



Visual Arts & Christian Education Teacher Job Description

General Description:

The Head of School hires teacher year-to-year to guide and support Houghton Academy students' learning.

Ministry Description Summary:

The Houghton Academy teacher has a calling to serve God as a minister of the Gospel of Jesus Christ, who is assured of personal worth and professional competence, both being in balance with the Scriptures; who leads a consecrated life before the Lord, co-workers, students, and parents, and is a committed follower of Jesus Christ. The teacher shows a high degree of professionalism and responsibility in fulfilling their ministry as an employee of Houghton Academy.

Reports to:

Head of School

Evaluation:

Per this job description and the expectations outlined in the Employee Manual and the School Handbook, the Head of School evaluates the teacher's performance annually.

Spiritual and Educational Requirements:

- A clear and articulate testimony and commitment to being an active disciple of Jesus Christ
- Abides by and supports the Houghton Academy Lifestyle Statement, Declaration of Moral Integrity, and all policies articulated in the Employee Manual as well as the School Handbook
- A graduate from an accredited college/university
- ACSI certifiable as a teacher in the subject area taught (note: certification is not required until the second year of employment)

Specific Skills and Qualifications:

- Proficiency in fine arts, digital media, photography, and design software (e.g., Adobe Creative Suite).
- Ability to manage and guide yearbook creation and digital content with creativity and excellence.
- Understanding of biblical principles and theology to effectively teach Bible courses for middle school-aged children.
- Experience with digital and social media platforms and content creation.
- Current resident of the USA and able to relocate to within a commuting distance of Houghton, NY.

Primary Job Functions and Expectations:

While ensuring alignment with the Academy's Essential Agreements of pedagogy as a guide to their teaching methods, the functions of the teacher are as follows:

Instructional Planning

- Use the school's curriculum, effective strategies, resources, and data to meet the needs of all students, naturally and effectively relating Christian faith to the course content.
- Develop and implement creative, challenging, and engaging lesson plans that integrate faith and learning for fine arts, digital arts, Bible, and yearbook courses.

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- Ensure that instructional content is relevant to 21st-century skills, especially in the digital arts and multimedia creation.

Instructional Delivery

- Effectively engage students in learning using various instructional strategies to meet individual learning needs.
- Demonstrate critical thinking in matters of faith and course content and assist students in making connections between the content and Christian faith.
- Facilitate hands-on learning opportunities to inspire creativity, innovation, and critical thinking.
- Lead courses with biblical integrity and theological depth that foster spiritual growth and critical biblical thinking.

Yearbook and Social Media Oversight

- Oversee the creation of the school yearbook, ensuring that students develop strong storytelling, design, and digital publication skills.
- Instruct students in layout design, photography, digital editing, and project management to ensure a high-quality publication that reflects the Academy's mission and values.
- Guide students in creating engaging and mission-aligned content for regular social media posts, promoting the Academy's activities, events, and accomplishments in a manner consistent with Houghton Academy's brand and Christian worldview.
- Ensure that all digital and print content adheres to school policies and maintains a positive representation of the Academy.

Assessment of/for Learning

- Systematically gather, analyze, and use data to measure student progress, guide instruction, and provide timely feedback.
- Assess and evaluate student work regularly to ensure that learning objectives are met.

Learning Environment

- Use resources, routines, and procedures to provide a respectful, positive, safe, and student-centered environment conducive to learning.
- Establish a climate that fosters creativity, artistic expression, and faith integration.
- Promote an atmosphere where students can express themselves artistically while reflecting biblical values.

Professionalism

- Maintain a commitment to professional ethics, international mindedness, and the school's mission.
- Take responsibility for and participate in professional growth that enhances student learning and advances knowledge of fine and digital arts, Bible instruction, and digital content creation.
- Demonstrate and model a Christian worldview that exhibits work as an act of worship.

Student Progress

- Ensure that student progress is measurable and aligned with academic standards.
- Provide appropriate challenges for students to grow artistically, spiritually, and professionally.

Student Advisory

- Actively participate as an advisor and small group leader to assigned students.

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- Mentor students as they engage in coursework and yearbook and digital media projects, fostering leadership and collaboration.

Other Responsibilities

- As outlined in the Employee Manual and School Handbook (e.g., Study Hall, Lunch Duty).

Additional Responsibilities and Expectations of *Living Curriculum Educators (LCEs)*:

- Parent Partner – respect and collaborate with parents, communicating early and often.
- Spiritual Health – passionately pursuing a maturing relationship with Jesus Christ.
- Relational – intentionally investing time in students and peers beyond the classroom, actively building healthy relationships.
- Pursuing Excellence – frequently seeking feedback and embracing constructive criticism, open and teachable as a lifelong learner.
- Service-Minded – identifying opportunities to contribute to fulfilling the Academy’s mission and continual improvement.
- Positive – supportive of the Academy’s mission and promotes it enthusiastically, refusing to participate in complaining or listening to gossip.
- Mature Culture – pursues restorative justice, so self-discipline and self-control dominate the Academy culture.
- Responsible – readily take responsibility for motivating and inspiring themselves and others to pursue the Academy’s mission and continual improvement.

Teacher Name (Printed)

Employee Signature / Date