



UPPER SCHOOL (9-12) TEACHER JOB DESCRIPTION

Education

- Bachelor's degree
- Master's degree preferred and reflected in compensation

Experience

- Two years of teaching experience are strongly preferred, with exceptions granted for outstanding candidates with demonstrated teaching gifts and call
- Ability to teach well, as demonstrated by references and student achievement
- Mastery of subject matters to be taught, as demonstrated by references, education, and student achievement

Personal Qualities

- Credible profession of repentance and faith in Jesus Christ
- Godly character (pastoral and other character references may be required)
- Membership or regular attendance at a local church
- Gift of teaching
- Views teaching and working with youth as a high calling
- Self-educator and lifetime learner
- Well-spoken, with excellent grammar, diction, and vocabulary
- Understanding of, and agreement with the mission, philosophy, and pedagogy of The Wilberforce Upper School
- Teachable and committed to grow, learn, and develop new understanding and skills
- Understanding of and ability to articulate biblical worldview
- Ability to integrate biblical worldview into all subject matters to be studied
- Maturity and emotional stability
- Heart for high school aged students, ability to interact with and lead young adults, strong desire to see students learn well, to know God, and to love God

Job Responsibilities

With Students:

- Displays to students genuine love for God, love of scripture, and love of learning
- Prays (privately) for each student in the class
- Plans teaching schedule on a daily, weekly, trimester, and yearly basis, with the help of the Upper School Administration
- Works through the curriculum at an appropriate pace, with ongoing assessment of how each child is progressing through the material
- Uses formal and informal assessment tools to measure students' progress
- Individualizes instruction according to each child's needs while moving everyone toward class high standards of achievement
- Identifies and addresses academic or disciplinary problems, documents situations and/or alerts the Upper School Administration or parents when appropriate
- Respects the confidentiality of students, families, and colleagues by using the highest degree of discretion in all communication
- Completes administrative tasks to maintain smooth operation of classroom
- Appropriately curbs personal conversations and contacts at school



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With Parents:

- Views parents as students' primary teachers
- Views parent-teacher communication as highly important and valuable; expresses to parents a commitment to teach and nurture their child
- Communicates with parents when issues arise with their child, whether in academics, discipline, or other matters
- Makes parents aware of what is being taught at school through work sent home and other means

With Other Teachers:

- Works with other teachers to sharpen each other's teaching, share wisdom, and share experience
- Contributes to a cooperative and collegial atmosphere among teachers and staff
- Participates in teacher mentoring relationships
- Avoids gossip or slander by eschewing idle conversation about students or others and brings problems up only with the appropriate persons

With Upper School Administration and Head of School

- Brings discipline or academic problems to attention of those leaders early, keeping them abreast of general progress and specific problems that arise
- Participates in training, devotionals, and other meetings and initiatives
- Respects and upholds school policies and standards delineated in the faculty and student handbooks and in faculty training
- Follows Matthew 18:15-17 model for handling conflicts and disagreements
- Performs both teaching and non-teaching tasks with attention to quality, detail, timeliness, and professionalism

Reporting Relationships

Reports directly to the Upper School Administration and then to the Head of School