



Flagstaff Christian School

7th-12th Reading and Math Interventionist

TITLE: 7th-12th Reading and Math Interventionist (Part-Time, appx 20 hrs a week)

JOB SUMMARY: Our interventionists plan, organize, and implement a Christian instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their spiritual and academic potential. Intervention specialists collaborate with educators and parents to create a suitable environment and interventions to promote student success. Email application and resume to ruddell@flagchristian.org

QUALIFICATIONS:

1. Personal relationship with Christ and demonstrates Spiritual Leadership as outlined below.
2. Has earned a Bachelor's Degree from an accredited University.
3. Teaching or interventionist experience preferred.
4. Willing to complete ACSI certifications as required by ACSI.
5. Will pass a criminal background check.

REPORTS TO: Student Services Director

SUPERVISES: All interventionists have a responsibility to supervise students assigned to their class and other students in the school. Teacher aides will be supervised by teachers while in the classroom although they directly report to the Principal.

TERMS OF EMPLOYMENT: 10-month term. No school Fridays, teachers vacation* from Nov 27, 2025- January 4, 2026 (*must complete lesson plans and curriculum, but that is on your own time). School begins August 4, teachers report July 28, 2025.

EVALUATION: Job performance will be evaluated through observation, formal and informal evaluations, and performance inside and outside of the classroom.

SALARY: \$20-23/hr. Salary schedule commensurate with experience, skills, training, and education. Medical benefits potentially starting Fall 2025 with full-time positions. Dental, vision, and life insurance offered for full time positions.

Job Responsibilities:

1. Spiritual Leadership

- a. Provides spiritual leadership with Christ-like actions, attitudes, and all communications in keeping with the scriptural principles with all members of the FCS community.
- b. Commitment to a vibrant walk with Christ including regular spiritual disciplines of prayer, Bible reading, church attendance, and accountability.
- c. Commitment to continual and ongoing personal and professional growth, modeling teachability, and lifelong learning to our community.
- d. Faculty and staff are expected to uphold the FCS Doctrinal Statement and Position on Critical Issues. We are to promote the unity of the believers and avoid denominational issues.

2. Team Member

- a. Demonstrates respect for each individual student, facilitates opportunities for development of spiritual and academic growth from a Christ centered Biblical worldview.
- b. Plan and implement appropriate daily instruction for students based upon the student's developmental status, mode of learning, school curriculum guidelines.
- c. Develop and maintain a system of observation and feedback regarding student progress.
- d. Employ a variety of instructional techniques and instructional media approaches consistent with cooperative learning and availability of materials and equipment.
- e. Promptly complete student referrals to appropriate personnel when needed.
- f. Organize the physical learning environment in a tidy, clean, joyful manner to encourage and maximize student learning and accommodate special needs.
- g. Take necessary and responsible precautions to protect students, equipment, and facilities.
- h. Use developmentally appropriate principles of behavior management to guide student behavior consistent with FCS model.
- i. Develop an appreciation of and respect for the role and individuality of parents and partner with parents in their child's education.
- j. Develop and implement a plan for continued professional development.
- k. Shows evidence of an ongoing self-evaluation plan which provides ongoing feedback for continued development of teaching abilities.
- l. Maintain accurate, complete and correct student records as required by law, school policy and administrative regulations.
- m. Understand and be able to implement all building emergency procedures.
- n. Provide input for developing a plan for the instruction, training, and performance evaluations for classroom teaching assistants when applicable.
- o. Perform additional classroom and instructional duties as requested.
- p. Evaluating the emotional, mental, and physical needs of students
- q. Creating intervention plans to address these needs and implementing them effectively.
- r. Collaborating with teachers, parents, and other professionals to ensure the student's overall well-being.
- s. Modifying and adapting conventional teaching methods to meet the unique needs of each student.

- t. Developing Individualized Education Programs (IEPs) to track progress and ensure goals are being met.
- u. Continually assessing student performance and adjusting intervention strategies as necessary.
- v. Providing counseling and behavior management strategies to students and guidance to parents and teachers.
- w. Documenting and reporting on the intervention processes and the student's progress.
- x. Keeping up-to-date with current research and practices in special education.

3. Communication

- a. Maintains lesson plans on FACTS for parents to view.
- b. Maintains weekly grades on FACTS.
- c. Communicates late work, missing work, upcoming work with homeroom teacher.
- d. Develop and maintain effective communication with administrative personnel and co-workers.
- e. Facilitate positive parent-school interactions through appropriate communication with parents to include conferences, telephone calls, progress reports in which strengths and needs of the student are discussed.

4. Curriculum

- a. Completes daily and weekly lesson plans on time.
- b. Monitors needs in the classroom and passes along information for ordering of all curriculum in the classroom.
- c. Continues to develop professionally in understanding and ownership of curriculum being taught in the class.

5. K-12 Student Discipline

- a. Maintains proper classroom management.
- b. Attends TBRI or like program every 2 years.

6. Special Education

- a. Responsible for reading and implementing student IEP/AEP information.
- b. Attends all evaluation meetings for students in their classroom as needed.

7. K-12 Events

- a. Attends and participates in faculty/staff meetings and all meetings requested by the Principal and or Head of School.
- b. Attends K-12 school events as requested.
- c. Attendance at professional development times, Student Support Team (SST) meetings, Parent Teacher Conferences, Open Houses, Orientations, Back to School Nights, and other similar activities is required.