



Job Description: Upper School Special Programs Teacher

Classification: Teacher

Schedule: Ten Month; Monday-Friday (12-Month Pay Cycle)

Supervises: No

Reports To: School Principal

FLSA Status: Exempt

General Description

A Lakeland Christian School teacher is committed to sharpening minds and shepherding hearts of their students. This role requires a commitment to academic excellence, a passion for discipleship and student life, with a focus on equipping students for a lifetime of learning, leadership, service and worship.

Qualifications

1. Be a born-again believer, maintaining a testimony that is above reproach
2. Active in local, evangelical church
3. Bachelor's degree from an accredited college or university in Exceptional Student Education, or a related field (required)
4. Valid ACSI and Florida teaching certificate in Exceptional Student Education K-12 or willingness to obtain
5. Florida Reading Endorsement or willingness to obtain (preferred)
6. Training in research-based reading interventions (Orton-Gillingham, Wilson, Barton, etc.) (strongly preferred)
7. Exhibit the gift of teaching and personality that lends to effective instruction in the classroom, and positive relations with colleagues, administrators, and students
8. Demonstrate a commitment to Christian education
9. Be in agreement with the Lakeland Christian School Statement of Faith and staff qualifications

Essential Duties and Responsibilities

1. **Teaching:** The teacher has the responsibility to teach the content at each grade level(s) assigned by the administration. In implementing that assignment, the teacher is to:
 - a. Provide direct, intensive instruction in reading, writing
 - b. Be informed as to the academic, social, spiritual, and behavioral needs of students.

- c. Employ instructional methods, means, and aids to provide interesting, effective, and enthusiastic teaching/learning.
- d. May require pivot to remote learning format for the whole class or select students as conditions warrant.

2. Teaching Tasks/Responsibilities Include:

- a. Provide direct, intensive instruction in reading, writing, and/or math using research-based, evidence-backed curriculum and methodologies
- b. Deliver specialized instruction in small group or one-on-one settings to address specific skill gaps identified through formal and informal assessments
- c. Implement and monitor accommodations and individualized instructional strategies for students with documented disabilities
- d. Support students in developing executive functioning skills, study strategies, and self-advocacy skills
- e. Collaborate with general education teachers to ensure appropriate supports are implemented in mainstream courses
- f. Monitor student progress through ongoing assessment, data collection, and analysis
- g. Adjust ESE instruction and remediation based on student performance data and psychoeducational recommendations
- h. Serve as a middle school advisor with class supervision and mentoring responsibilities for approximately 20-25 students, if responsible for middle school SP grade levels.

3. Non-Teaching Tasks/Responsibilities Include:

- a. Develop and maintain Service Plans for students transitioning from public school IEPs or 504 Plans. Student load in Special Programs is usually 20-25 daily students and a total of 40-45 students to connect with on a regular basis.
- b. Coordinate accommodations and communicate with faculty regarding student needs
- c. Maintain accurate, confidential records in compliance with FERPA and best practices
- d. Participate in admissions reviews and student placement decisions
- e. Communicate regularly with families regarding student progress, challenges, and celebrations
- f. Collaborate with outside providers (therapists, diagnosticians, medical professionals) as appropriate
- g. Partner with general education teachers to support students in mainstream courses
- h. Serve as an advocate and encourager for students with exceptionalities
- i. Educate faculty and staff on disability awareness, accommodation implementation, and best practices
- j. Participate in multidisciplinary team meetings regarding student support
- k. Build positive relationships with students, families, and colleagues
- l. Contribute to a culture of inclusion and grace within the LCS community

Knowledge, Skills and Abilities

1. Demonstrate experience working with students with learning disabilities, ADHD, and other mild to moderate exceptionalities
2. Strong understanding of psychoeducational evaluations and how to apply recommendations instructionally
3. Knowledge of accommodations and evidence-based interventions
4. Experience developing and implementing accommodations within a Service Plan, IEP or 504 Plan
5. Familiarity with assistive technology and educational supports
6. Math aptitude at a 10th-12th grade level, if responsible for high school SP grade levels
7. Experience in a Christian school setting
8. Background in secondary education or content-area instruction
9. Understanding of college-preparatory curricula and high school graduation requirements
10. Experience with transition planning and college preparation for students with disabilities
11. Knowledge of executive functioning strategies and study skills instruction
12. Training in social-emotional support for adolescents with exceptionalities

Physical Demands

1. Required vision to read small print.
2. Requires the mobility to stand, stoop, reach and bend. Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
3. Requires the ability to stand for long periods.
4. Requires lifting, pushing and/or pulling which does not exceed 25 pounds and is an infrequent aspect of the job.
5. Is subject to normal inside and outside environmental conditions.
6. Mental acuity to perform the essential functions of this position.