



TITLE: Teacher Two

STATUS: Full-time

CLASSIFICATION: Salary Exempt

REPORTS TO: Lead Teacher

CHRISTIAN COMMITMENT

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| <ul style="list-style-type: none">• Exemplify the CCS Mission.• Demonstrate love for God.• Caring about students and families.• Show Christian professional competence and vision. | <ul style="list-style-type: none">• Live and communicate according to biblical standards.• Build Christian community.• Remain an active member of a Christian Church. |
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MAIN PURPOSE OF THE POSITION

This job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

A teacher two (T2) is mentored by the lead classroom teacher. The T2 program is designed to support teachers in training who are working towards becoming lead teachers. These programs provide guidance, resources, and opportunities for mentees to develop their teaching skills and knowledge. Mentors, who are experienced lead teachers, serve as guides and role models for the mentees, offering support, feedback, and advice. Through this mentorship, teacher in training can gain valuable insights, learn effective teaching strategies, and build confidence in their abilities. The ultimate goal is to help them become competent and successful lead teachers in the future. The lead teacher, in collaboration with the teacher in training, will gradually transition the T2 into assuming the full job description of a teacher at CCS as outlined below.

This process is typically structured and follows a progression that allows the teacher in training to gradually take on more responsibilities and tasks. Initially, the teacher in training may observe the lead teacher in action, participate in lesson planning, and assist in classroom management. As the training progresses, the teacher in training may co-teach with the lead teacher, gradually taking on more instructional responsibilities. This includes delivering lessons, assessing student progress, and providing individualized support. Throughout this process, the lead teacher provides ongoing guidance, feedback, and support to ensure a smooth transition. Ultimately, the teacher in training will assume the complete job description of a teacher, independently planning and delivering lessons, managing the classroom, and supporting student learning.

In the context of fulfilling the mission and vision of Christ Church School, teachers serve as a member of the school's faculty and staff with lead responsibility for the class and/or classes they lead. The teacher is responsible for caring about students within and beyond the classroom. At CCS the teacher exhibits enthusiasm for the topics one teaches. The teacher leads all instruction and all activities in the classroom, including creating an atmosphere that features the following attributes: welcoming, nurturing, clear classroom routines, clear classroom procedures, facilitates small group guidance and support, responsive to parents in a timely manner, responsive to administration in a timely manner, brain-based and research-based pedagogy, experiential learning and differentiation. The teacher collaborates with the Grade Level Chair, team teacher(s) and enrichment teachers to integrate curriculum, instruction, classroom management, and student development. The teacher will continuously maintain a positive working relationship with faculty and staff. The teacher envisions, plans, and executes programming designed to grow and sustain a mission-serving school. They must be able to maintain a climate of confidentiality and collegiality. This is a full-time position working closely with the teaching team, administrative team, faculty, and staff. Optimism and

professionalism, as well as the capacity to communicate with a wide range of personalities and constituents, is required.

This individual seeks and develops positive relationships with leadership positions to ensure that interrelated initiatives meet the school's annual and longer-term objectives. The position requires grace in treating families with courtesy and tact. In the same way, a high "EQ" (emotional quotient) is needed. This person must reflect Christ Church School's warm, caring, peaceful, and child-centered orientation. This teaching position in the school requires an unwavering commitment to professionalism and a thorough and complete understanding of all school policies and crisis management protocol.

