



Redlands Christian Schools

The mission of Redlands Christian Schools is to provide Christ-centered excellence in education while partnering with the church and home to advance God's kingdom. This mission undergirds every aspect of learning and drives our commitment to a strong, integrated academic program.

Job Description

Job Title: Director of Spanish Immersion
Department: All School
Category: Administration; Full-Time; Salary; Exempt
Reports To: Campus Principals
Approved By: Head of Schools
Approved Date: 11/20/2025

SUMMARY: The Director of Spanish Immersion is responsible for guiding and developing the Spanish immersion program by supporting PreK-12th grade Spanish Immersion teachers, students, and parents. This individual models a servant's heart and promotes an attitude of respect, teamwork and professionalism. The Director supports the mission of RCS across all divisions—Lower, Middle, and Upper School—through prayer, encouragement, accountability, and a commitment to Godly excellence.

Essential Duties and Responsibilities include the following:
(but are not limited to the following)

Responsibilities Related to Developing and Guiding the Spanish Immersion Program:

- Maintain regular communication with principals and academic deans regarding immersion-related initiatives and needs.
- Collaborate with the Lower School Principal and Chief Business Officer to develop and manage the Spanish Immersion budget.
- Ensure that the academic, linguistic, and cultural goals of the immersion program are met in all grade levels.
- Gather and analyze data to support program evaluation and school-wide academic development.
- Lead all immersion-specific hiring processes in collaboration with the LS principal and HR, including candidate recruitment, communication, and interviews.
- Partner with Academic Deans to evaluate and adopt curriculum and instructional resources.
- Research and secure appropriate Spanish texts and resources for classrooms and libraries.
- Organize and lead the annual cultural event that celebrates the diversity and richness of Spanish-speaking cultures.
- Collaborate with the Admissions team to support family communication, entrance testing, and website updates related to the immersion program.
- Host and facilitate program tours and visits for guests and prospective families.
- Strengthen the connection between the Spanish Immersion community and the broader school culture.
- Further develop and implement the vision for Middle and Upper School Spanish Immersion in collaboration with division principals.
- Ensure that the core elements of the addalingua program are implemented with fidelity and practicality, adapting them thoughtfully to align with the school's schedule and structures.

Professional Development and Certification Support

- Participate in ongoing professional training in the field of dual-language and immersion education, including completion of the 3-year certification program through addalingua.
- Provide Spanish Immersion teachers with support, guidance, and accountability in completing their professional certification with ACSI, ensuring alignment with school expectations and timelines.
- Lead, plan, and coordinate professional development sessions that strengthen instructional excellence and program consistency.
- Maintain active collaboration and communication with addalingua leadership and with immersion directors from other partner schools.
- Encourage continual growth in immersion pedagogy, bilingual literacy, and biblical worldview integration.

Teacher Support and Program Implementation

- Serve as the liaison between addalingua, teachers, administrators, and families.
- Observe immersion classrooms regularly and provide constructive feedback rooted in immersion best practices and biblical principles of teaching and leadership.
- Facilitate regular immersion-specific teacher meetings to review progress, share strategies, and reinforce program fidelity.
- Research, develop, and recommend resources that enhance classroom instruction and student engagement.
- Support teachers in the use of student data to inform instruction and improve Spanish language outcomes.
- Provide accountability for completing addalingua-aligned assessments and maintaining program documentation.

Parent and Family Support

- Partner with parents to address academic or behavioral concerns for immersion students.
- Communicate consistently with immersion parents through digital updates, newsletters, Charlas, and meetings.
- Educate parents on immersion principles and student progress through in-person and virtual meetings.
- Lead informational sessions at open houses and back-to-school events.
- Connect parents with Spanish-language resources that support student learning at home

School-Wide Program Oversight and Alignment

- Provide leadership and oversight for the **PreK–12 Spanish Immersion program**, ensuring consistency and alignment across grade levels.
- Monitor and guide the **academic and linguistic progression** of students through each stage of the immersion continuum, ensuring smooth transitions between divisions.
- Collaborate with principals, academic deans, and teachers to ensure **curriculum alignment, instructional coherence, and vertical integration** of immersion goals.
- Develop systems and structures that support a unified **school-wide immersion identity and philosophy**, rooted in biblical worldview and academic excellence.
- Conduct annual program reviews to assess alignment with addalingua standards and school goals, making data-informed recommendations for improvement.

