



## Job Description

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### Position Title: Dual Credit High School English Teacher – Grades 9-12

#### Purpose of Position

The high school teacher is responsible for fulfilling the mission of Des Moines Christian School by equipping minds through engaging, innovative instruction and nurturing hearts by mentoring young people as spiritual leader and role model. This position oversees implementation of content area curriculum, participates in professional learning communities, and practices research-based assessment strategies. The high school teacher is responsible for maintaining education standards outlined by the State of Iowa and supporting the DMCS core values.

#### Position:

- Full-time
- School Year
- Salaried, contracted employee
- Fulltime Benefit Eligible / School Year

**Reports To:** High School Principal

**Evaluated By:** High School Principal

**Direct Reports:** None

**Salary Scale/Grade:** Teacher

#### Qualifications:

- Applicable Iowa License.
- Minimum of a Master's in English or any Master's Degree plus 18 or more graduate credits in English
- In agreement with the Des Moines Christian School (DMCS) Statement of Faith.  
Active member/regular attendee of Bible believing church and committed to growth in their personal relationship with Jesus Christ.

#### Professional Profile:

- Demonstrated commitment to the mission of DMCS: *Equipping minds and nurturing hearts to impact the world for Christ.*
- Characterized with integrity and maintains confidentiality
- Utilizes critical thinking and problem-solving skills.
- Demonstrates technology skills appropriate for the grade level and subject areas.
- Models Christ-like behavior in word and behavior both in and out of the classroom.
- Demonstrates consistent spiritual leadership.
- Demonstrates excellence in communication.

#### Responsibilities:

- Demonstrates ability to enhance academic performance, support for, and implementation of DMCS student achievement goals.
  - Provides evidence of student learning to student, families, and staff.
  - Implements strategies supporting student, department, and school goals.
  - Uses student performance data as a guide for decision-making.
  - Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

- Creates an environment of mutual respect, rapport, and fairness.
  - Communicates with students, families, colleagues, and communities effectively and accurately.
- Demonstrates competence in content knowledge appropriate to the teaching position.
  - Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
  - Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
  - Relates ideas and information within and across content areas.
  - Understand and uses instructional strategies that are appropriate to the content area.
- Demonstrates competence in planning and preparing for instruction.
  - Uses student achievement data, DMCS standards, and DMCS curriculum in planning for instruction.
  - Sets and communicates high expectations for social, behavioral, and academic success of all students.
  - Uses student developmental needs, background, and interests in planning for instruction.
  - Selects strategies to engage all students in learning.
  - Uses available resources, including technologies, in the development and sequencing of instruction.
- Uses strategies to deliver instruction that meets the multiple learning needs of students.
  - Aligns classroom instruction with department standards and DMCS approved curriculum.
  - Uses research-based instructional strategies that address the full range of cognitive levels.
  - Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
  - Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
  - Connects students' prior knowledge, life experiences, and interests into the instructional process.
  - Uses available resources, including technologies, in the delivery of instruction.
- Uses a variety of methods to monitor student learning.
  - Aligns classroom assessment with instruction.
  - Communicates assessment criteria and standards to all students and parents.
  - Understands and uses the results of multiple assessments to guide planning and instruction.
  - Guides students in goal setting and assessing their own learning.
  - Provides substantive, timely, and constructive feedback to students and parents.
  - Works with other staff, departments, and leadership in analysis of student progress.
- Demonstrates competence in classroom management.
  - Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
  - Develops and implements classroom procedures and routines that support high expectations for learning.
- Demonstrates competence in classroom management (continued)
  - Uses instructional time effectively to maximize student achievement.
  - Creates a safe and purposeful learning environment.
- Engages in professional growth.
  - Demonstrates habits and skills of continuous inquiry and learning.
  - Works collaboratively to improve professional practice and student learning.
  - Applies research, knowledge, and skills from professional development opportunities to improve practice.

- Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and DMCS Teaching Standards.
- Fulfills professional responsibilities established by the school.
  - Adheres to board policies, school procedures, and contractual obligations.
  - Demonstrates professional and ethical conduct as defined by the state law and individual district policy.
  - Contributes to efforts to achieve school wide and department specific goals.
  - Demonstrates an understanding of and respect for all learners and staff.
  - Collaborates with students, families, colleagues, and communities to enhance student learning.
- Demonstrates consistent spiritual leadership in the classroom and school through Biblically-directed, Christ-centered education.
  - Integrates Biblical truth into all classroom learning and small group instruction.
  - Serves as a role model in speech, actions, and attitude; a consistent daily walk with Jesus Christ.
  - Facilitates a student small group.
  - Sets an example of the importance of prayer, Scripture memorization and study, witnessing, unity in Christian fellowship, and staff devotions.
  - Uses discipline measures and counsel that are based on Scripture, the DMCS student handbook and the DMCS employee handbook.
- Partners with parents through effective, consistent communication including but not limited to: emails, weekly lesson plans, and updated grade book.
- Serves others by enhancing the community at DMCS through active participation in school events and performing department tasks, willingly.
- Strives for excellence through the following:
  - Setting and achieving annual performance goals.
  - Attending staff meetings.
  - Fulfilling assigned duties, and completing professional requirements in a timely manner.
- All other duties as assigned by the Principal.

Date: \_\_\_\_\_

Signatures: \_\_\_\_\_  
Teacher

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High School Principal

*Revision Date: 03/2017*