ESSENTIAL CHARACTERISTICS, DUTIES, AND RESPONSIBILITIES

- Exemplifies a positive role model for all students and members of the Christ Church School community.
- Demonstrate a passion for teaching and inspire students to reach their full potential.
- Remains updated on emerging challenges and opportunities in education and adapts teaching strategies accordingly.
- Fosters a collaborative and welcoming classroom environment where students actively engage in problem solving and critical thinking.
- Innovative and dynamic educator who provides rich and engaging student experiences.
- Strong background in experiential, real-world learning.
- Provides hands-on activities and experiences that enhance learning and deepen understanding.
- Committed to reaching all learners through personalized learning experiences.
- Possesses a deep understanding of students' unique needs and a strong passion for teaching.
- Creates personalized learning experiences that cater to the individual needs of students.
- Cultivates an emotionally responsive and welcoming classroom community through cultural awareness, compassion, and understanding.
- Utilizes technology and innovative teaching methods to enhance student learning experiences.
- Maintains a strong commitment to the safety of students, faculty and staff, and administration by adhering to safety guidelines and promptly responding to emergencies.
- Demonstrates the skill to create accurate and impactful correspondence with proficiency in grammar and punctuation.
- Plays a role in fostering a school culture where learning is prioritized and all individuals are empowered academically, culturally, socially, emotionally and spiritually.
- Maintains a safe, caring, and constructive classroom environment that values students' well-being, encourages responsible behavior for each student consistent with the philosophy, mission, and vision of the school.
- Designs a variety of assessments (informal and formal) in alignment with the curriculum guide, while seeking input from fellow teachers on the grade level team.
- Creates lesson plans based on the Christ Church School curriculum guide while partnering with other teacher(s) on the grade level team and supervising the teaching assistant if there is one.
- If the teacher has an assistant, they guide and share responsibilities, which include teaching and providing individual and group instruction to students.
- Teachers with assistants act as a mentor to the teaching assistant and supervise their work.
- Regularly engages in communication with the Assistant Heads of School and Director of Curriculum and Experiential Learning, as well as with parents, regarding students who are facing challenges or showing progress in their academic or behavioral performance.
- Conducts parent-teacher conferences by sharing insights and observations from the classroom.
- Maintains grades of student work, enters grades regularly in the online gradebook, completes report cards or progress reports at the scheduled time.
- Supervises students daily during various activities including but not limited to arrival, dismissal, playground, lunchroom and hallways.
- Spends a significant amount of time engaging with students, parents and colleagues.
- Assists students in resolving conflicts in a manner that aligns with the mission and seeks support from administration when necessary.
- Participates in school occasions and activities as specified on the calendar of events.
- Attends professional development days and faculty meetings, and applies the knowledge gained.
- Actively participates in grade level meetings, promoting a positive and collegial culture.

- Ensures compliance with all childcare standards mandated by law, the Child and Youth Protectional Policy, the faculty staff handbook, and regional state and federal regulations applicable to the school and/or grade level.
- Efficiently utilizes time during the workday by effectively coordinating daily tasks, student learning time, displaying flexibility in prioritization and demonstrating strong time management abilities.
- Displays the capability to recognize and escalate sensitive issues to supervisor and knows when to seek guidance.
- Proficiently operates all classroom instructional technologies, both hardware and software, and provides instruction to students on their appropriate utilization. Offers support and guidance regarding computer usage in relation to curriculum and instruction.

OCCASIONAL DUTIES AND RESPONSIBILITIES

Occasional duties in this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

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| • Attends faculty and team meetings. | • Attends Chapel. |
| • Attends school functions, as needed. | • Cover classes/substitute teach periodically. |
| • Before and after school coverage. | • Lunch and other duties. |
| • Attend professional development. | • Performs other duties as assigned by the Head of School, Assistant Head of School and/or Head of Early Learning. |
| • Coverage for arrival and dismissal. | |
| • Attend conferences. | |

SUPERVISORY RESPONSIBILITY

Students and assistant if applicable.

JOB KNOWLEDGE, SKILLS, AND ABILITIES

- Ability to work with a high degree of autonomy.
- Unwavering commitment to communicate.
- Aptitude to use excellent judgement and keep the school and its mission at the forefront of all decisions, especially in difficult situations.
- Capacity to make unpopular decisions when needed.
- Exceptional listening skills and lifelong learner mindset.
- Apply a strong work ethic and customer-centric service mentality.
- Embrace a sense of humor.
- Proven organization and management skills.
- Excellent written and verbal communication skills, as well as proficiency in Microsoft Word, Outlook, and Excel.
- Apply common sense understanding and to carry out instructions furnished in written or oral form.
- Ascertain which people may need immediate assistance and to act accordingly.
- Fluency in Spanish a plus.
- Leader who is committed to expanding the horizons of education technology as set forth by the International Society for Technology in Education Standards for Administrators.
- Must be able to meet the physical and mental requirements of the position.
- Must adhere to School policies and procedures, including what is outlined in the Employee Handbook.

