**Ambleside School**

**Detailed Job Description—Classroom Teacher**

***Spiritual Life***

*An Ambleside Teacher is "first and foremost a lover of Jesus Christ, children and knowledge." As such, the duties listed in this section are provided for the purpose of self-reflection but are not used as criteria in a professional evaluation; such duties would include but are not limited to the following:*

* Cultivating a personal love for God by keeping a daily devotional practice.
* Practicing ongoing awareness and dialogue with the Father/Son/Spirit throughout the changing circumstances of each day.
* Being quick to recognize personal responses that are less than the character of Christ (particularly habitual responses); quick to repent and to pursue growth.
* Praying daily for students.
* Initiating prayer (appreciation, repentance, petition) with students spontaneously and at set times (Bible class, lunch, dismissal, etc.) Instructing students in how to pray more maturely (i.e. moving beyond “for a good day” or “to win the game,” etc.).
* Instructing students in how to pray more maturely (i.e. moving beyond “for a good day” or “to win the game, etc.).
* Freely and naturally speaking of Jesus, though never as a tool to manipulate student behavior.

***Relational Life***

*Cultivate and uphold a “life-giving” relational dynamic in the classroom and at large by:*

* Fostering a sense of belonging within the school community; being inclusive, approachable and hospitable.
* Viewing all (especially children) as having immeasurable potential, never defining persons by label or diagnostic category.
* Humbly giving and receiving appropriate correction to and from students, peers, and supervisors.
* Manifesting an unassuming view of self, not putting self on display or seeking undue attention.

***Atmosphere***

*Set and maintain a positive (high-joy), inspirational, and peacefully authoritative atmosphere in the classroom and throughout the school by:*

* Maintaining a classroom that is warm and inviting, well-ordered, free of clutter, and inspirational.
* Ensuring the classroom is a place of joy, kindness, and genuine smiles.
* Maintaining a peaceful and authoritative presence; embracing a sense of must as one also under authority.
* Providing a supportive, attuned presence.
* Responding gently to weakness and showing students how to respond gently to the weaknesses of others.
* Sharing an enthusiastic attentiveness to the work at hand.
* Securing diligence in full-class participation, not allowing students to dominate or hide.
* Being present with students at morning arrival, breaks, lunchtime, and departure.

***Discipline***

*Intentionally and consistently cultivate habit formation in students by:*

* Upholding good order in routine matters.
* Upholding a high regard for persons (active participation, attention and courtesies).
* Securing focused attention to lessons, tasks, and instructions.
* Instructing in expectations for work (set-up, checkpoints).
* Maintaining high quality in oral and written work.
* Responding constructively to student lapses in work and behavior.
* Ensuring the class is free of disruptive behavior patterns.
* Never using behaviorist techniques (shame/praise, reward/punishment) to manipulate student behavior; ensuring classroom is free of competition and artificial incentives.
* Keeping a clear, explicit growth strategy in place for every student with a significant weakness in behavior or work habits.

***On-Method Disciplinary Lessons***

*Consistently apply the Ambleside® method steps in disciplinary subject lessons by:*

* Ensuring all students are engaged in performing the “act of knowing.”
* Employing the "First Little Talk" -- warming up (mental math, memory work) and setting up (review, vocabulary) in each lesson.
* Facilitating the lesson making wise use of text and direct instruction.
* Inviting full, accurate recall of definitions and algorithms.
* Employing the "Second Little Talk" -- avoiding lecture and explanation, using open questions to ensure understanding of the principles and ideas (i.e. students can explain the why).
* Giving appropriate "Response" opportunities -- providing adequate practice/use of the skill.
* Facilitating student discovery and correction of errors, rarely giving direct correction.

***On-Method Inspirational Lessons***

*Consistently apply the Ambleside® method steps in inspirational subject lessons by:*

* Ensuring all students are engaged in performing the “act of knowing.”
* Employing the "First Little Talk" -- warming up (timeline, memory work) and setting up (review of previous lesson, introduces new terms, timeline, geography) in each lesson.
* Reading episodes of appropriate length during lessons.
* Using narration after each reading.
* Ensuring understanding and explore ideas in the “Second Little Talk.”
* Minimizing the use of declarative statements.
* Facilitating student discovery and correction of errors when they occur (rarely giving direct correction of student error).

***Curriculum and Student Work***

*Uphold ASI's standard for quality and quantity of student work by:*

* Knowing the breadth and depth of assigned curriculum and using it exclusively.
* Accessing the ASI Educator Support site at least weekly.
* Being at least 85% on-pace with the scope and sequence in all subjects.
* Being knowledgeable of ASI standards for student work.
* Across all subjects, assigning a quantity of written, oral and ongoing work that meets ASI standards.
* Remaining current and up-to-date on assessing all students' written, oral and on-going work.
* Avoiding unit studies and projects. Using independent student work judiciously.
* Using handouts in disciplinary subjects only (mathematics, grammar) and never as the primary means of instruction
* Assigning written and oral work that is of a “worthy nature.”
* Never giving students busy work (i.e. color pages, puzzles, internet searches).
* Systematically tracking completion of all assigned homework for each student; keeping written records to track in middle school.
* Giving students the opportunity to publicly display what they have learned (e.g. concerts, recitations, Shakespeare plays), emphasizing learning, not performance.
* Using approved ASI curriculum only.
* Understanding and applying the “Method of a Lesson.”

***Miscellaneous Duties***

*Other duties include but are not limited to:*

* Performing duties pertinent to arrival and dismissal with other teachers and staff.
* Attending staff and professional meetings.
* Attending in-service days and workdays as noted in the school calendar.
* Meeting with parents from time to time for the purpose of informing them on their child's progress and program content.
* Participating and leading relationally at campus meetings and school events.
* Assisting students in areas of academic weakness through after school tutoring or additional work.
* Taking time to help explain the school's distinctive nature to prospective parents, interns and others. Continuing to grow in educational philosophy and practice through reading, study, and other opportunities (Internships, Summer Institute, etc).
* Routinely dealing with conflicts, concerns and grievances in a positive, affirming, and encouraging way, always expressing critical thoughts and feelings to the appropriate person in an appropriate manner.