



Spring 2018

To Whom It May Concern:

P: 253.943.2500
F: 253.200.1335

33645 20th Ave. S,
Federal Way, WA 98003

Christian Faith School is looking for a Educational Therapist NILD who will work in partnership with classroom teachers to promote the mission of CFS, while tutoring students who are uniquely designed by God and need extra support as they learn.

Christian Faith School has a rich history of providing Christian education in the Puget Sound region. Our preschool through 12th grade program educates 315 students this year; we believe God desires to grow our enrollment each year. Once a church sponsored school, Christian Faith School is now a separate non-profit, sharing the building with the original “parent” church. We still enjoy a strong relationship with the church.

Christian Faith School is committed to offering families a superior Bible-based education that equips students to be socially relevant leaders who are fully prepared for higher achievement. ” Teachers promote the mission by accomplishing the attached job description, which focuses on instilling a love for Jesus in each heart while educating the next generation to impact their world for Him.

We will hire someone whose life is committed to the truth of God’s Word, who is a born-again Christian and who has a passion for impacting the lives of K-12 students. Experience in a Christian school is preferred.

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We invite you to complete the attached application for this full-time position and return it to our HR department: Stephanie Pond at stephaniep@christianfaithschool.com. We anticipate God’s blessing on you and on Christian Faith School as we seek His plan.

Serving Him,

Debbie Schindler
Head of School



Teacher Job Description

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Responsible to: Head of School

Type of position: Contracted, exempt employee who is paid on a salaried basis.

Required Spiritual Qualities

It is expected that the CFS teacher will ...

- Believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God—our standard for faith and practice.
- Acknowledge Christ as Savior and seek to live life as His disciple.
- 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 (Luke 6:40), including being committed to God's biblical standards for sexual conduct.
- Share the Christian faith with other people.
- Live in a Christ-centered home.
- Actively participate in a local Bible-believing church.
- Believe and actively support the school's statement of faith (attached).
- Evidence the fruit of the Spirit in life..
- Have a conviction that God has called him/her to Christian school ministry.
- Reflect the purpose of the school, which is to honor Christ in every class and in every activity.
- Maintain high standards of ethics, honesty, and integrity in all personal and professional matters.
- Follow the Matthew 18 principle in dealing with conflict with students, parents, staff, and administration.
- Reflect and teach the mission, vision and core beliefs of the school.

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Teacher Job Description

Required Personal Qualities/Functions

It is expected that the CFS teacher will ...

- Have the spiritual maturity, academic ability, and personal leadership qualities to “train a child in the way he should go” (Prov. 22:6, NIV).
- Be an enthusiastic visionary, an encourager, and a self-starter with a high energy level.
- Teach using best educational practices, including teaching to the learning target, student engagement and assessment.
- Manage the classroom and individual students with a firm, grace-filled accountability to high behavioral expectations.
- Manage the details of reporting attendance and grades on the school management software with efficiency and accuracy.
- Demonstrate sensitivity toward staff, parent, volunteers, and children, and an ability to interact effectively with them.
- Meet everyday stress with emotional stability, objectivity, and optimism.
- Collaborate with other staff as needing to support open houses, student showcases and development events as requested by the Head of School.
- Understand the importance of discernment, discretion, and confidentiality in the operation of the classroom and school.
- Develop and maintain rapport with students, parents, and staff by treating others with courtesy, patience, friendliness, dignity, respect, and a good sense of humor.
- Defend Biblical principles and convictions in the face of pressure and partisan influence.
- Recognize her/his mistakes and take measures to correct them.
- Be a team player.
- Use acceptable English in written and oral communication. Speak with clear articulation.
- Respectfully submit and be loyal to constituted authority.
- Make an effort to appreciate and understand the uniqueness of the school community.
- Place her/his school ministry ahead of other jobs or volunteer activities.
- Maintain a personal appearance that is a Christian role model of cleanliness, modesty, and good taste consistent with school policy.

Please Note:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.



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Educational Therapist NILD Job Description

Title	Educational Therapist NILD
Category	Part time to Full time (dependent on # of students)
Department(s)	Student Academic Services
Reports to	Dean of Academics

Job Summary

The educational therapist provides a supplemental educational program based on the National Institute for Learning Development (NILD) model and philosophy which stimulates the deficit learning areas for the purpose of facilitating classroom performance and application of life skills commensurate with their abilities. This service is provided to individual students whose parents desire the therapy for their child.

Responsibilities of Duties

1. The educational therapist will serve as a Christian model for students by living a life based on Biblical principles and truth, performing daily tasks with the highest standards of integrity and excellence, by speaking and dressing appropriately, and by arriving promptly at scheduled times.
2. The educational therapist will collaborate with the classroom teacher(s), principal, and Dean of Academics to identify students with special learning needs who could benefit from the NILD therapy. (See policies for referral process.)
3. The educational therapist will develop and implement an individualized program of educational therapy, according to the NILD model and philosophy, which is designed specifically to develop the deficit areas of each student as identified on assessment tools and developed through the AEP (Assessment and Education Plan).
4. The educational therapist will write key perceptual/cognitive annual goals based on deficits identified by an individual assessment, showing intentionality of planning through connection of techniques and materials as reflected and recorded in weekly planning.
5. The educational therapist will maintain adequate student records consistent with the NILD models and CFS requirements (i.e. progress charts, anecdotal records, mid-year reports, annual goals and reports, AEP, modification contracts, etc.) and deliver to the Dean of Academics on or before the due date.



