



## *Job Description*

# TEACHER

### **Qualifications**

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Trinity School teachers shall have a transforming relationship with Jesus Christ and be people of integrity, with character above reproach. It is imperative that Trinity teachers serve the school as Christian role models that others can image and imitate.

The idea of “imaging” is central to the warp and woof of Scripture. From the beginning, human beings were declared to be unique image-bearers of God, actively reflecting and representing him in his world through obedience and the fulfillment of the cultural mandate (Genesis 1). Humanity’s fall from grace marred that image bearing (Romans 1), but God’s response was to send his Son who bore God’s very likeness and to restore the image of God in us (John 14:9; Colossians 1:15). Believers in Jesus are, in turn, to live lives before others that are worthy of imitation (1 Thessalonians 1:4-7). To be a Christian role model for others to imitate—especially for the young to imitate—is a legitimate and essential task for teachers of children and young people.

Further, the Biblical model for the nurture of children is not found in a particular family, for it is obvious upon examination of parenting in the Scriptures that all have sinned and fallen short. Rather, God’s approach to the nurture of children was best demonstrated through his chosen people, the Hebrews. The approach taken by them was one of example or demonstration coupled with explanatory instruction. This form of nurture is described in Deuteronomy 6:4-9:

Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your god with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.

The nurture described here is both private and public, twenty-four hours a day, seven days a week. Parents are called to be godly role models for their children, living out their faith and then explaining it to them as they walk with them. Teachers, who have been delegated authority by parents to function *in loco parentis* with their children, must assume the mantle of Christian role model as well—in school and out.

### **Expectations**

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The following is a list of expectations of faculty members who have contracted with Trinity School for the academic year.

1. Each teacher is expected to be inside the classroom no later than 8:00 am to prepare to greet students when they arrive.

2. Each faculty member is expected to attend all faculty meetings and special committee meetings to which he or she has been assigned. Please be sure to notify the headmaster through the school office if you are not able to attend.
3. The faculty is expected to prepare the classrooms during In-Service or prior to In-Service. The teacher is also expected to complete all end-of-year responsibilities before leaving for summer vacation.
4. Faculty members are required to attend one Philosophical Orientation Discussion (POD) meeting each year.
5. Faculty members need to attend all planned functions: i.e., parent/teacher conferences, teacher workshops, open houses, admissions assessments, and any other school sponsored programs in which their services may be needed.
6. Teachers at Trinity School have a great deal of autonomy. Preparation of lesson plans needs to reflect age appropriate skills, a sequence of topics, and fair student assessments. All faculty will have input into changing the curriculum.
7. The teacher should plan a well-balanced program of basic academic skills and problem solving. This would include planning field trips and other enriching activities.
8. Faculty are required to write thorough, positive, and honest comments on each student at the end of each grading period. Reports should be specific enough to give the parents a clear understanding of the student's skills, strengths and weaknesses, and recommendations. Spelling, grammar, and content should be of professional quality.
9. Faculty should set a good example in their relationships with colleagues and students, exhibiting good manners and thoughtful, considerate behavior in dealing with children at all times being mindful of the impact of words and actions on the child's self-image.
10. Teachers are responsible for the care and upkeep of their classrooms and materials. Bulletin boards should be attractive, have an instructional purpose, and be updated periodically. Teachers are responsible for requesting curriculum and supplies within their allotted budget, using the designated ordering process.
11. Teachers are encouraged to continue to grow professionally. Professional growth may be completed through school in-service programs, workshops, reports from professional books and journals, and/or time spent rewriting curriculum.
12. Faculty members should be supportive of Trinity School on campus and in the community as well as being loyal and complimentary of administration, staff, and fellow colleagues.
13. Faculty members should arrange for substitute teachers and all details themselves.