SALEM ACADEMY
CHRISTIAN SCHOOLS

Job Description
Updated 2026

GENERAL DESCRIPTION

JOB TITLE:	Secondary Art Teacher
HIRED BY:	Superintendent as recommended by the secondary principal
REPORTS TO (title):	Superintendent
SUPERVISES:	Secondary Students (7-12)
DEPARTMENT NAME AND LEVEL:	Faculty
EVALUATION SCHEDULE:	Annual written evaluation by the secondary principal
JOB STATUS (full/part):	33 hours/week (5 classes/day)
FLSA STATUS:	Exempt

The primary role and responsibility of the secondary teacher is to prayerfully help students learn attitudes, skills, and subject matter that will contribute to their development as mature, able, and responsible Christians to the praise and glory of God.

Open position includes the following classes:

- Junior high introduction to art
- Junior high textile art
- High school textile art
- Art history (this is a dual credit college level course through Northwest Nazarene University)
- High school art (this is a dual credit college level course through Northwest Nazarene University)

REQUIRED PROFESSIONAL QUALITIES

It is expected that the secondary teacher will …

- Hold a bachelor's degree from an accredited postsecondary institution or be willing to participate in a program to complete such a degree within a specified time period.
- Hold a State of Oregon teaching certificate, or be willing to participate in a program to obtain state teaching credentials.
- Demonstrate a reasonable level of computer literacy, having a basic proficiency in doing word processing, creating and using a spreadsheet, e-mailing, and accessing the Internet.
- Possess evidence of other adequate preparation, background, or experience as determined by the superintendent.

ESSENTIAL JOB FUNCTIONS—ACCOUNTABILITIES

<u>Academic Leadership</u>

- Have a thorough knowledge and understanding of the Christian philosophy of education that will enable him or her to provide leadership and guidance in the school's development of and commitment to a Christian worldview.
- Know and be able to articulate the school's mission, vision and core values.
- Lead in such a way that the school's expected student outcomes are thoroughly addressed through

educational programs.

- Have knowledge of the school's curriculum and overall learning standards.
- Integrate biblical principles and the Christian worldview throughout the curriculum and activities.
- Teach classes as assigned following the prescribed scope and sequence as scheduled by the administration.
- Ensure that his or her school classroom reflects a professional and Christian environment.
- Have knowledge of the physical/emotional development of children—particularly at the age level of the children being taught—and understand the problems they face.
- Plan broadly for semester and quarterly plans and objectives.
- Plan a program of study that as much as possible meets the individual needs, interests, and abilities of the students, challenging them to do their best work.
- Employ a variety of instructional aids, methods, and materials that will provide for creative teaching to reach the whole child—spiritual, mental, physical, social, and emotional.
- Plan through approved channels the use of field trips, guest speakers, and other media for a balanced classroom.
- Use homework effectively for reinforcement, review, enrichment, or project work.
- Regularly assess the learning of students, and communicate progress to both students and parents as needed.
- Respond cordially, in a timely manner to parent concerns and to parent requests for help or information.
- Participate in formal and informal parent-teacher conferences, as needed.
- Participate in continuous professional development through professional reading, college course work, in-services, workshops, and conferences.

Administrative Classroom Leadership

- Have the ability to accomplish the goals and objectives assigned by the school administration and school policy.
- Help the staff, students, and volunteers function efficiently, effectively, and productively.
- Understand classroom supervision and how to lead in a positive manner.
- Provide a good learning environment by keeping proper discipline in the classroom, and other places on the school premises.
- Meet regularly with other staff members to ensure coordination of programs and prompt problem resolution.
- Cooperate with department members to develop and maintain implementation of content objectives.
- Act as a mandatory reporter in instances that indicate student harm or threat of harm.
- Provide input as needed for the school master calendar.
- Attend with the students and, when possible, participate in school chapels, assemblies, athletics events, and other presentations.
- Arrange for substitute teachers when needed, and assist them in successfully carrying out their responsibilities through thorough lesson planning.
- Participate in beginning-of-year staff orientation, staff devotionals, staff meetings, and parent/teacher fellowship meetings and other special school events.
- Respect professional ethics that require confidentiality concerning the sharing of information about children, parents, or staff.
- Maintain regular and accurate records of attendance and grades to meet the demands for a comprehensive knowledge of each student's progress.
- Keep students, parents, and the administration adequately informed of student progress or deficiencies and give sufficient notice of student failure.
- Know the procedures for dealing with emergency situations in the classroom and school. Participate in required emergency safety drills in coordination with school leadership.
- Report to the appropriate individuals any campus safety, health, and maintenance needs that are observed.