GRADE LEVEL CHAIRS: PREPRIMARY, ELEMENTARY AND ENRICHMENT

The grade level chair is a leadership position within the school. The grade level chair serves as a liaison between their division of the school and the administration, advocating for the needs and interests of the teachers. This position is responsible for dispersing information and facilitating effective communication among teachers within their division. They oversee and coordinate their division, ensuring effective collaboration among teachers. They model and support ensure alignment of curriculum, instruction, and assessment are aligned and consistent. The grade level chair provides guidance and support to teachers, including mentorship to new teaching staff. They lead grade level meetings and are instrumental in resolving any issues or challenges that arise. Overall, the grade level chair plays a pivotal role in promoting a cohesive and positive learning environment for students, teachers and administration.

EDUCATION AND EXPERIENCE

- Bachelor's degree required, Master's degree preferred.
 - Two years of experience in teaching required. Experience in an independent school preferred.
 - Ability to interface and maintain effective relationships with students, faculty, administrators, parents, alumni, and guests.
 - Professional written and verbal communication, organizational, and interpersonal skills.
 - Proficiency in Microsoft Office required. Experience with G Suite preferred.
 - Ability to handle multiple, simultaneous, and complex tasks and projects efficiently and effectively without constant supervision.
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RELATIONS WITH OTHERS

- Supervision (given) - Coordinating and directing the activities of one or more subordinates.
 - Supervision (received) - Independence of actions; authority to determine methods of operation.
 - Negotiating - Exchanging ideas, information, and opinions with others to formulate policies and programs and/or jointly arrive at decisions, conclusions, solutions, or solve disputes.
 - Communicating - Talking with and/or listening to and/or signaling people to convey or exchange information; includes giving/receiving assignments and/or directions.
 - Instructing - Teaching subject matter to others, or training others through explanation, demonstration, and supervised practice; or making recommendations based on technical disciplines.
 - Interpersonal skills/Behaviors - Dealing with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.
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SPECIALIZED OR TECHNICAL EDUCATIONAL REQUIREMENTS

- Ability to read, analyze, and interpret general business information.
 - Ability to organize and write reports and business correspondence.
 - Ability to effectively present information and respond to questions from managers, clients, and the general public.
 - Ability to work with mathematical concepts such as budget information.
 - Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
 - Ability to solve practical problems. Ability to interpret a variety of instructions when furnished in written, oral, or schedule form.
 - Ability to examine and evaluate data. Presenting alternative actions in relation to the evaluation is frequently involved.
 - Ability to synthesize, combine, or integrate data to discover facts and/or develop knowledge or creative concepts and/or interpretations.
 - Ability to coordinate, determine time, place, and sequence of operations or action to be taken based on analysis of data. May include prioritizing multiple responsibilities and/or accomplishing them simultaneously.
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PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to use hands, and is required to talk and hear. The employee is frequently required to stand, sit, and walk. The employee may occasionally be required to reach with hands and arms. Specific vision abilities required by this job include close vision, peripheral vision, and the ability to adjust focus. 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 disabilities to perform the essential functions.

- Physical Activities - Stooping, balancing, kneeling, crouching, feeling, walking, lifting, fingertip work, handling, reaching, 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. Extreme heat and/or humid weather.

WORK ENVIRONMENT AND HAZARDS

The work environment and hazard characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- General office environment.
- Lighting is adequate.
- The temperature is regulated and moderate.
- Low likelihood of unavoidable hazardous conditions.
- Moderate noise.
- Moderate dust.
- Standard office equipment accessible.
- The employee is frequently exposed to communicable diseases.
- Proximity to moving, mechanical parts.
- Exposure to human body fluids.
- The employee is occasionally subject to verbal abuse, threats, and physical violence from angry, hostile, or disgruntled customers, parents and/or family members.

The CCS team is expected to lead by whom they are and how they relate to others as much as the work they prepare and deliver. The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or logical assignment to this position. "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."

Employee Signature: _____

Date: _____

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