



Annapolis Christian Academy

Preschool Lead Teacher Job Description

Annapolis Christian Academy expects employees to seek excellence in their work (Col. 3:23-24).

Annapolis Christian Academy is a Preschool through 12th-grade classical Christian school, therefore, the Preschool curriculum and expectations of the Lead Preschool Teacher are in alignment with the greater classical curriculum and expectations of the school. The Annapolis Christian Academy Preschool is not a "play school" or "daycare" but rather, adheres to the major tenets and beliefs of the classical Christian mode of education especially as it pertains to the development of the young child. An Annapolis Christian Academy Preschool Lead Teacher is expected to adhere to the policies, procedures, expectations of both him/herself and students, and rigor in the classroom as is developmentally appropriate for the early childhood years.

The major requirements of the Annapolis Christian Academy Preschool Lead Teacher are below (but not limited to):

I. SPIRITUAL LEADERSHIP

1. The teacher is expected to be spiritually mature and consistently exhibit/model the spiritual virtues of love, joy, peace, patience, kindness, faithfulness, gentleness, goodness, and self-control before his/her students, parents, and Annapolis Christian Academy staff and board members.
2. The teacher is expected to adhere to the belief of the Bible as the only inerrant, authoritative Word of God as well as hold to the beliefs listed in the school's statement of faith.
2. The teacher is expected to possess a biblical worldview and to integrate this view in the subjects taught as per the classical Christian model of education.
3. The teacher is expected to be a life-long student of the Word of God, actively seeking to grow in their knowledge of the Bible and theology necessary to create and plan daily bible lessons in accordance with the curriculum established by the school administration and school board.
4. The teacher is expected to submit to the vision and mission of Annapolis Christian Academy, maintaining a "mission-minded" attitude toward education.
3. The teacher is expected to actively participate in any staff prayer meetings and school assemblies.
4. The teacher is expected to be in good standing with a local church, attending church regularly as well as committing to the Christian disciplines of frequent Bible study, prayer, and fellowship with other Christ-followers.

II. ACADEMIC LEADERSHIP

1. The teacher is expected to possess the gift of teaching and be devoted to the cultivation of the teaching craft as well as possessing knowledge in early childhood development and each subject taught.
2. The teacher is expected to be devoted to/invested in the tradition of the liberal arts and sciences and personally committed to their study and cultivation.
3. The teacher is expected to be devoted to the pursuit of truth and its concomitant virtues: a willingness and determination to learn, intellectual honesty, and self-discipline.
4. The teacher is expected to display/model academic integrity, careful scholarship, and excellence in manners, lifestyle, character, and deportment in and out of the class.



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5. During their first year of employment at Annapolis Christian Academy, the teacher is expected to attend the weekly New Teacher Orientation as per the Association of Classical Christian Schools (ACCS) expectations to attain an ACCS accredited teacher certification.
6. The teacher is expected to be a continued learner of the classical Christian mode of education especially as it pertains to the development of the student in the early childhood years.

III. CLASSROOM MANAGEMENT/ENVIRONMENT

1. The teacher is expected to keep an orderly, neat, organized, clean, and intellectually / aesthetically stimulating learning environment as per the guidelines and expectations of a classical Christian school.
2. The teacher is responsible for communicating with his or her students and parents the school expectations and how those expectations are derived from the Word of God.
3. The teacher is expected to adhere to the school's culture of pursuing excellence in not just academics but excellence in behavior and the pursuit of Christian virtue.
4. The teacher is responsible for organizing and supervising active student involvement in the maintenance of the learning environment.
5. The teacher is expected to set up simple, manageable class routines to accomplish basic tasks, e.g. taking attendance, daily cleaning schedules, materials storage and distribution, etc.
6. The teacher is expected to use their classroom management skills to establish and cultivate in the young student the necessary habits of attention, good manners, quick obedience, appropriate social interactions, imagination, remembering, independence, and truth.

IV. CLASSROOM DECORUM AND DISCIPLINE

1. The teacher is expected to be very familiar with and able to apply the spirit, as well as the letter, of all school rules. The teacher is responsible for training and holding students accountable for proper classroom decorum and student deportment.
2. The teacher is expected to keep an orderly (not necessarily silent) working atmosphere at all times in the classroom.
3. The teacher is expected to frequently inform and remind students of the class and school rules and encourage them to exercise self-discipline and submission to authority with proper action and attitude.
4. The teacher is expected to comply with all discipline policies and procedures established by the board and administration. It is expected that the teacher diffuse and deal with the vast majority of corrective discipline situations within the classroom and be in regular contact with parents involving ongoing discipline issues and concerns. When administrative discipline is necessary, the teacher is expected to communicate with the Director of Early Childhood Education and give an accurate accounting of the student's offense.

