



TRI-CITY

CHRISTIAN SCHOOL

POSITION TITLE: Classroom Teacher - Elementary

REPORTS TO: School Principal

FLSA STATUS: Exempt

SUPERVISION GIVEN: Student teachers, aides, and volunteers working in his/her classroom

POSITION SUMMARY

To prayerfully help students learn subject matter, skills, and attitudes that will contribute to their development as mature, able, and responsible Christian men and women to the praise and glory of God.

STATEMENT OF FAITH

We affirm the Holy Bible as the inspired word of God and to be the true center of Christian unity and the supreme standard by which all human conduct, creed, and opinions shall be tied. When Jesus summed up the way His followers were to treat each other, He said "love one another as I have loved you" and "love your neighbor as yourself." We at Tri-City Christian School believe this kind of love must take into consideration the relationship between learning and community. Community is built upon other-centered principals and practices through encouraging true fellowship, promoting relationships based on ideals of trust, compassion and forbearance and praise. A learning environment is focused on encouraging and demonstrating rigorous study, critical thinking and reflective learning. As we do so, our life together at Tri-City will begin to resemble the community God has envisioned for us.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *(Not intended to be all-inclusive)*

General responsibilities include the following. Other duties may be assigned to meet business needs.

ACADEMIC EXCELLENCE (Prov. 3:5,6.)

1) Engage and support all students in learning.

- Facilitate as students connect and apply prior knowledge, life experience, Biblical worldview and interests to new learning goals.
- Make skillful use of a variety of instructional strategies to engage all students in learning, making adjustments and developing an understanding of Biblical views while teaching to respond to students' academic and spiritual needs.
- Facilitate learning experiences that promote autonomy, interaction, and moral choices rooted in God's word.
- Engage students in problem solving, critical thinking and other activities that make subject matter meaningful.
- Promote self-directed, reflective learning for all students, while taking advantage of opportunities to speak God's truth to students.

2) Create and maintain effective environments for student learning.

- Arrangement of the physical environment that ensures safety and accessibility, and facilities purposeful.
- Establish a climate that promotes fairness, respect, gentleness, compassion and self-control; as well as demonstrating appropriate teacher responses.
- Promote social development and group responsibility, by demonstrating Christ-like leadership and decision making.
- Establish, maintain and demonstrate Christ-like standards for student behavior.
- Plan and implement classroom procedures and routines that support student learning.
- Use instructional time effectively and efficiently.

3) Understand and organize subject matter for student learning.

- a) Demonstrate knowledge of subject matter content and student development.
- b) Demonstrate knowledge of Biblical principles and spiritual development.
- c) Organize curriculum to support student understanding of subject matter.
- d) Integrate biblical principles into subject matter curriculum to support student spiritual growth and development.
- e) Develop student understanding through instructional strategies that are appropriate to the subject matter.
- f) Use materials, resources, and technologies to make subject matter accessible to students.

4) Plan instruction and design learning experiences for all students.

- a) Draw on and value students' backgrounds, interests, and developmental learning needs.
- b) Short and long term instructional goals are established and articulated goals for student learning and spiritual development.
- c) Encourage and prepare students toward leading courageous and bold lives for Christ.
- d) Develop and sequence instructional activities and materials for student content learning and individual spiritual maturity.
- e) Design short-term and long-term plans designed to meet the need of individual students to foster student learning.
- f) Modify instructional plans to adjust for student spiritual and academic needs.

5) Assess student learning.

- a) Establish and communicate learning goals for all students.
- b) Collect and use multiple sources of information to assess student learning.
- c) Involve and guide all students in assessing their own learning.
- d) Use the results of assessments to guide instruction.
- e) Communicate with students, families, and other audiences about student progress.

6) Develop as a professional educator.

- a) Reflect on teaching practice and plan professional development.
- b) Establish professional goals and pursue opportunities to grow professionally.
- c) Work with communities to improve professional practice.
- d) Work with families to improve professional practice.
- e) Work and collaborate with colleagues to improve professional practice.
- f) Balance professional responsibilities, Christ-like service and maintain motivation.