Student Support

- Support students who are struggling academically or linguistically by collaborating with Spanish Interventionists and Academic Deans.
- Participate in Student Support Team (SST) meetings as needed.
- Work with the SPED Director to ensure that Spanish Immersion students with IEPs or 504 plans receive appropriate accommodations.

Education and/or Experience:

Bachelor's degree (B.A.) from an accredited four-year college or university required **and** a minimum of two years related experience and/or training in dual-language or immersion education is preferred; **and** Advanced proficiency in Spanish (C1 or higher) is required. Prior leadership experience in immersion education strongly preferred.

Credentials, Certificates, Licenses, Registrations:

A Bilingual education or immersion teaching certificate is recommended. Support for ACSI professional certification will be provided through collaboration with the Lower School Principal and HR department. A combination of education and experience may be considered by the administration in lieu of a certificate.

Time:

- Office hours: 40 hours per week on-campus
- Summer hours: 20 days in summer

Qualifications:

- Profess a personal faith in Jesus Christ as Savior and Lord
- Maintain a positive Christian testimony
- Be involved in a local church of like faith and practice, consistent with the RCS Statement of Faith
- Bilingual Proficiency: Must have an Advanced-High proficiency in Spanish (C1 and above) and seek to continue to develop their biliteracy
- Agree with and adhere to the employee handbook
- Use strong communication skills both oral and written
- Work comfortably with people and engage in substantive conversation

- Work diligently and independently and make judgments with minimal supervision
- Problem solve and take the right steps in seeking professional support when needed
- Ability to use technology; computers, Google Suite, Microsoft Office software, copy machines, manage student licenses online, enter grades and scores on various platforms, etc.

To perform the job successfully, teachers should demonstrate the following qualities:

Spiritual

- Models a consistent daily walk with Jesus Christ in speech, actions, and attitudes
- Integrates Christ, God's word, and his/her faith into classroom lessons
- Shows support for the role of parents as primarily responsible before God for their children's education and partners with them in that task
- Prays for and with other faculty and staff; encourages others in Godly living and excellence; lovingly holds others accountable; actively pursuing ways to encourage members of the school

Instructional

- Demonstrates mastery of the subject matter
- Uses valid teaching techniques to achieve curricular goals and promote student learning
- Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of all students, challenging each to do his/her best work while preparing him/her for the next level
- Uses the maximum amount of class time for instruction
- Uses an appropriate amount of homework effectively for review and practicing concepts
- Assesses the learning of students on a regular basis and provides progress reports as required
- Communicates student expectations at the beginning of the year and throughout the year clearly
- Uses school-sanctioned tools to post homework and grades regularly as well as communicate important information
- Keeps proper discipline in the workspace, classrooms, on school premises, at school activities
- Understands how to reach low-achieving students, providing interventions in the classroom to reach at-risk students
- Varies teaching strategies to reach all learning styles
- Demonstrates attitude of being a life-long learner

Professional

- Cooperates with the administration in implementing all policies, procedures, and directives governing the operations of the school
- Promotes an attitude of respect, teamwork, and professionalism by speaking well to and of other faculty and staff members; supports entire school system
- Maintains regular and accurate attendance
- Keeps students, parents, and the administration adequately informed of the deficiencies and gives sufficient notice of failure
- Maintains a clean, attractive, and well-ordered workspace
- Accepts a share of the responsibility for extra-curricular activities as assigned
- Willing to listen to the counsel of administration, colleagues and parents, and is teachable
- Understands the workflow of the school to know who to report to or get information from when needed
- Attends and participates in scheduled devotional, committee, and faculty meetings
- Arrives at work on time (7:45 AM) and stays until the workday is officially complete (3:45 PM)
- Reports to all scheduled supervision duties
- Dresses in a professional way
- Responds to parental contact within 24 hours of initial inquiry
- Collaborates with other teachers within the system

