



## **Riverside Leadership Academy**

1955 Old Airport Road  
New Bern, NC 28562  
RiversideLeadershipAcademy.org



*Join our team at Riverside Leadership Academy (RLA), where we are committed to fostering a nurturing environment that integrates Social Emotional Learning (SEL) and Project-Based Learning (PBL) at the core of our educational philosophy. At RLA, we believe in empowering our students to become future-ready leaders through an innovative curriculum that emphasizes real-world applications and personal growth. Our approach to education is designed to develop not only academic skills but also emotional intelligence, resilience, and leadership qualities in every student. As a staff member, you will play a pivotal role in creating a dynamic, supportive, and collaborative learning community that encourages students to explore, innovate, and achieve their fullest potential. We are looking for passionate educators who are eager to contribute to a culture of excellence, accountability, and respect, guided by our mission to make a meaningful difference in the lives of our students and the broader community.*

### **Position Title: Exceptional Children Teacher**

At Riverside Leadership Academy, our Exceptional Children Teachers are dedicated professionals committed to nurturing and developing the academic potential of each student with unique needs. Through personalized instruction within an inclusive and collaborative learning environment, our teachers support students across the special education continuum, employing a blend of co-teaching, small group, and one-on-one strategies. This role is essential in guiding our exceptional students to achieve their fullest potential in alignment with RLA's educational philosophy of integrating SEL and PBL.

### **Essential Functions:**

- **Instructional Design and Delivery:** Create and implement lesson plans that cater to the diverse learning needs of exceptional students, integrating SEL and PBL principles to facilitate active, inclusive learning experiences.
- **Individualized Education Program (IEP) Management:** Develop, implement, and monitor IEPs for each student on the caseload, ensuring personalized goals are met through tailored instructional strategies.
- **Collaboration and Support:** Work closely with general education teachers, families, and other stakeholders as part of the IEP team, fostering a unified approach to student development and progress.
- **Classroom Environment:** Cultivate a supportive and accessible classroom setting that encourages student engagement, resilience, and independence.
- **Assessment and Evaluation:** Conduct ongoing assessments to monitor student progress, adjusting instructional methods to meet individual learning objectives effectively.



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- **Professional Development:** Engage in continuous learning and professional growth opportunities, particularly those focused on innovative educational practices relevant to special education.

### ***Skills & Qualifications:***

- **Educational Background:** B.A./B.S. degree in Special Education or related field from an accredited institution, accompanied by North Carolina State certification in teaching Exceptional Children.
- **Experience and Competency:** Proven ability to work effectively with children who have diverse learning needs, with a minimum of one year of experience in a special education setting preferred.
- **Collaborative Spirit:** Strong ability to establish cooperative working relationships with all members of the school community.
- **Communication Skills:** Excellent oral and written communication skills for effective interaction with students, colleagues, and families.
- **Adaptability:** Flexibility to meet the changing needs of students and the school program, with a commitment to punctual and regular attendance.

### ***Physical Requirements:***

- Engage in a variety of instructional activities requiring movement around the classroom and school.
- Utilize educational technology and materials, occasionally lifting items up to 10 pounds.
- Adapt to various teaching settings, including "push in" or "pull out" scenarios, to best serve student needs.

*Reasonable accommodations will be made to enable individuals with disabilities to perform these essential functions, ensuring all team members can contribute fully to our learning community.*