7) Demonstrate school leadership.

- a) Comply with established rules and regulations, policies, and laws.
- b) Show responsibility for smooth operations of the school.
- c) Provide support to immediate supervisor, school's leadership, and department.
- d) Uphold the Christian mission and vision of TCCS.

8) Other:

- a) Teach classes as assigned and scheduled by the Principal.
- b) Plan through approved channels the balanced use of field trips, guest lectures, and other media.
- c) Cooperate with the board and administration in implementing all policies, procedures, and directives governing the operation of the school.
- d) Accept a share of responsibility for co-curricular activities as assigned.

Stewardship (I Cor. 14:40; Colossians 3:17)

- Seek to role model in speech, actions, and attitude, a consistent daily walk with Jesus Christ.
- Set example of the importance of prayer, Bible study, and unity at TCCS.
- Submit respectfully and is loyal to constituted authority.
- Maintain a personal appearance that is a role model of cleanliness, modesty, and good taste.
- Provide input and recommendations for administrative and managerial functions in the school.

Christ likeness (I John 2:6; Luke 2:52)

- Demonstrate the character qualities of enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance, and punctuality.
- Follow the Matthew 18 principle in dealing with students, parents, administration, and staff.

Family (Eph. 6:1-4)

- Show support for the role of parents as primarily responsible before God for their child's education and assist them in the task.
- Maintain regular and accurate attendance and grade records to meet the demands for a comprehensive knowledge of each student's progress.
- Keep students, parents, and the administration adequately informed of deficiencies and gives sufficient notice of failure.

Students (Luke 6:40; II Timothy 2:1-17; II Timothy 3:17; III John 4)

- Emphasize to students the reality of their self-worth as image-bearers of God.
- Exercise friendliness and consideration, treating each student impartially.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

- Instruct students and teach curriculum using textbooks and other supplemental materials.
- Attend and participate in the following:
 - Morning devotions
 - Teachers' meetings
 - Parent teacher conference
 - SST/ASP Conference
 - TCCS community Kickoff Celebration
 - Supervise students before and after school as assigned
- Complete the following:
 - Report cards four times a year
 - Grade records for permanent file
 - Weekly eligibility reports for athletes (grades 6-12)
 - Inventories of classroom equipment, supplies, and textbooks
 - End-of-year close out activities
 - Records of attendance
 - Adminstrating and scoring achievement tests
 - Other work as assigned or requested
- Faculty members will perform supervisory assignments that ensure the safety and proper supervision of our students that may include and are not limited to the following:
 - Lunch duty
 - Before or after school supervision
 - Disaster preparedness situations
 - Chapel supervision
 - Pep rally supervision
 - Other duties as assigned or requested
- Maintain proper classroom teaching/learning environment.
- Meet with parents and students before or after school as needed.
- Conduct parent-teacher conferences according to school policy.
- Supervise study trips and extracurricular activities as assigned.

INTERACTION:

- Interact internally with faculty, staff, and students. Interact externally with parents, schools, and the community.

JOB-RELATED QUALIFICATIONS STANDARDS:**Knowledge, Skills, and Abilities**

- Knowledge of age appropriate teaching methods, state curriculum standards, education code, appropriate instructional subjects.
- Motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance, incorporate Christian values and scripture into course content.
- Perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedules and deadlines.
- Outstanding organizational skills are essential.
- Knowledge of software: Word, Excel, Outlook, PowerPoint, Google Classroom, and RenWeb.
- Considerable knowledge of and skill in the use of modern office machines, and equipment; composition and formatting of letters, forms, and other informational material with a high degree of proper usage of business English, spelling, punctuation and grammar is needed.
- Strong time management and problem solving skills.
- The ideal candidate will have strong interpersonal and organizational skills; familiarity with the goals, objectives, and mission of an independent college preparatory school; the ability to respond effectively to the needs of a diverse and demanding student and parent population.
- Ability to schedule a significant number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment.
- Maintain confidentiality.

