

# Upper Elementary Instructor Job Description

Coram Deo Academy is seeking an upper elementary school instructor for the 2021-2022 school year. Our mission is to “assist parents in their duty of biblically training their children by offering academic instruction that is distinctly and consistently Christ-centered and classical.” Teaching candidates should embody our Core Virtues of *agape* (intentional care), *arete* (purposeful excellence) and *fortitudo* (skillful courage). In addition, they should be equipped to fulfill our Essential Expectations and the specifics of their teaching role with enthusiasm and excellence.

Strong teaching candidates will also have:

- A bachelor’s or master’s degree in elementary education or a related field from a liberal arts college
- Experience teaching in the classical Christian educational model
- A demonstrated understanding of children and an ability to relate to them well as an authority figure and mentor
- A heart for proactively partnering with parents in their God-given role of training their children in the discipline and nurture of the Lord
- A community-mindset for participating in the life of the academy and in fellowship with co-workers and families

Please send a resume and cover letter to the Principal, Jason Barney, [jbarney@coramdeo-in.com](mailto:jbarney@coramdeo-in.com) to express interest in candidating for this position.

For more information on Coram Deo Academy, please visit our website at [www.coramdeo-in.com](http://www.coramdeo-in.com). Below you will find descriptions of Coram Deo Academy’s Core Virtues, Essential Expectations and the Specific Role Skeleton of a full time faculty member.



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# Core Virtues *how we recruit, retain & reward the best people*

Coram Deo Academy is a community of learners with an unchanging core:

## 1) Agape (Intentional Care)

- a) Ordered Loves: We show a love for *what* is taught and a love for *who* is taught. We also love our Teacher in Heaven.
- b) Ideal Team Player: We are humble, hungry and smart in the way that we educate children.
- c) Shepherding Hearts: We discard unbiblical methods and embrace a holistic approach to forming the hearts and minds of the next generation.

## 2) Arete (Purposeful Excellence)

- a) Growth Mindset: We never stop trying to increase our effectiveness and pursue a healthy-growth focused culture.
- b) Eternal Patience: We are committed to fulfilling our potential and helping every individual become the best version of themselves.
- c) Second Mile Service: We do whatever it takes for extraordinary outcomes in both scholarship, discipleship and partnership.

## 3) Fortitudo (Skillful Courage)

- a) G.R.I.T.: Instead of choosing convenience and ease, we possess a high capacity for challenge.
- b) Output ≠ Activity: Instead of celebrating urgent & frenetic activities, we elevate the essentials of Classical Christian Education to radically improve student learning.
- c) Great Commission Growth: Rather than hiding from the world, we seek to prepare students to engage the world with the claims of the Gospel in a way that is true, good and beautiful.

# Essential Expectations *the basic requirements of all CDA Employees*

All faculty and staff at CDA are required to comply with our nonnegotiables:

- 1) **Christian Character:** Invest daily in their own personal relationship with Jesus Christ and as a result, function as a transformed and transforming presence within the CDA community. This looks like regular time spent in prayer, meditation, evangelism, Scripture-reading, singing, small group, discipleship group, etc. All CDA employees are required to be active members within a local church that is in agreement with the CDA statement of faith. You cannot make a good omelet with bad eggs nor can you make an excellent Christian school with nominal Christians. This is far and above the most essential of the requirements on the Essential Expectations; failure to meet this expectation will negate conformity to other requirements.
- 2) **Mission Alignment:** Overtly support and act in accordance with the school's mission, values and strategic direction. As it pertains to the CDA mission, this means all staff exhibit conduct that wholeheartedly promotes Christianity, classical education and partnering with families for God's glory in the next generation.
- 3) **Growth Mindset:** Authentically engage in self-reflection and annual personal and professional growth. This includes written goals and progress towards those goals.
- 4) **Healthy Culture:** Interact with colleagues in a respectful, encouraging and professional manner that fosters a healthy growth-focused faculty culture. This means keeping short accounts and acting as a peacemaker, not a peacebreaker or *peacefaker*.
- 5) **Hospitable:** Uphold a hospitable disposition to all families and visitors at all times. This is evident through eye contact, elevated language ('good afternoon' instead of 'hey' or 'what's up?') and an offer to help.
- 6) **Competent Planning:** Demonstrate intentionality (setting a precise target and focusing on it while prudently anticipating obstacles) through appropriate planning, preparing and communication. This is to be done well before any students arrive on campus.
- 7) **Professionalism:** Uphold professional standards of personal presentation, punctuality, language and professional courtesy. Honor the confidentiality of school, student and family information. CDA faculty and staff will not share student information with another student's parents. Uphold the policies and procedures articulated in the CDA DNA handbook.
- 8) **Reliable:** Appropriately carry out specific assignments in a timely and enthusiastic manner. All CDA employees can be depended upon to their tasks done in a timely and excellent fashion. This means that all communication is responded to within 24 hours and that the work is collaboratively getting done without apathy and excuses.
- 9) **Gospel Fluent:** Accurately articulate the Gospel in the Air (Creation, Corruption, Correction and Consummation) and the Gospel on the Ground (God, Man, Christ,

