for teacher leaders, the standards describe seven domains of leadership. Each domain is further developed
and supported by a list of functions that a teacher leader, who is an expert in that domain, might perform. It is assumes that basic teacher expectations are met each day. **Expectations are as follows:**

- Supports and acts in accordance with the school’s mission, philosophy and values
- Displays through words and actions a genuine, believable commitment to the school, its purposes, its leadership, and his/her peers
- Develops and maintains a classroom atmosphere that inspires learning
- Exhibits his/her Christian walk with joy that includes believably high levels of enthusiasm for teaching/learning and for the content of studies
- Arrives at school glad to see his/her students each day
- Practices establishing meaningful emotional/psychological engagement with all students (CYPP*)
- Presents his/herself each day in ways that will be seen by students as consistent and reliable (i.e. neither moody nor capricious)
- Conducts confrontations with students in ways that leave students’ dignity intact regardless of the nature of the issue or infraction
- Establishes proactive communication with, and service to, each students' parents
- Practices giving public support for students, colleagues, and employers (administration, lead team, Christ Church and school board)
- Maintains professional credentials and/or certification
- Upholds professional standards of personal presentation, punctuality, professional courtesy, and discretion
- Carries out specific assignments, including but not limited to service learning, advisory programs, assigned supervision, and other areas as determined by the head of school
- Creates 21st century, multi-sensory learning environment that includes a classroom arrangement conducive to large and small group instruction (i.e. desks in small groups/clusters, gathering area, share space, etc.)
- Demonstrates appropriate planning and preparation for instruction
- Sets clearly articulated standards for student academic performance
- Provides fair, reliable, understandable grade/reward structures for his/her students; students are led to understand why he/she receives the grades he/she receives – good or bad – and thereby to see how improvement, if he/she seeks it, might be possible
- Designs predictable tests (not to be confused either with “simple” tests or with “easy” tests); students can rely on the test preparation that he/she offers them
- Enforces standards for student behavior, rules, including the dress code, justly, fairly, and consistently

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<tr>
<th>Teacher Leader Model Standards</th>
<th>Examples: What does this look like? The teacher leader…</th>
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| **Domain 1:** Fostering a Collaborative Culture to Support Educator Development and Student Learning | • Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change  
• Models effective skills in listening, presenting ideas, leading discussions, and identifying the needs of self and others in order to advance shared goals and professional learning  
• Creates trust among colleagues, develop collective wisdom, build ownership, embrace diverse |
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<th>Domain 2: Accessing and Using Research to Improve Practice and Student Learning</th>
<th>Uses knowledge and understanding of cutting-edge content and developmental theory</th>
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<td>Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues</td>
<td>Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning</td>
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<td>Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning</td>
<td>Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning</td>
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<th>Domain 3: Promoting Professional Learning for Continuous Improvement</th>
<th>Pursues career-long professional development as a foremost priority and encourages professional learning among colleagues</th>
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<td>Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with curriculum standards, and linked to school improvement goals</td>
<td>Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning</td>
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<tr>
<td>Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning</td>
<td>Provides constructive feedback to colleagues to strengthen practice and improve student learning</td>
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<td>Uses information about merging education, economic, and social trends in planning and facilitating professional learning</td>
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<th>Domain 4: Facilitating Improvements in Instruction and Student Learning</th>
<th>Facilitates the collection, analysis, and use of classroom and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture</th>
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<td>Engages in reflective dialog with colleagues based on instruction, student work, and assessment data and helps make connections to research-based effective practices</td>
<td>Supports colleagues’ individual and collective reflections and professional growth by serving in roles such as a mentor, coach, content facilitator, and/or team leader</td>
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<td>Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the Internet, use</td>
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| Domain 5: Promoting the Use of Assessments and Data for School Improvement | • Increases the capacity of colleagues to remain knowledgeable of national, state, and local standards [http://www.ncpublicschools.org/acre/standards/common-core-tools/](http://www.ncpublicschools.org/acre/standards/common-core-tools/)

• Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning

• Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues

• Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning |
| --- | --- |
| Domain 6: Improving Outreach and Collaboration with Families and Community | • Uses knowledge and understanding of the different backgrounds, ethnicities, and cultures in the school community to promote effective interactions among colleagues, families, and the larger community

• Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances

• Develops a shared understanding among colleagues of the diverse educational needs of families and the community

• Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community |
| Domain 7: Advocating for Student Learning and the Profession | • Implements techniques to make it obvious to all students that the teacher wishes them success every day, both in the classroom and outside of school

• Finds ways to make it obvious to all students that we want them to become better, more virtuous people (in ways consistent with our school’s stated purposes and projected outcomes for our graduates)

• Displays an overt and conspicuous interest in students’ outside-the-class lives without crossing privacy barriers

• Practices real-life applications in applying any subject matter to real-life conditions beyond the classroom, including applications that may be global or universal in their potential

• Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students |
Essential Job Functions

- Support our school’s mission and vision statement
- Caring about children, within and beyond the classroom
- Exhibiting enthusiasm for the topics one teaches
- Collaborating as a team player with teaching colleagues & administrators
- Seeing the school as a community
- Partnering with parents, communicating effectively and frequently with them
- Marketing the school by a willingness to showcase one’s teaching and to communicate with prospective families
- Attend and support school activities
- Committing to ongoing professional development via an annual program of research, workshop attendance, visiting of others’ classes and schools, writing, etc.
- Learning new skills, such as integrating technology into the classroom, as changing pedagogy dictates
- Modeling Christian self-disciplined and ethical behavior
- Continuous progress - standards for Teacher Leader Model (see attached)

Physical Activities
- Stooping, kneeling, reaching, walking, lifting, fingertip work, talking and hearing.

Physical Requirements
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

Visual Acuity
- Required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures, transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication of parts at distances close to the eyes.

Environmental Factors
- The worker is subject to both environmental conditions: Activities occur inside and outside.

In short, CCS school teachers are expected to teach by whom they are and how they relate to others as much or more than by the lessons they prepare and deliver.

“By signing below, I agree and understand that I must be able to perform each responsibility set forth above and attachments to continue my employment with the Organization.”

Signature __________________________  Date __________________________

Revised 6/17/19