

PROVIDENCE SCHOOL OF TIFTON

Grammar (PreK-6) Job Descriptions

Objective: This is not intended to be a complete delineation of all the possible responsibilities of a Providence grammar teacher. Rather, it is a general description of the basic tasks a grammar teacher will be normally required to perform and be evaluated upon. In addition, it is expected that the teacher will comply with all applicable school policies and guidelines.

Scope: This job description is to be used in close conjunction with the Teacher Evaluation Form.

BASIC TASKS OF A GRAMMAR SCHOOL TEACHER AT PROVIDENCE:

1. ***Spiritual Leadership*** - The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God's only written Word. He is to use the school's curriculum guide and the Bible in constructing his daily Bible classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.
2. ***Classroom Management/Environment*** - The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple, manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.
3. ***Lesson Preparation and Presentation*** - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. These will normally include: Bible, reading, mathematics, science, grammar, composition, spelling, handwriting, history and/or geography. Also, in most grammar grades a working knowledge and interest in Latin, art, music, and physical education is necessary, though these are normally taught by other specially trained teachers. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in the Providence Grammar Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language and appropriate vocabulary is also expected.
4. ***Classroom Decorum and Discipline*** - The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to accompany the student to the office and give the

administrator an accurate accounting of the student's offense. The teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom.

5. ***Student Learning*** - The teacher should seek to stimulate and maintain the students' interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress. The grammar school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual students. It includes, but is not limited to:
 - Comprehension checks
 - Rephrasing of concepts by students
 - Inductive questioning (Questions designed to help the student move toward the correct conclusions)
 - Recitations, chants, songs, acronyms, summaries and reviews
 - Illustrations, applications, demonstrations
6. ***Planning and Communications*** - The teacher's weekly and quarterly plans should reflect creativity and a good use of class time. Copies of the weekly lesson plans are to be turned in each Friday to the administrator. The curriculum guide should be used to establish weekly, quarterly, and semester plans. The teacher is to regularly (at least twice each month) communicate with the parents in his class. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.
7. ***Professionalism*** - The teacher is to consistently and joyfully demonstrate pride in Providence by his work, punctuality, speech, attitude, dress, and attention to duties.
8. ***The Seven Laws of Teaching***, as set forth in the work of John Gregory by the same title, must be regularly and thoroughly implemented into lesson plans, and should be evident in the classroom. This should include, at minimum:
 - Demonstrates a thorough knowledge of and an interest in the subject(s) taught {Law 1}
 - Maintains the student's active interest in the lesson {Law 2}
 - Uses clear language and vocabulary appropriate to the level of the students {Law 3}
 - Explains and connects the unfamiliar with what is already familiar to the students {Law 4}
 - Uses effective teaching techniques that stimulate and arouse the pupils' minds {Law 5}
 - Checks for comprehension and does not presume on the students' understanding of new terms and concepts {Law 6}
 - Frequently reviews and applies material learned {Law 7}

Logic and Rhetoric (7-12) Job Descriptions

Objective: This is not intended to be a complete delineation of all the possible responsibilities of a Providence logic and rhetoric teacher. Rather, it is a general description of the basic tasks a grammar teacher will be normally required to perform and be evaluated upon. In addition, it is expected that the teacher will comply with all applicable school policies and guidelines.

Scope: This job description is to be used in close conjunction with the Teacher Evaluation Form.

BASIC TASKS OF A SECONDARY SCHOOL TEACHER AT PROVIDENCE:

1. ***Spiritual Leadership*** - The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God's only written Word. He is to use the school's curriculum guide and the Bible in constructing his daily Bible classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.
2. ***Classroom Management/Environment*** - The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple, manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.
3. ***Lesson Preparation and Presentation*** - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. All teachers must have a command of Scripture and a familiarity with composition and western civilization that may be integrated into the classroom. Also, in most secondary grades a working knowledge and interest in Latin, art, and music is highly beneficial, though these are normally taught by other specially trained teachers. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed in the Providence Logic/Rhetoric Curriculum Guide. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language and appropriate vocabulary is also expected.
4. ***Classroom Decorum and Discipline*** - The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. An orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to accompany the student to the office and give the administrator an accurate accounting of the student's offense. The teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his classroom.
 - Comprehension checks
 - Discussion of concepts by students, Socratic discussion, disputation
 - Presentations, speeches, debates
 - Compositions
5. ***Student Learning*** - The teacher should seek to stimulate and maintain the students' interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress (see the Lost Tools Chart). The logic/rhetoric school curriculum guide is to be used as the basis for measuring the overall progress of the class and individual student.
6. ***Planning and Communications*** - The teacher's weekly and quarterly plans should reflect creativity and a good use of class time. Lesson plans are to be kept up to date. The

curriculum guide should be used to establish weekly, quarterly, and semester plans. The teacher is to weekly communicate with the parents in his class. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.

7. **Professionalism** - The teacher is to consistently and joyfully demonstrate pride in Grace Academy by his work, punctuality, speech, attitude, dress, and attention to duties.
8. **The Seven Laws of Teaching**, as set forth in the work of John Gregory by the same title, must be regularly and thoroughly implemented into lesson plans, and should be evident in the classroom. This should include, at minimum:
 - Demonstrates a thorough knowledge of and an interest in the subject(s) taught {Law 1}
 - Maintains the student's active interest in the lesson {Law 2}
 - Uses clear language and vocabulary appropriate to the level of the students {Law 3}
 - Explains and connects the unfamiliar with what is already familiar to the students {Law 4}
 - Uses effective teaching techniques that stimulate and arouse the pupils' minds {Law 5}
 - Checks for comprehension and does not presume on the students' understanding of new terms and concepts {Law 6}
 - Frequently reviews and applies material learned {Law 7}