Education

- Bachelor's degree in field of instruction required; Master's degree preferred.

Work Experience

- K-12 faculty members are to possess, progress, and maintain ACSI certification upon hire. In addition, K-12 faculty members shall renew and keep current and progress when needed to remain current in ACSI certification.

Licenses or Certificates

- Must possess a valid certification or complete requirements for ACSI certification within the first year of commencing teaching at TCCS, and apply for highest level of ACSI certification possible. Courses shall be taken to correct deficiencies within the time frame of the initial certification. Teachers are responsible for maintaining and renewing certification as necessary.
- Faculty hired without a teaching credential are highly encouraged to enroll, pursue, complete, and earn a CA teaching credential.

Language Skills

- Requires excellent verbal and written communication skills.
- Ability to effectively respond to questions from staff, students and families.

Additional Requirements

- A good, helpful attitude and a team spirit is the hallmark of the support staff at TCCS. Employees are encouraged to be active in their local churches. Attendance at weekly staff devotions is required as well as at all meetings announced by the superintendent, principal, dean of students, or office manager.
- A schedule of posted support staff hours is updated annually. The employee is expected to be at the work station during those posted times unless a prior arrangement has been made with supervisor.
- **Testing Required:** Criminal Justice Fingerprint Clearance through the FBI and Department of Justice, Valid Driver's License, drug screen and negative TB test.
- Teachers are expected to gauge their activities to allow adequate time for school preparation. Each teacher is expected to attend and to participate, if necessary, in the following:
 - Teachers' Meetings before and after school as required or needed.

- All In-service Days
- ASB, or class activities- One per Quarter
- Any assigned teacher workshops designated by the principal.
 - Teacher work week
 - In-service Training Days
- Various school programs including:
 - Before the school year starts – K-12 TCCS Community Kickoff Celebration
 - Back-to-School Night
 - Open House
 - Student grade level performances, activities, and Admission events
- Any other school meeting required by the administration.
- Classroom Supervision
 - Responsible for the cleanliness of her/his room making sure all things are put in their regular places and the floor uncluttered.
 - Responsible for maintaining a clean environment outdoors. Students should be encouraged to have a sense of ownership and pride.

Mental Demands

- Ability to react well under pressure, while treating others with respect and consideration.
- Accepts responsibility for own actions; follows through on commitments.
- Ability to exercise independent judgment and discretion.

Work Environment

- The work environment is indoors in a comfortable temperature controlled office environment. The noise level in the work environment is usually quiet to moderate. The environment is typically free from dust and hazardous materials. May occasionally be exposed to work near moving mechanical parts.

Terms of Employment

- 10-month employment - At-will / Salary
- Hours: 7:20am-3:00pm Secondary Campus, 7:30am-3:15pm Elementary Campus All school days. Exception: Wednesdays attend 7:15am Faculty and Staff meetings (includes scheduled ½ days).
- Dates: “Academic Calendar Year”

Evaluation

- Performance of this position will be evaluated annually by the Superintendent.

Physical Demands - Must be able to stand for prolonged periods.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with qualified disabilities to perform the essential functions.

	Never 0%	Occasional 1-33%	Frequent 34-66%	Continuous 67-100%
Balancing	X			
Bending		X		
Climbing	X			
Crawling	X			
Kneeling		X		
Push/Pull		X		
Reaching		X		
Sitting		X		
Standing				X

Squatting		X		
Twisting		X		
Walking			X	
Lifting/Lowering				
Up to 20 lbs		X		
Up to 50 lbs	X			
More than 50 lbs	X			
Lifting Over Shoulder				
Up to 20 lbs		X		
Up to 50 lbs	X			
More than 50 lbs	X			
Carrying				
Up to 20 lbs		X		
Up to 50 lbs	X			
More than 50 lbs	X			

Disclaimer

- This description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of the employees.

I have read and understand the scope of the job and hold the minimum requirements.

Employee Name (Please Print): _____

Employee Signature: _____ Date: _____