



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: Classroom Teacher

Essential Job Functions for RLA Classroom Teacher:

- ***Plan and Implement Engaging Lessons:*** Design and execute lesson plans and instructional materials that foster active learning and align with RLA's commitment to PBL. Incorporate SEL principles to support students' emotional and social development.
- ***Curriculum Development:*** Develop schemes of work and assessments that integrate SEL and PBL, ensuring alignment with RLA's educational philosophy and standards.
- ***Instruct and Monitor Learning:*** Instruct and supervise students in-person and remotely, utilizing learning materials and technology to support and differentiate instruction based on students' needs.
- ***Classroom Management:*** Establish and enforce rules and procedures to manage student behavior positively, reflecting RLA's SEL framework. Maintain discipline in a manner consistent with RLA's values and disciplinary systems.
- ***Feedback and Progress Monitoring:*** Provide constructive feedback on students' work, encouraging progress and adjusting teaching strategies based on individual needs and achievements.
- ***Record Keeping:*** Maintain accurate and comprehensive records of students' progress and development, adhering to legal and institutional requirements.
- ***Communication and Collaboration:*** Engage in effective communication with students, colleagues, and families to share progress and address needs. Participate actively in RLA's community, including department, school, and district meetings.
- ***Learning Environment Preparation:*** Prepare the classroom for engaging activities, ensuring a safe and conducive environment for PBL and SEL initiatives.

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Leading the Quest for Student Success



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- **Assessment and Evaluation:** Evaluate students' performance and development through assignments, tests, and classwork, ensuring equitable grading practices.
- **Diversity and Inclusion:** Demonstrate preparation and skill in working with students from diverse backgrounds, emphasizing equity in education.
- **Family and Community Engagement:** Foster family and community involvement, maintaining open lines of communication and encouraging participation in the educational process.
- **Professional Development:** Participate in professional activities and development opportunities, particularly those focused on SEL and PBL teaching practices.
- **Extracurricular Involvement:** Engage in extracurricular activities, supporting RLA's mission beyond the classroom and contributing to a vibrant school culture.
- **Additional Duties:** Perform other related duties as assigned by the administration, demonstrating flexibility and commitment to RLA's mission.

Knowledge, Skills, and Abilities Required for RLA Classroom Teacher:

To successfully contribute to our vibrant educational community, a candidate must demonstrate the ability to perform essential duties effectively. The requirements below highlight the knowledge, skills, and abilities we value:

- **Educational Qualification:** Possession of a B.A./B.S. degree in education or a related field from an accredited institution, with North Carolina State certification in the appropriate subject area.
- **Collaborative Relationships:** The capability to establish and nurture cooperative and effective working relationships with students, colleagues, and the community, fostering a collaborative learning environment.
- **Communication Mastery:** Exceptional oral and written communication skills, facilitating clear and impactful exchanges with students, families, and staff.
- **Technological Fluency:** Proficiency in utilizing relevant technology to enhance learning experiences and support diverse instructional strategies.
- **Disciplinary Expertise:** Meeting the professional teacher education requirements of both the school and state, demonstrating content mastery and pedagogical expertise in designated subject areas.
- **Adaptability and Punctuality:** A proven ability to maintain regular and punctual attendance, with flexibility to adapt to the evolving needs of the school program.
- **Classroom Management:** Skills in managing student behavior positively, promoting a safe and conducive learning environment aligned with RLA's disciplinary systems and values.



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- **Diverse Learning Needs:** Competency in differentiating instruction to meet the wide range of learning needs and backgrounds within the classroom, ensuring an equitable educational experience for all students.
- **Continuous Improvement:** Commitment to personal and professional growth, actively seeking opportunities for development to stay abreast of educational innovations and best practices.

Desired:

- **SEL and PBL Proficiency:** A deep understanding of and ability to integrate Social Emotional Learning and Project-Based Learning into classroom instruction, promoting a holistic development approach.

Physical Demands of the Role:

At Riverside Leadership Academy, we value active engagement and hands-on learning as central to our educational philosophy, which integrates Social Emotional Learning (SEL) and Project-Based Learning (PBL). Accordingly, the physical demands for our classroom teachers extend beyond traditional expectations:

- **Mobility:** Teachers are frequently required to stand, walk, and move around the classroom or outdoor learning spaces to facilitate interactive lessons and supervise student activities effectively.
- **Dexterity and Coordination:** Regularly operate a computer, hand-held learning devices, and other educational technology or equipment with precision. This includes setting up project-based learning environments and facilitating hands-on activities.
- **Communication:** Continuously talk and listen for effective instruction and interaction with students, staff, and families, ensuring clear and impactful communication within a vibrant learning community.
- **Lifting and Carrying:** Occasionally lift, move, or carry materials or equipment weighing up to 10 pounds to prepare and support engaging and dynamic learning activities.
- **Sensory Abilities:** Visual and auditory acuity to monitor environments and student work, as well as to utilize digital tools and resources effectively in teaching and learning processes.
- **Stamina and Flexibility:** Adapt to a variety of teaching settings, including extended periods of standing or walking during outdoor activities or school events, with the flexibility to switch between tasks and environments as our active learning model demands.

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.

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