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Educational Therapist NILD Job Description

6. The educational therapist will utilize academic mediation and instruction during regularly scheduled educational therapy sessions by implementing the appropriate techniques, methods and materials selected for the individual student.
7. The educational therapist will assign homework which reinforces and promotes growth towards the individually designed program for each student.
8. The educational therapist will provide, in accordance with the absence and make-up policy, a minimum of 70 sessions per school year, with either a full 80 minute session or its equivalent (two 40 minute sessions per schedule) for full time students, and a proration of such for part-time students.
9. The educational therapist will proactively collaborate with classroom teachers/ staff and parents to form a unified partnership for the student's integrative educational program.
10. The educational therapist will encourage the active support and participation of parents in the intervention process by:
 - a. Educating parents on learning differences to promote a fuller understanding of their child's learning strengths and needs
 - b. Training for the precise and effective implementation of Rhythmic Writing
 - c. Training on the appropriate participation and overseeing of homework
 - d. Scheduling regular observations of their child's educational therapy sessions
 - e. Communicating mutual joys and concerns on a frequent basis



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11. The educational therapist will administer the designated battery of educational tests at the appropriate time:
 - a. Pre-test at the beginning of the school year, if needed, to establish the pre-intervention ability and achievement levels.
 - b. Post-test at the end of the school year to ascertain student progress by preparing a comprehensive NILD-style annual report shared with parents in a conference.
 - c. Testing results are shared with the Dean of Academics, and others as designated by the parents.

12. The educational therapist will abide by all Christian Faith School contractual and employment expectations.

A. Full-Time Educational Therapist

1. The educational therapist will:
 - a) Demonstrate active, timely and relevant support for the SAS Department and CFS in the Christian spirit of thought, word and deed
 - b) Attend NILD courses and conferences to obtain and maintain NILD certification
 - c) Meet CFS criteria for professional growth, including the Christian Biblical worldview courses, and maintain ACSI and Washington State Teaching Certification
 - d) Regularly review NILD manuals to assure accurate implementation of program (proactively seek clarification and understanding to improve expertise);
 - e) Stay current on research and developing trends in the professional field;
 - f) Participate in an annual evaluation from the Dean of Academics
 - g) Attend all SAS department meetings;
 - h) Attend all CFS in-service days or as assigned by Dean, or as otherwise scheduled;
 - i) Attend parent orientation and parent support group meetings as requested
 - j) Attend before school faculty prayer times, if this does not conflict with therapy sessions.
 - k) Attend campus faculty meetings as requested.

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2. Be willing to serve on at least one faculty committee.
3. Be available to meet with parents during scheduled parent-teacher conference times.
4. Be willing to attend faculty social events, as well as student social, athletic and cultural events in order to become involved in the total school program.

Part-Time Educational Therapists

1. The part-time educational therapist will follow the same expectations of a full-time educational therapist with the exception of the following:
 - a. Pro ration of in-service days
 - b. Pro ration of parent support group meetings
2. If more than half time:
 - i. Be willing to serve on at least one faculty committee
 - ii. Be willing to supervise “co-curricular” activities or duties

13. Each educational therapy student counts as one-eighth (1/8) of a full-time contract. The following time requirements apply according to the percentage of a full-time contract.

<u># of students</u>	<u>Fraction of Contract</u>	<u>Minimum On-Campus Hours Per Week (During school hours)</u>
1	1/8	4.5
2	1/4	9
3	3/8	13.5
4	1/2	18
5	5/8	22.5
6	3/4	27
7	7/8	31.5
8	full	36

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EMPLOYMENT REQUIREMENTS FOR HIRING AND CONTRACT RENEWAL:

The educational therapist must be one who feels called by God to the Student Academic Services ministry. He/she has ascertained through prayerful consideration and professional evaluation that he/she has the specific gifts to work with students with learning challenges. He/she also has the spiritual maturity and leadership abilities needed to work with and give guidance to students, fellow faculty members and parents. He/she is recognized by CFS as exemplifying these high standards and ideals of Christian educators.

The educational therapist must possess a valid ACSI certificate, a Washington State Teaching Certificate or qualify for immediate issuance of a certificate.

He/She should have a minimum of two years of successful teaching experience and must have participated in the National Institute for Learning Development (NILD) Level I Course. In addition, the educational therapist will continue to participate in seminars, advanced courses, and any other learning opportunities to keep updated on current research and trends in brain research.

CFS pays for NILD therapy training provided the therapist commits to teaching at CFS two years and serves a minimum of 10 students. In the event a therapist leaves prior to serving two years or 10 students, he/she will reimburse CFS for a prorated share of the training costs.

The educational therapist is also encouraged to work toward an advanced degree in the educational field.

Christian Faith School is committed to offering families a superior Bible-based education which equips students to be socially relevant leaders who are fully prepared for higher achievement.

Work Hours and Compensation

The Educational Therapist NILD is a part-time, year round responsibility. The hours vary with the time of year and events being scheduled. The wage is based on experience, qualifications and obvious skill.

Please Note:

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