



## The Oaks Classical Christian Academy Logic & Rhetoric School Teacher Job Description

The Oaks Classical Christian Academy, a University-Model school in Martin County, FL, is seeking qualified applicants for part-time teaching positions for the 2026-2027 school year. The Logic and/or Rhetoric School Teacher (“Teacher”) will instruct specific subjects for one grade level or two combined grade levels three days/week (Mondays, Tuesdays, and Thursdays for the 2026 - 2027 school year) in person and will create assignment sheets for parents and students to follow from satellite campuses (their homes) for the other days/week.

A bachelor’s degree or 3 years teaching in a school setting is required. A current teaching certificate is not required. A candidate without teaching experience may also be considered at the administration’s discretion if he or she is uniquely qualified through a strong portfolio of experience or longtime career role in the field. Examples include a native Spanish speaker teaching Spanish or a career biologist or chemist teaching science courses.

Candidate should also have enthusiasm for and basic understanding of classical, Christian education.

Candidate must attend church services regularly in a Christian church that could support The Oaks Statement of Faith. Candidate should have a knowledge of scripture and the Biblical worldview, be a born-again Christian, and show a genuine love for the Lord. The Oaks desires for our teachers to be able to, at any time, give a reason to their students for their hope in the Lord (1 Peter 3:5).

The Oaks uses a University-Model™ so teachers instruct from our central campus two or three days per week (depending on the class/schedule), but are also expected to write 5 days worth (per week) of assignments for parents and students to follow. Attendance at Meet-the-Teacher Night and occasional special events (one per semester) is expected. Teacher should also be able to reserve up to 30 minutes of time on their “off” days (days not teaching on campus) to field email questions from students or parents regarding curriculum, assignments, or grades. Teachers are *not* expected, however, to spend time teaching while not on campus. The Oaks is an in-person school with no virtual lessons.

[Please submit your resume and fill out The Oaks Faculty Application online for initial consideration.](#)

## LOGIC & RHETORIC SCHOOL JOB OPENINGS

Teachers should possess enthusiasm and love for their subject matter and should try to pass along their love for the topic they're teaching. Please see notes on each specific subject below.

### **Latin (7th–10th Grade: 3 classes)**

Latin is taught as part of the school's commitment to the classical tradition and the mastery of language. The teacher will guide students through Latin Alive! I & II, emphasizing grammar, translation, and vocabulary while reinforcing English usage. Instruction should be orderly and thorough, encouraging careful work and an appreciation for the role of Latin in Western civilization and Christian thought.

### **Omnibus IV: Ancient History to the Fall of Rome & Theology (Master's Degree Preferred)**

Omnibus IV integrates history, literature, and theology through the study of Ancient History to the Fall of Rome using Veritas Press materials. The teacher will lead students through primary texts, historical discussion, and theological reflection, guiding them to read with care and charity. Instruction should be largely Socratic, encouraging thoughtful conversation, analytical writing, and a deeper understanding of the development of Western civilization in light of Christian truth.

***One teacher may teach the entire course or two teachers may be hired to cover history and English language portions separately.***

### **Chemistry (10th Grade)**

Chemistry is offered as a year-long laboratory science grounded in the study of God's created order. The teacher will use Apologia Chemistry to introduce students to foundational chemical principles through lecture, discussion, and regular lab work. Instruction should stress accuracy, clear reasoning, and responsible lab practices, while helping students see science as a means of understanding and stewarding creation.

### **Post Grad Preparation (SAT & CLT)**

Post Grad Preparation is designed to help students approach standardized testing with confidence and discipline. The teacher will prepare students for the SAT and CLT through focused instruction in reading, grammar, writing, and math, as well as test-taking strategies. The course will also offer opportunities to job shadow, weigh vocational opportunities, and learn more about college opportunities. Time will be given to make college visits.

### **Music Theory & Performance (9th)**

Music Theory introduces students to the structure and language of music within the classical tradition. The teacher will cover foundational concepts such as notation, rhythm, scales, intervals, and harmony, using a classical curriculum. Instruction should include listening and written work, cultivating both technical skill and an informed appreciation for great music. Students will perform in school programs and in the community.

### **Formal Logic (8th–9th Grade)**

Formal Logic is a core course in the Logic School and prepares students to think carefully, speak clearly, and recognize truth from error. The teacher will introduce students to the basic

laws of thought, argument structure, and common fallacies, meeting students at different levels of prior experience. Instruction should be discussion-based and practical, helping students apply logical principles to reading, writing, and classroom conversation.

### Upper School Teacher Expectations

It is expected that the teacher will comply with all school policies and guidelines.

#### BASIC TASKS OF AN UPPER SCHOOL TEACHER AT THE OAKS:

1. **Spiritual Leadership** - The teacher is expected to consistently exhibit love, joy, peace, and spiritual maturity before his students and the rest of the school. The teacher is expected to be a student and lover of the Bible, God's only written Word and to incorporate it into class discussions. Active participation in any staff prayer meetings and school assemblies is expected.
2. **Classroom Management/Environment** - The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple, manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.
3. **Lesson Preparation and Presentation** - The teacher should have a thorough knowledge of and interest in the subjects he is assigned to teach. All subjects should be taught utilizing the objectives, materials, priorities, and methods prescribed by the Dean of Academics as well as the curriculum. The teacher is expected to encourage the students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language and appropriate vocabulary is expected.
4. **Classroom Decorum and Discipline** - The teacher should be very familiar with and able to apply the spirit, as well as the letter, of the school rules. A joyful, but orderly (not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and verses and be encouraged to exercise self-discipline. The teacher is expected to diffuse and deal with the vast majority of corrective discipline situations within his or her classroom.
5. **Student Learning** - The teacher should seek to stimulate and maintain the students' interest in the material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques should be used to teach and to measure the students' progress, including: a) Comprehension checks b) Rephrasing of concepts by students c) Socratic discussion d) Illustrations, experiments, hands-on application, teacher or student demonstrations. If teacher is not fluent in the use of socratic discussion in the classroom, he or

she should be willing to spend up to 4 hours of additional training (in addition to in-service days required of all staff) over the summer to become more proficient in this tactic.

6. Planning and Communications - The teacher's weekly and quarterly plans should reflect creativity and a good use of class time. Copies of the weekly assignment sheets are to be completed on a specific template and turned in each Friday to the Dean of Academics and then posted for parents and students by Monday morning. A working knowledge of communications technology is helpful to facilitate smooth parent-teacher communication. The teacher should establish weekly, quarterly, and semester plans. In addition to weekly lesson plans sent to families, the teacher is expected to have two annual conferences (15 minutes) to communicate to parents so they are well aware of their student's strengths and areas for growth (both academically and behaviorally).

Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class and ensuring they understand what is expected on the "satellite campus" days. The parents should feel welcome to visit and assist in the classroom.

7. Professionalism - The teacher is to consistently and joyfully demonstrate pride in The Oaks by his/her work, punctuality, speech, attitude, dress, and attention to duties.