Merion Mercy Academy, an independent Catholic college preparatory school for girls grades 9-12 outside Philadelphia, Pennsylvania, Pennsylvania, seeks a dynamic and student-centered educator versed in current trends, research, and emerging ideas in education to serve as a full-time Theology teacher for the 2022-23 school year. This is a one-year teaching position.

The ideal candidate will embrace the school’s Mercy mission to promote a holistic education that is student-centered and encourages both academic and personal excellence. He or she will be enthusiastic about teaching girls, have a familiarity with instructional technology, and enjoy working within a team setting of shared ideas and constructive feedback in a collaborative manner. The candidates will demonstrate skills in cross-cultural teaching and leadership practices, and be dedicated to working in a diverse community. He or she will contribute to and be committed to diversity and multicultural educational practices.

Candidates should have a willingness to lead students in theological reflection, faith-sharing, and service-learning design and processing. He or she must be a team player with initiative, judgment, and problem-solving skills. Personal characteristics necessary for the position include positivity and enthusiasm for all aspects of school life; warmth and a good sense of humor; patience and persistence; and excellent communication skills.

Reporting directly to the Assistant Head of School for Academics, the Theology teacher:

- Creates and delivers engaging Theology curricula in a secondary school context;
- Reflects the school’s mission and core values as a Catholic school founded by the Sisters of Mercy;
- Establishes a culture of positive communication with students, colleagues, and parents;
- Possesses a willingness to teach virtually;
- Engages in professional development opportunities to further develop inclusive teaching and leadership practices;
- Demonstrates a collaborative mindset that seeks out opportunities to work as a part of a high-functioning team;
- Commits to remaining current in educational research and pedagogy;
- Conferences with parents and responds to messages in a timely manner;
- Demonstrates a willingness to respond to individual learning needs;
- Develops varied assessment tools to perform both formative and summative assessments; consistently and effectively evaluates student progress;
- Practices a positive approach to classroom management;
- Maintains current and accurate records;
- Collaborates well with colleagues on pedagogical approaches, curricular alignment and instructional strategies;
- Invests in the life of the school by participating in the advisory program, department and staffulty meetings, moderating a club, and any and all aspects that support the student experience;
● Creates daily lessons and learning activities for students based on standards in Theological education and research;
● Participates actively in the school’s professional learning community, as appropriate, to deepen the understanding of curriculum, content, and competencies.

Qualifications include:
● A bachelor’s degree in Theology, Religious Studies or a related subject, master’s degree preferred.
● 5+ years of teaching.
● Demonstrated knowledge of subject content, curriculum, and methodology of effective teaching.
● Skilled in the use of computer technology to enhance learning and to deliver content online.
● Ability to establish and maintain effective collaborative relationships with students, peers, administrators, and parents.
● Experience in leading students in theological reflection, faith-sharing, and service-learning design and processing.
● Independent school/girls’ school experience preferred.

Interested candidates should send a resume, cover letter, and statement of educational philosophy along with three professional references to Valerie Prucnal, Assistant Head of School for Academics, at vprucnal@merion-mercy.com

*Merion Mercy Academy does not discriminate on the basis of race, gender, sexual orientation, or national and ethnic origin in the administration of its hiring practices.*