



**Position:** Preschool Teacher

**Purpose:** The teacher shall teach students attitudes, skills, and subject matter through the grammar phase of learning that will contribute to their development as mature, able, and responsible Christians to glory of God.

**Position Hours:** Full-time, 11 months

**Reports To:** Campus Principal

**Qualifications:** Minimum: Bachelor's degree or CDA  
Preferred: 3 years of teaching experience in a classical Christian school  
1 year or more experience with Microsoft Office suite  
1 year or more experience with video meeting systems  
1 year or more experience with a school information system

**Evaluation:** Teacher performance will be evaluated in accordance with this job description and Faculty Profile

**Classification:** Exempt, Salaried

**Physical Requirements:**

Prolonged periods standing and walking throughout the classroom.

Must be able to lift up to 45 pounds at a time.

Must be able to sit and stand on the floor throughout the day, and bend, kneel, or squat to be at eye level with children.

**Specific Job Requirements:**

1. Have full knowledge of and compliance with the policies of the TCS Staff Handbook and the TCS Parent Handbook as indicated by a signature prior to the beginning of the school year.
2. Turn in long-range plan for school year during in-service week prior to the beginning of school.
3. Submit weekly plans to Mauka Principal and Academic Dean on the Friday prior to the week and daily lesson plans as requested.
4. Meet regularly with the Mauka Principal regarding lesson plans and student concerns.
5. Schedule and carry out appropriate curriculum-related excursions.
6. Regularly maintain a grade book.
7. Meet with parents during August and October Parent-Teacher meetings.
8. Keep classroom neat and orderly with regularly rotated student work bulletin boards.
9. Supervise students in extra-curricular activities, organizations and outings as assigned.
10. Check emails and teacher boxes daily.

## **Supplemental Functions**

1. Utilize educational opportunities and evaluation processes for professional growth.
2. Provide input and constructive recommendations for administrative functions in the school.
3. Support the broader program of the school by attending extra-curricular activities when possible.
4. Perform any other duties which may be assigned by the administration.

## **Teacher Profile:**

### **(1) Christ-Centeredness**

- a. Models Christ-like character in all interactions with staff, parents, students and community
- b. Extends grace and mercy to others while expecting and maintaining standards of excellence in behavior, attitude and words
- c. Participates regularly in a local Christian church and models ongoing growth and reflection in faith
- d. Shows evidence of being called by God to teach and serve
- e. Integrates moral and spiritual truth into every lesson
- f. Motivates students and families to accept God's gift of salvation and help them grow in their faith

### **(2) Educational Attitudes and Values**

- a. Actively demonstrates to students their individual worth as children of God
- b. Effectively motivates students to participate by encouraging and supporting them
- c. Models enthusiastic, lifelong learning by being a self-motivated reader and thinker
- d. Teaches students the importance of godly attitudes and values and how they impact learning and growth

### **(3) Professionalism**

- a. Is dependable, responsible and mature in practicing a professional code of ethics
- b. Uses biblical principles to discuss and resolve personal and professional differences
- c. Edifies and respects Trinity Christian School, its administration and its faculty
- d. Respects the God-given authority of the school board and the administration
- e. Collaborates and cooperates effectively with school board, the administration, the school staff, parents and students
- f. Abides by and implements all policies, procedures and directives governing the operation of the school as outlined in the Staff Handbook
- g. Attends and participates in devotions, in-service retreats, teacher training, Parent Orientation, Speech Festival, Open House, Christmas program, weekly committee and faculty meetings, Commencement and any other activities or duties required by the administration
- h. Demonstrates confidence, flexibility and enthusiasm in and out of the classroom
- i. Exhibits professionalism in personal and classroom appearance as well as behavior
- j. Is well-spoken and articulate in oral and written language
- k. Is involved in student-related school activities whenever possible or when called upon
- l. Effectively uses technology for communication, record-keeping, assessment and instruction
- m. Maintains required certifications in and knowledge of first aid, CPR, and emergency procedures
- n. Informs administration in a timely manner if unable to fulfill any duty assigned and provides adequate plans and materials for a substitute teacher

### **(4) Professional Development**

- a. Shows interest in and commitment to teaching as a profession through participating in ongoing professional development
- b. Demonstrates consistent reflection on practice and positive initiative to improve by seeking counsel and maintaining a teachable attitude
- c. Seeks to grow in the knowledge of the subjects and their integration
- d. Shows a commitment to growth in knowledge of classical Christian content and pedagogy

- e. Completes 20 hours of Classical Academy orientation prior to August in-service

**(5) Classroom Management**

- a. Shepherds the heart of the child in matters of discipline and teaches biblical resolution of conflict
- b. Creates structured and motivating lesson plans that include successful preventative management
- c. Shapes behavior using a continuum of both positive and negative consequences including the administration when necessary
- d. Continually monitors student behavior and academic performance to correct errors and target individualized instruction
- e. Clearly, consistently and positively communicates and upholds high expectations
- f. Establishes and uses effective classroom management skills, routines and procedures appropriate to developmental level to create a warm, orderly and positive classroom climate

**(6) Planning, Instruction and Assessment**

**a. Planning**

- 1. Creates and uses long-range, weekly and daily plans for all lessons
- 2. Utilizes *The Seven Laws of Teaching* by John Milton Gregory to plan and carry out lessons
- 3. Effectively orders, sequences and integrates skills and content in a way that demonstrates the oneness of all things in Christ
- 4. Plans a variety of meaningful instructional activities within the classical framework
- 5. Gathers and utilizes a variety of age- and content-appropriate resources including field trips guest speakers and multimedia.
- 6. Exhibits thorough knowledge of grade level material and is familiar with the expectations of students in the grades below and above
- 7. Adapts expectations or requirements to individual needs when necessary

**b. Instruction**

- 1. Effectively teaches all objectives required in the TCS Grammar School Curriculum using only approved resources and provides evidence of student mastery
- 2. Knows, uses and demonstrates competence in a variety of developmentally-appropriate classical teaching and best-practice methods
- 3. Conducts effective class discussion with a clear purpose and goal involving leveled questioning and successful participation of students
- 4. Employs a variety of media and resources, including technology, to enhance content learning
- 5. Encourages generalization of concepts, skills and learning strategies using a variety of prompts
- 6. Addresses the physical, social, emotional, and cognitive growth of students

**c. Assessment**

- 1. Regularly records and evaluates student attendance, behavior and academic progress through a variety of assessment methods
- 2. Identifies student academic, personal and spiritual strengths and needs
- 3. Provides recommendations based on assessment
- 4. Provides positive, constructive, prompt and regular feedback to administration, students and parents regarding students' academic, social and behavioral progress