

READY Program
Job Description
English Teacher

The teacher is responsible for providing high-quality English/language arts instruction to students enrolled in the READY Program. The teacher will develop and deliver instruction for **English I, English II, English Fundamentals**, and **one elective course** as assigned.

Instructional Responsibilities

- Teach assigned English/language arts courses, including **English I, English II, and English Fundamentals**.
- Teach one elective course.
- Develop lesson plans aligned to Illinois Learning Standards, course objectives, student needs, and READY Program expectations.
- Provide instruction in reading, writing, grammar, vocabulary, literature, informational text, speaking, listening, and critical thinking.
- Design lessons that are engaging, structured, and appropriate for students with varying academic skill levels.
- Differentiate instruction to meet the needs of diverse learners, including students with IEPs, 504 Plans, academic deficiencies, and social-emotional needs.
- Use a variety of instructional strategies, including direct instruction, guided practice, independent work, discussion, writing assignments, projects, and technology-supported learning.
- Provide opportunities for students to improve written expression, reading comprehension, analysis, and communication skills.
- Support students in earning appropriate high school English credit toward graduation.

English I / English II

- Literature and informational text analysis.
- Writing development, including narrative, argumentative, explanatory, and research-based writing.
- Vocabulary development and grammar instruction.
- Reading comprehension and text-based discussion.
- Speaking and listening skills.
- Development of critical thinking and interpretation skills.
- Preparation for future high school English coursework and graduation requirements.

English Fundamentals

- Foundational reading and writing skills.
- Grammar, sentence structure, paragraph development, and basic composition.
- Reading comprehension strategies.
- Vocabulary building.
- Writing fluency and organization.
- Skill remediation for students needing additional academic support.
- Confidence-building for students who have difficulty in English/language arts.

Classroom Environment/Student Support

- Establish and maintain a classroom environment that is safe, respectful, structured, and conducive to learning.
- Build positive relationships with students while maintaining clear professional boundaries.
- Use consistent classroom routines, procedures, and expectations.
- Support student behavior expectations in alignment with READY Program policies.
- Use restorative, supportive, and corrective approaches when appropriate.
- Encourage student responsibility, persistence, and academic confidence.
- Communicate regularly with administration, student support staff, and families regarding student progress and concerns.
- Work collaboratively with social workers, special education staff, guidance staff, and administration to support student success.
- Participate in student support team meetings, parent meetings, transition meetings, and other meetings as requested.

Professional Responsibilities

- Maintain professional conduct consistent with ROE 9 and READY Program expectations.
- Attend staff meetings, professional development, training sessions, and program meetings as required.
- Communicate professionally with students, families, staff, administrators, home schools, and outside partners.
- Maintain accurate records and complete required documentation in a timely manner.
- Support the mission, values, policies, and procedures of the READY Program.
- Perform other duties as assigned by READY Program administration

Required Qualifications

- Valid Illinois Professional Educator License appropriate for high school English/language arts instruction.
- Endorsement in English/language arts or other appropriate licensure as required by the State of Illinois.
- Knowledge of Illinois Learning Standards for English/language arts.
- Ability to differentiate instruction for students with varied academic, behavioral, and social-emotional needs.
- Ability to work collaboratively with teachers, support staff, administrators, families, and home schools.
- Experience creating lessons and teaching classes.
- Knowledge of trauma-informed practices and restorative approaches.
- Experience using student data, assessments, and online learning tools to support instruction.
- Familiarity with IEP accommodations, interventions, and student support team processes.

Terms of Employment

Work year, hours, compensation, and benefits shall be determined by the employee's Statement of Employment and applicable ROE 9 policies and procedures.

Evaluation

Performance will be evaluated by READY Program Administration and/or the Assistant Regional Superintendent in accordance with ROE 9 policies and procedures.