V. LESSON PREPARATION AND PRESENTATION

1. The teacher is expected to have a thorough knowledge of and interest in the subjects he or she is assigned to teach as well as a general knowledge and interest in the broader liberal arts and sciences.
2. The teacher is expected to have a thorough knowledge of and interest in early childhood development and how that development is best cultivated in the classroom according to Classical Christian Education.
3. The teacher is expected to hold students to high standards of critical / logical thought,



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clear expression in writing and speaking, and correctness in diction and grammar.

4. The teacher is expected to teach subjects using the objectives, materials, priorities, and methods as described in the Preschool Curriculum Guide.
5. The teacher is expected to help students integrate a biblical worldview into all subjects taught and help them to see how all subjects are interrelated as parts of God's integrated Creation.
6. The teacher is expected to use the major tenets and goals of Classical Christian Education in designing and developing robust, delightful, wonder-filled weekly lesson plans and activities that are both rigorous and age-appropriate for early childhood development.
7. The teacher is expected to create an atmosphere of wonderment and awe in her classroom, providing for the students a good balance of leisure (scholē) learning with structured learning.
8. The teacher is expected to employ a variety of teaching methods in constructing developmentally appropriate lessons including, but not limited to, guided discovery, singing, chanting, memorizing, reciting, poetry and nursery rhymes, moving, story-telling and re-telling, drills, games, model making, discussion, coaching/tutoring, student oral presentations, and projects.

VI. STUDENT LEARNING

1. The teacher is expected to both stimulate and maintain the students' interest in the material taught including frequent comprehension checks and ensuring active learning.
2. The teacher is expected to recognize and reasonably compensate for individual student needs and learning styles employing a variety of techniques (in addition to testing) to measure the students' progress. The school curriculum guide and grade-level assessments are to be used as the basic guide to measure the overall progress of the class and individual students.
3. The teacher is to use the Preschool Curriculum Guide and end-of-semester assessments as a basic guide to overall progress of the class and individual students.

VII. PLANNING AND COMMUNICATIONS

1. Teachers are expected to maintain a comprehensive course notebook containing handouts, assessments, examples of student work, for each individual subject taught.
2. The teacher is expected to use the Preschool Curriculum Guide to create weekly lesson plans for each subject taught that are in alignment with the expectations and guidelines of the classical Christian model of education.
3. The teacher is expected to submit copies of the weekly lesson plans to the Director of Early Childhood Education prior to the regular teaching week at a time determined by the Head of School.
4. The teacher is expected to be aware of school events, important dates, and other important information necessary to be a part of the larger cultivation of a classical Christian culture (paideia).
5. The teacher is expected to regularly communicate with parents of students in his or her class, getting to know the families well, as well as letting them know what the students are learning each week in the classroom and any upcoming events the families need to be aware of.
6. The teacher is expected to turn in assessments by the deadlines established by the administration.



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VIII. PROFESSIONALISM

1. The teacher is expected to consistently and joyfully demonstrate pride in Annapolis Christian Academy by his/her work, punctuality, speech, attitude, dress, and attention to duties.
2. Teachers are expected to supervise the halls, at recess, or monitor students before school, at lunch, and after school as assigned by the administration.
3. The teacher is expected to be well-prepared for each day's lessons and activities, planning ahead accordingly to their needs.
4. The teacher is to adhere to the school dress code and expectations of the Employee Handbook.

Qualifications

Because Annapolis strives for excellence in academics, we are eager to find teachers who possess a genuine relationship with God, a love for children, a love for learning, and the gift of teaching. We look for applicants who are marked by their passion for life-long learning, Christian discipleship, a biblical worldview, and a strong working knowledge of the subject(s) they teach. Additional qualifications are (but not limited to):

- Bachelor degree or CDA certificate (preferred but not required)
- Demonstrated gifting to teach and passion for learning
- Member in good standing at a local Christian church and be able to acknowledge agreement with the school's statement of faith
- Adequate knowledge of early childhood development and early childhood milestones
- A "teachable" personality and commitment to learning and implementing Classical Christian Education
- A demonstrated desire to remain current in their field of study
- A working knowledge of the mission and philosophy of Annapolis Christian Academy
- Training and/or appropriate previous teaching experience (paid or unpaid) in early childhood education
- Good communication abilities (written and oral)
- Personal and social skills that would foster good relations with children and adults
- First Aid/CPR certification required