



JOB DESCRIPTION FOR GRAMMAR SCHOOL TEACHER MOTOR LAB 2022-2023

CLASSIFICATION: Exempt

REPORTS TO: Grammar School Headmaster

DATE: May 9, 2022

Purpose

The purpose of this position is to educate elementary-aged children (Kindergarten through 2nd grade; some 3rd – 5th grade pull-outs, as needed) in the foundations of learning by improving motor skills in order to be strong and successful students in the classroom.

Summary

The Grammar School (GS) Motor Lab teacher provides instruction in an educational environment where students develop a love for God's created order as they discover the truth, goodness and beauty of His world through methods consistent with the first stage of the classical approach to learning known as the *trivium*. This includes teaching the fundamental elements of each subject area in order to build a framework of knowledge which will serve as the foundation for skills learned in Logic School (the second stage of the *trivium*), and Rhetoric School (the third phase of the *trivium*). The GS Motor Lab teacher will lead, instruct, disciple, and mentor students in a manner consistent with the School's Statement of Faith and the Portrait of a Geneva Teacher. The teacher will purposefully partner with parents in the education and spiritual development of their children. The GS Motor Lab teacher will partner collegially with other School employees and will actively pursue professional development.

Supervision Received and Exercised

The GS Motor Lab teacher receives direction from the GS Headmaster, GS administrative team and occasionally from the grade team leader. The GS Motor Lab teacher must exercise judgment that is in keeping with the School's philosophy of education, beliefs and values, and with the approved curriculum. The GS Headmaster or designee will offer instruction, advice, direction and mentoring. The work is reviewed regularly and consistently.

The GS Motor Lab teacher exercises functional supervision over students and classroom environment.

Work Schedule

This is a part-time, academic year position. In general, the workday is 7:30 a.m. to 4:00 p.m., Monday, Wednesday and Friday for ten months. However, as an exempt employee, the employee is expected to work beyond the workday to perform duties outlined in the job description and as assigned. There is a **mandatory** faculty meeting once a week from 3:50 p.m. to 5:00 p.m.

Essential Functions

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Essential Job Functions	Percentage of Time Spent
Spiritual Leadership <ul style="list-style-type: none">• Study the Bible, God's only written Word• Skillfully articulate the personal/ethical implications of a lifelong faith commitment• Measure knowledge against the standard of God's revealed truth in Scripture• Actively participate in the explicitly religious components of the student and community programs• Demonstrate an overt commitment to the life of a church and its core traditions• Respect the School's Christian mission and values, and aid students in Christian formation by exemplifying Christian living, both in and out of the classroom• Be a positive role model for students by supporting the School's Statement of Faith and exemplifying the Portrait of a Geneva Teacher• Perform duties as a minister and steward of the Christian faith	These job functions are performed concurrently with those listed below.
Lesson Planning, Preparation and Presentation <ul style="list-style-type: none">• Demonstrate understanding of pedagogical knowledge, skills and objectives in a classical, Christian school• Establish a classroom environment that follows the classical methodology with a biblical worldview• Implement the approved educational program• Develop, maintain and implement lesson plans, learning activities, schedules, etc. that fulfill the requirements of the School's curriculum program and show written evidence of preparation, as required• Establish clearly articulated standards for student academic performance• Ensure that plans are available for use by substitutes and as needed to evidence appropriate instructional and learning strategies and activities	25%

Essential Job Functions	Percentage of Time Spent
<p>Student Learning</p> <ul style="list-style-type: none"> • Convey information to students using a variety of modalities, e.g., auditory, visual, demonstrations, discovery, etc. • Use clear language and appropriate vocabulary, integrating new vocabulary within existing shared framework • Deliberately articulate how all subjects are interrelated, as parts of God's integrated universe • Provide just, reliable and understandable reward structures • Schedule and assign instructional activities, providing timely feedback on the results • Assess students' motor skills and monitor progress and personal growth toward stated objectives of instruction • Conduct ongoing assessment of student achievement informal testing • Provide private and public positive reinforcement for individual and group successes • Maintain student learning results by providing instructional feedback, reviews, coaching, counseling, tutoring, mentoring, etc. • Maintain records of students' progress 	25%
<p>Intervention Support</p> <ul style="list-style-type: none"> • Evaluate reflex patterns at initial assessment • Understand the vestibular, proprioceptive and visual systems extensively in order to accurately implement programming and provide modifications where needed for student success • Vary the level of activity to ensure appropriate challenge for grades K-2 • Collaborate effectively with teachers to integrate current lessons (bible verse, poem, number concepts) into a particular Motor Lab station • Observe and adjust body positioning for accuracy of exercises • Monitor and recognize sensory response to vestibular input with proper follow-up • Adapt and modify activities according to student's current skill set as needed • Provide mindful opportunities for student to self-regulate and still be in God's word • Assist students with awareness of grading their levels of strength in order to maximize success • Educate students on self-control of their body and motor skills in order to be safe and productive at each task • Provide the just-right challenge to encourage perseverance while building confidence • Collaborate with teachers as requested and provide suggestions for visual motor skills to incorporate into classroom setting • Educate teachers on motor and sensory motor skills as they pertain to academic success • Provide suggestions and/or equipment to assist students with focus, strength and/or coordination 	25%