Personal

- Demonstrates the character qualities of enthusiasm, courtesy, flexibility, humility, integrity, gratitude, kindness, self-control, and perseverance
- Meets everyday stress with emotional stability, objectivity, and optimism
- Exercises friendliness and consideration, treating students without partiality
- Submits respectfully and is loyal to constituted authority
- Develops rapport with students, parents, and staff to promote a positive learning environment
- Recognizes the need for good public relations; represents the school in a favorable and professional manner to its constituency and the public

Supervisory Responsibilities:

Provide oversight, mentorship, and accountability for instructional aides or immersion staff as assigned.

In addition, to perform this job successfully, an individual must be able to perform each essential duty and responsibility satisfactorily. The requirements listed below are representative of additional knowledge, skill, and/or ability required.

Competencies:

To perform the job successfully, an individual should demonstrate the following:

Adaptability - Adapts to changes in the work environment; Manages competing demands; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

Analytical - Collects and researches data; Uses intuition and experience to complement data; Designs workflows and procedures.

Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Business Acumen - Understands business implications of decisions; Demonstrates research-based understanding of available resources within the local school community; Aligns work with strategic goals.

Change Management - Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results.

Customer Service - Manages difficult or emotional situations; Responds promptly to parent/student needs; Solicits customer feedback to improve educational experience; Responds to requests for service and assistance; Meets commitments.

Delegation - Delegates work assignments as necessary; Matches the responsibility to the person; Gives authority to work independently; Sets expectations and monitors delegated activities; Provides recognition for results.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan.

Design - Generates creative solutions; Demonstrates attention to detail.

Diversity - Demonstrates knowledge of EEO policy; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment.

Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

Initiative - Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.

Innovation - Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.

Interpersonal Skills - Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

Judgment - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

Leadership - Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others.

Managing People - Works as a team in planning, decision-making, facilitating, or process improvement; Takes responsibility for subordinates' activities; Makes self available to colleagues; gives positive reinforcement to other aides and teachers they work with

Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

Organizational Support - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.

Planning/Organizing - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Organizes or schedules other people and their tasks; Develops realistic action plans.

Problem Solving - Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments; Ability to maintain confidentiality and use independent judgment; Ability to manage and impart confidential information as necessary.

Project Management - Develops project plans; Coordinates projects; Communicates changes and progress; Completes projects on time and budget.

Quality Management - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness. Applies feedback to improve performance; Monitors own work to ensure quality.

Safety and Security - Observes safety and security procedures; Determines appropriate action beyond guidelines; Reports potentially unsafe conditions; Uses equipment and materials properly.

Strategic Thinking - Develops strategies to achieve organizational goals; Understands organization's strengths & weaknesses; Analyzes market and competition; Adapts strategy to changing conditions

Technical Skills - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.

Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Presents numerical data effectively; Able to read and interpret written information.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. While performing the duties of this job, the employee is regularly required to sit; stand; walk; use hands in order to finger, handle or feel; reach with hands and arms; and is regularly required to talk and hear. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is moderate to loud.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Receipt and Acknowledgment

I acknowledge and understand that:

- Receipt of the job description does not imply nor create a promise of employment, nor an employment contract of any kind, and that my employment is at-will.
- The job description provides a general summary of the position in which I am employed, that the contents of this job description are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions with or without accommodation. I further understand that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.
- Job duties, tasks, work hours, and work requirements may be changed at any time.
- Acceptable job performance includes completion of the job responsibilities as well as compliance with the policies, procedures, rules, and regulations.

I have read and I understand this job description.

Employee Name (Please Print)

Employee Signature

_____ Date _____

Head of Schools Signature

Date

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