Response). Whether CDA employees are teaching a Bible lesson or correcting misbehavior, they are expected to bring the Good News to bear when appropriate in a way that is biblically faithful. Although we exercise charity in the nonessentials of the Christian faith (baptism, communion, etc), we protect and promote the unity we share in the Gospel through clear articulation. We also do this through Habits of the Heart. Thoughtless and sloppy handling of God's Word will not be tolerated.

- 10) **Student-Focused:** Demonstrate a sacrificial love and commitment to students. This means not gossiping about them or believing the worst about them but delighting in them and making a concerted effort to see them grow towards the Portrait of the Graduate through a classical and Christian education in partnership with the parents.



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## **Specific Role Skeleton** *your zone of responsibility*

The human skeleton is firm and rigid in some areas while it is flexible and limber in others. The right structures are the ones that promote mobility, functionality and growth. This is how we think about job descriptions—they ought to be used to promote growth in our students and in our Academy. The description below will provide a sense of the role's domain of responsibility.

### ***Full-Time Faculty Member***

Mature and contagious Christian that personifies the classical & Christian mission of CDA. Faculty must possess a deep familiarity with classical content and pedagogy as well as long-term commitment to growth in the teaching profession. The number one driver of student growth at CDA is a healthy & growth focused faculty culture. Effective faculty are predictable & supportive in communication while maintaining challenging yet encouraging classroom atmospheres. A daily commitment to enthusiasm and excellence before the face of God is essential.

#### **The Full-Time Faculty Member functions in the five following roles:**

##### **1) *Curriculum & Lesson Planning***

Faculty are familiar with content months before students arrive on campus and have it all mapped out in clear assessments, unit plans, and daily lessons. Faculty must turn in quarterly plans in advance of the school year beginning for all subject areas.

##### **2) *Academic Instruction Delivery***

CDA adheres to the Seven Laws of Teaching (Teacher, Lesson, Learner, Language, Teaching Process, Learning Process, Review) and practices regular observation, reflection & feedback. Faculty must be gifted in cultivating academic achievement and mastery in students.

##### **3) *Student Activities & Assessment***

Faculty must be able to demonstrate evidence of student learning with assessments that fit within our classical and Christian mission. Students are more than a number and we want to test & assess like God does.

##### **4) *Classroom Atmosphere Cultivation***

Faculty cultivate a learning environment that is both predictable and supporting of student growth in virtue, knowledge and skills.

### **5) Schoolwide Partnership**

At CDA, it is not enough to do well in the classroom with students. We are a ‘private’ school which means we have customers to serve; second mile service is not optional. Great teachers gain the investment of parents through consistent communication, organization and calendar management. Moreover, our faculty partner with one another by participating in the Growth Plan apprenticeship, & schoolwide committees. Faculty also help lead Guilds.

\*All faculty are on campus 7:30 am to 4:00 pm and serve on one committee.

### **Great Commission Vision**

CDA desires to retain and equip people committed to making disciple-making disciples. Our vision is to see all of our employees leave a legacy for the glory of God. We are committed to cultivating a healthy and growth-focused faculty culture that enables employees to thrive as they serve the next generation. Success at Coram Deo Academy looks like a future full of durable disciples and serious scholars.

*‘The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.’ – William Arthur Ward*



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