- Inform the administration in a timely manner if unable to fulfill any assigned duty.
- Deal directly and frankly with the school administration in an earnest effort to resolve differences of opinion when they exist.

ADDITIONAL ESSENTIAL DUTIES OR RESPONSIBILITIES

It is expected that the secondary teacher will …

- Recognize the need for good public relations. Represent the school in a favorable and professional manner to the school's constituency and the general public.
- Participate in areas of constituency relations, new student recruitment and current student retention.
- Ensure that provision is made for the accountability and securing of all funds collected in the classroom.
- Supervise extracurricular activities, organizations, and outings as assigned.
- Support the broader program of the school by attending extracurricular activities when possible.
- Involve parents in prayer and volunteerism as appropriate.
- Maintain a clean, attractive, and well-ordered classroom.
- Participate in the end-of-year school closing process, such as the inventorying of textbooks, furniture, and equipment.
- Perform any other duties that may be assigned by the administration.

REQUIRED SPIRITUAL QUALITIES (all employees)

- Acknowledge Christ as Savior and seek to live life as His disciple.
- Believe and actively support Salem Academy's Statement of Faith.
- Demonstrate a desire for spiritual growth as evidenced by his or her prayer life, Bible study, and spiritual outreach to others.
- Be a Christian role model in attitude, speech, and actions toward others.
- Have a Christ-centered home and actively participate in a local bible believe church.
- "Work willingly at whatever you do, as though you are working for the Lord rather than for people." Colossians 3:23.
- Follow the Matthew 18 biblical principle in dealing with conflict with students, parents, staff and administration.

REQUIRED SPIRITUAL LEADERSHIP QUALITIES (for faculty)

- Have a conviction that God has called her or him to the Christian school teaching profession.
- Lead students to a realization of their self-worth in Christ.
- Ensure that the classroom work environment is Christian-based, nurturing, wholesome, and loving.
- Work with the administration and staff to address the spiritual formation needs of the students.
- Engage in Christ's local and global mission of making disciples.

REQUIRED PERSONAL QUALITIES

- Sign and live by the school's lifestyle statement, found in the Employee Handbook, as a condition for employment and continued employment in this ministry.
- Compliance with Salem Academy's general standards of attendance is acceptable.

ESSENTIAL JOB FUNCTIONS – PHYSICAL, MENTAL, & ENVIRONMENTAL REQUIREMENTS

Physical Demands – the following represents the physical requirement that must be met by the individual to fully perform the essential functions of this job:

The physical effort typically applied in this job includes:

	Lifting		Pulling		Shoveling
X	Carrying		Pushing		Other (specify)
X	Keying/typing		Reaching		

The amount of effort typically applied and frequency of application:

Amount of Effort Applied	% of Time Effort is Applied			
	Less than 15%	15 to 40 %	40 to 70 %	More than 70 %
Less than 1 lb.				
Between 1 & 5 lbs.	X			
Between 5 & 25 lbs.				
Between 25 & 60 lbs.				
More than 60 lbs.				

The effort reflected in the above chart is typically applied in the following work positions:

X	Sitting	**X**	Standing	**X**	Walking
	Stooping		Bending		Confined
	Other (specify)				

Mental/Visual Demands – the following represents the mental/visual requirement that must be met by the individual to fully perform the essential functions of this job:

	Occasional mental and/ or visual attention; the operation preformed is either close to being automatic or the duties require attention only at long intervals
X	Frequent mental and/ or visual attention; the flow of work is intermittent with checking or inspection involved.
	Continuous mental and/ or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor the production process and/ or defects.
	Concentrated mental and/ or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods.
	Intense and/ or exacting mental/ or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work.

Working Environment – Individual is exposed to the following work conditions while performing the essential functions of this job:

	Regularly	Occasionally
Indoors	X	
Outdoor weather conditions	X	
Moderate levels of sound		X
Dust or airborne particles		
High levels of sound, which may require use of ear protection		
Slippery surfaces		X
Hot, cold, wet, or humid conditions		X

Signatures and Dates

The following signatures are required to confirm the accuracy and completeness of the job description; that essential functions are aligned with Salem Academy goals and objectives; to validate that it is clear, concise, and supports compliance with legal considerations; and employee understanding of the job requirements. NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.

Employee Date	Next Level of Management Date