



NILES TOWNSHIP HIGH SCHOOL DISTRICT 219

7700 Gross Point Rd
Skokie, IL 60077
847-626-3000
www.niles219.org

Teacher, Special Education (Bridges)

REPORTS TO: Director of Bridges Transition Center

POSITION OBJECTIVE: Provide high-quality instruction, support, and programming aligned with District 219 curriculum, policies, and professional standards for students with significant disabilities, life-skills needs, and high support requirements. Promotes independence, functional academics, communication, adaptive behavior, vocational readiness, and access to the educational environment. Instruction is delivered in compliance with IDEA, IEP requirements, and district policies to support student growth, safety, and participation in school and community routines. Support diverse learners by planning and delivering effective lessons, creating an inclusive classroom environment, collaborating with staff and families, and maintaining professional responsibilities. Teachers are expected to promote student growth, independence, and engagement while upholding district expectations for equity, professionalism, and instructional excellence.

MINIMUM QUALIFICATIONS:

1. Illinois Professional Educator License (PEL) with LBS1
2. Experience supporting transition-age students with complex adaptive, behavioral, sensory, and communication needs in school, community, and vocational settings.
3. Ability to assist transition-age students with daily living and independent life skills—such as meal preparation, personal care, mobility, travel training, and workplace routines—while promoting self-advocacy and independence.
4. Ability to safely lift, support, and assist students as needed, including occasional physical handling and transport, in a manner consistent with best practices and student safety protocols.
5. Experience working successfully in a diverse, multicultural environment

REQUIRED SKILLS:

- Ability to plan, prepare, and deliver effective instruction aligned to IEP goals in functional academics, communication, adaptive behavior, and life skills.
- Knowledge of instructional strategies, assessment practices, and curriculum standards.
- Knowledge of IDEA, special education procedures, and compliance requirements
- Ability to differentiate instruction for individuals and groups with a wide range of learning, behavioral, and sensory needs
- Strong classroom management and ability to create a purposeful, respectful learning environment.
- Effective written and verbal communication skills.
- Ability to collaborate with colleagues, administrators, student services staff, and families.

- Ability to evaluate student achievement and use data to guide instruction.
- Ability to maintain confidentiality and professional boundaries.
- Strong organizational and time-management skills.
- Commitment to ongoing professional learning and reflective practice.
- Ability to implement behavior intervention plans and support students with challenging behaviors
- Ability to use assistive technology, AAC systems, and adaptive equipment
- Ability to respond calmly and effectively to medical, behavioral, or sensory-related situations
- Ability to establish and maintain positive, supportive relationships with students, staff, and families

PERFORMANCE RESPONSIBILITIES:

Instructional Responsibilities

- Plans lessons and prepares instructional materials aligned to IEP goals and functional life-skills outcomes
- Presents lessons effectively using evidence-based instructional strategies
- Provides instruction in functional academics, communication, vocational skills, community-based instruction, and daily living skills
- Differentiates instruction for individuals and groups, including students with significant cognitive, behavioral, or sensory needs
- Evaluates student achievement using appropriate assessments and adjusts instruction accordingly.

Supports Students Needs

- Teaches and supports life skills such as feeding, dressing, toileting, hygiene, and safety
- Implements sensory regulation strategies and collaborates with related service providers
- Supports communication development, including AAC, visual supports, and structured routines
- Assists students with motor planning, transitions, and functional movement within the school environment
- Provides instruction in vocational tasks, job readiness, and community participation
- Ensures consistency of instructional and behavioral strategies across settings
- Actively participate in the development of student Individual Educational Plans (IEPs)
- Compile and maintain necessary records, IEPs, and reports in compliance with IDEA, state, and district requirements

Classroom and School Environment

- Creates a purposeful, structured, and supportive classroom environment
- Interacts with students in a manner that promotes dignity, independence, and respectful relationships
- Promotes the development of student self-esteem, independence, and responsibility.
- Addresses the academic, behavioral, and social-emotional needs of individual students.
- Ensures student safety, including supervision during transitions, community outings, and daily routines

Collaboration with Staff and Families

- Demonstrates positive interpersonal relations with staff.
- Works cooperatively with school personnel (Directors, Student Services staff, Assistant Principals, related service providers, multiple classroom paraeducators) to benefit students
- Encourages positive school-community relationships.
- Communicates effectively with parents/guardians in a timely, professional, and constructive manner
- Participates in IEP meetings, case conferences, and multidisciplinary team meetings to develop student IEPs and assess student needs and growth
- Provides training, direction, and support to paraprofessionals
- Collaborates with general education staff to support inclusion opportunities
- Develop and implement individualized transition plans focused on post-secondary goals, coordinating with families, employers, and community agencies to support students' independent living, vocational skills, and community participation.

Professionalism

- Establishes and pursues goals to improve professional competence.
- Collaborates with colleagues on curriculum development, course planning, assessment design, and instructional materials.
- Maintains knowledge of current trends and best practices through professional activities such as coursework, conferences, and relevant literature.
- Adheres to the Board of Education and building policies and procedures.
- Identifies school or curriculum concerns and suggests appropriate solutions.
- Uses appropriate channels to resolve concerns and problems.

TERMS OF EMPLOYMENT: 182 day working calendar

WORKING CONDITIONS: The position requires physical activity including lifting, carrying, assisting with mobility, supporting students during behavioral or sensory episodes, and use of fine and gross motor skills. Work is performed indoors with occasional community-based instruction outdoors or off-site.

SALARY RANGE: Salary is based on years of experience and educational background in accordance with the District's salary schedule.

Apply online at: www.niles219.org

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

3/2/2026

Niles Township High Schools District 219 is an equal-opportunity employer. It is the policy and practice of District 219 to decide all matters relating to employment solely on the basis of the applicant's ability to perform the essential functions of the position. District 219 ensures equal employment opportunities regardless of race, creed, sex, sexual orientation, color, national origin, religion, age, or handicap.

3/2/2026

Clear paths. Bright futures. No limits.
www.niles219.org