



## Job Description: Teacher- Partners for Success

### General Information:

Title:	Teacher - Partners for Success
Department:	Center for Student Success
Licensure:	Professional Educator License (PEL)
Endorsement:	None required
Classification:	TRS
FLSA Status:	Exempt
Reports To:	Principal / Student Services Director
Supervisory Responsibilities:	Students - Grades 6th-12th
Prior Experience:	<ul style="list-style-type: none"> <li>• Prior teaching experience working with at-risk students.</li> <li>• Excellent problem solving and relationship building skills</li> <li>• Experience with small group and individual instruction.</li> </ul>
Evaluation:	Annually by the Principal/Assistant Principal of Partners for Success
Work Year/Salary	Full time; 185 Days (following school calendar)

### JOB GOAL:

To provide a safe, supportive, and engaging learning environment that fosters academic achievement, personal growth, and social-emotional development for students with diverse needs. The teacher will use trauma-informed practices, culturally responsive pedagogy, and positive relationship-building to help students overcome barriers to learning, develop resilience, and achieve success both in and beyond the classroom.

### MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criteria indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

- Establish and maintain positive, supportive relationships with students, grounded in respect, empathy, and consistency.
- Serve as a mentor and advocate for students, particularly those with a history of academic and behavioral challenges
- Demonstrates an understanding of best practices for successful student behavior management strategies through a trauma sensitive lens
- Actively engage in family outreach and communication to strengthen school-home partnerships.
- Create a safe, predictable, and calm learning environment that minimizes re-traumatization.
- Infuse SEL into daily instruction and classroom culture, modeling self-regulation, empathy, and problem-solving.
- Support students in setting personal and academic goals, and track progress toward those goals.
- Deliver rigorous, standards-based instruction that is differentiated to meet diverse learner needs.
- Align lessons with state and district curriculum while ensuring relevance to students' lives and interests.
- Provide meaningful feedback and use formative assessments to guide instruction and monitor growth.
- Establish clear, consistent expectations and procedures to foster a structured, respectful classroom.

- Use multiple instructional strategies and accommodations for students with unique learning profiles.
- Incorporate student voice and choice to increase investment and ownership in learning
- Participate in ongoing training in trauma-informed care, SEL, culturally responsive practices, and alternative education strategies
- Demonstrate professional integrity, patience, and compassion in all interactions
- Foster an inclusive classroom that values diverse backgrounds, identities, and perspectives
- Assist students in preparing for transition to traditional school settings, employment, or post-secondary opportunities
- Participate in team meetings, including MTS, and student support planning

## **MENTAL DEMANDS**

### *Knowledge*

- Thorough knowledge of written and oral communication skills with demonstrated ability to communicate effectively in person by email and by phone to resolve issues related to areas of responsibility.
- Thorough knowledge of and ability to promote a positive work culture and ability to develop and motivate staff.
- Thorough knowledge of and practical experience with Illinois State Board of Education requirements for attendance and truancy

### *Ability*

- The employee shall communicate effectively with a variety of audiences in a variety of ways; model professionalism; maintain strict confidentiality on all job-related matters; interpret policy and procedures related to compliance with Illinois School Code; organize and prioritize assigned tasks and projects; construct, implement, and monitor time lines and meet deadlines on projects and reports; make decisions and resolve complex issues in a timely and organized manner; and establish and maintain effective working relationships with staff and the public.

### *Education/Preparation*

- The employee shall possess the minimum of a Bachelor's degree and an Illinois State Professional Educator's License with a middle school or high school endorsement in the subject area of instruction as required
- The employee must have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

## **PHYSICAL DEMANDS**

- While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

## **WORK ENVIRONMENT**

- The employee shall possess personal computing skills with the following types of software; web browsers, word processing, spreadsheet, and database systems. The employee shall use ROE approved resources, technology, and assistive technology. While performing the duties of this job, the employee works in a school setting. .

*The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.*