Essential Job Functions	Percentage of Time Spent
<p>Classroom Management</p> <ul style="list-style-type: none"> • Understand, embrace, interpret and apply Geneva School policies, procedures, and regulations affecting School operations and programs in accordance with the Grammar School culture • Establish, articulate and maintain standards of student behavior to achieve a classroom climate conducive to learning and respect • Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students • Maintain a safe, organized, clean, and stimulating environment in the classroom • Manage student behavior in accordance with Grammar School Handbook • Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities, including walls • Prioritize tasks, including non-urgent, but important matters • Compile, maintain, and file all reports, records, and other documents required • Know and understand safety procedures including training in first aid and CPR 	15%
<p>Communication</p> <ul style="list-style-type: none"> • Establish meaningful emotional/psychological engagement with students, finding creative and appropriate ways to be involved in students' outside-the -class lives without compromising privacy • Establish and maintain a professional relationship and open communication with parents, students, colleagues, and community • Maintain godly relationships with parents, other staff members and the community • Communicate proactively with parents through email, notes, phone calls and conferences to inform them about School programs and/or to discuss student progress • Communicate professionally in emails and phone conversations with parents at all times, in accordance with the GSB Employee Handbook protocol • Support parents by providing academic information, suggesting available educational and social resources, addressing concerns, and answering questions and requests with GS Headmaster input and support • Establish and post before/after school "office hours" for faculty to meet with students and/or parents 	10%

Essential Job Functions	Percentage of Time Spent
<p>Professionalism</p> <ul style="list-style-type: none"> • Demonstrate commitment and loyalty to the School and the teaching profession through speech, punctuality, dress, attitude, and attention to duties • Present a consistent and reliable demeanor to students • Collaborate with staff, co-workers, and administration in a cooperative, professional atmosphere • Accept constructive feedback to affect personal and professional growth • Develop and maintain professional competence and continuous improvement through active participation in professional development activities and/or professional organizations • Attend and participate in faculty meetings and staff development activities, as required • Comply with the policies in the Geneva School Employee Handbook • Perform other duties as assigned 	<p>These job functions are performed concurrently with those listed above.</p>

Essential Requirements

- A disciple of Jesus Christ and as such, one who models a love for God through obedience to His Word; such obedience is evidenced through convictions, lifestyle and worldview
- A full and unreserved supporter of the School's Statement of Faith
- An experienced teacher from an educational or ministerial setting for a period of time sufficient to develop and hone the basic skills of teaching, and in order to learn if the profession meets their interest, ability and calling
- A Bachelor's degree in Occupational Therapy or Physical Therapy

Required Abilities

- Exhibit consistent Christian maturity
- Exercise wisdom, diplomacy and integrity while maintaining a high level of professionalism
- Communicate clearly and effectively, both orally and in writing
- Apply behavioral and academic standards justly with patience and consistency
- Demonstrate commitment to the well-being of others
- Maintain highest level of confidentiality in all matters relating to students, families and fellow employees
- Take independent action where required and handle unique problems
- Multi-task with the ability to adapt quickly to changing situations
- Understand, interpret and apply Geneva School policies, procedures, and regulations affecting School operations and programs
- Make decisions in emergency situations with or without the input of the GS Headmaster

Required Technical Abilities

- Proficient in MS Word and Outlook
- Type at a speed necessary for successful job performance

Preferred Experience and Abilities

- Knowledge of and experience with the philosophy of classical Christian education
- Five years teaching experience in an educational setting
- State issued Teacher's Certification in area of assignment
- Experience with RenWeb (used for lesson plans, grade book, communications, etc.) and ParentSquare (used for general communications)

Work Environment

- Classroom on open school campus

Physical and Mental Requirements

- Regular walking with ability to observe all students movements in the classroom, on the playground, and other campus locations
- Close visual acuity for viewing a computer monitor, preparing and analyzing data and figures, transcribing and reading
- Hearing: ability to perceive sounds at normal speaking levels with or without correction
- Speaking: expressing ideas by means of the spoken word to convey instructions to students, parents and other employees
- Occasional lifting of up to 40 pounds
- Ability to access other school classrooms and offices on campus
- Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting as needed for monitoring students and maintaining classroom
- Maintain emotional control under stress; work prolonged or irregular hours

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.