



Korean Community Services of Metropolitan New York, Inc.

| Position title | Department & Location | Reports to |
|--|---|------------------------|
| ESOL Instructor | NY Education Department | Senior Program Manager |
| | 203-05 32nd Ave. Bayside, NY 11361 | |
| Employment status | FLSA status | Effective date |
| <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Temporary <input type="checkbox"/> Contract | <input checked="" type="checkbox"/> Nonexempt <input type="checkbox"/> Exempt | ASAP |

About the Organization

Founded in 1973, Korean Community Services of Metropolitan New York, Inc. (KCS) is a nonprofit 501(c)(3) multi-service organization supported by government agencies, foundations, corporations, and individuals. KCS aims to develop and deliver a broad range of social service programs to meet the community's various needs.

Position Summary

The New York Education Department is seeking a competent, creative, and dedicated ESOL Instructor to deliver high-quality English language instruction to adult speakers of other languages. In this role, you will design and implement innovative, culturally responsive lesson plans tailored to the needs of adult learners, with a specific focus on supporting members of mostly the Asian community, as well as other diverse immigrant communities. By employing dynamic instructional methodologies, you will enhance students' reading, writing, speaking, and listening skills, regularly assess progress, and adapt teaching strategies to meet varied learning needs.

Essential Duties and Responsibilities

The essential functions include, but are not limited to the following:

- Plan, prepare, and deliver engaging, high-quality ESOL instruction to adult learners in alignment with the guidelines and standards outlined by the NYC Department of Youth & Community Development (DYCD), the New York State Office of New Americans (NYS ONA), and New York State Adult Literacy Education (NYS ALE).
- Adapt instructional methods and materials to accommodate diverse learning styles, language proficiencies, and cultural backgrounds.
- Deliver effective instruction across multiple formats, maintaining an on-site presence for all scheduled in-person classes, while possessing the technical skill to conduct high-quality virtual classes as needed.
- Regularly assess students' language proficiency and academic progress to inform instructional adjustments.
- Provide ongoing feedback and individualized support to empower students and enhance their learning experience.



- Assist in student recruitment and retention initiatives to maintain and enhance enrollment numbers; cultivate a supportive, inclusive classroom culture that encourages consistent attendance, persistence, and long-term student success.
- Collaborate closely with volunteers, tutors, and teaching assistants to maximize classroom support and enrich the student experience.
- Establish and maintain an organized, respectful, and productive classroom management system tailored to the goals and needs of adult learners.
- Oversee and maintain precise classroom administrative paperwork, including daily attendance sheets, student progress reports, and educational material tracking.
- Manage classroom logistics, coordinate makeup sessions when necessary, and demonstrate strong time management by arriving at least five minutes prior to the start of class.
- Work collaboratively with program staff, case managers, and fellow instructors to enhance curriculum delivery, align resources, and improve overall program offerings.
- Engage in ongoing professional development opportunities, training sessions, and staff meetings to maintain up-to-date knowledge of ESOL best practices.
- Assist with the preparation of funder reports and participate actively in funder site visits as required.
- Maintain an open and collaborative classroom environment, welcoming observations from funders, office staff, and fellow instructors as deemed necessary for program evaluation and professional growth.
- Promptly inform office and administrative staff of any significant classroom situations, student concerns, or important behavioral/operational matters that arise.
- Administer standardized quantitative assessments—specifically BEST Plus 3.0 to evaluate students' initial language proficiency and formally determine their readiness for required post-testing.
- Perform other duties and special assignments as deemed appropriate and/or directed by program staff or the Senior Program Manager.

Education and Experience Requirements

- Master's degree in TESOL/TEFL, or a recognized certification in Teaching English to Speakers of Other Languages (TESOL/TEFL) required.
- Minimum of one (1) year of classroom teaching experience, with a strong preference for candidates who have taught in an adult learning environment.
- Demonstrated familiarity with the educational, cultural, and systemic needs of immigrant communities, with a particular value placed on experience working within the Asian community.
- A valid BEST Plus Test Administration Certificate is highly preferred (candidates willing to undergo training to obtain certification may also be considered).
- Skilled in utilizing virtual learning platforms (e.g., Zoom, Google Classroom) for remote instruction and comfortable managing digital administrative tools.



Minimum Qualifications (Knowledge, Skills, and Abilities)

Knowledge

- Deep understanding of the principles, methods, and best practices for curriculum design, adult learning theory, and group/individual instructional techniques. Ability to effectively measure and evaluate training outcomes and language progression.
- Comprehensive, expert-level knowledge of the structure and content of the English language, including advanced mechanics, grammar, syntax, composition, spelling, and phonetic rules.
- High emotional intelligence and cultural humility; a proven ability to recognize, respect, and adapt to cultural differences, ensuring an inclusive and equitable environment for learners from diverse immigrant and ethnic backgrounds.

Abilities

- Ability to communicate clearly, persuasively, and empathetically, both verbally and in writing, in the languages necessary to perform the role (English, Korean, or both). This includes the ability to hear, speak, and be understood in the work environment, and to engage effectively with diverse populations and immigrant communities.
- Proven ability to multitask, balance shifting priorities, and meet project timelines efficiently within a part-time schedule.
- Ability to communicate complex concepts clearly, articulately, and empathetically, both verbally and in writing, across all levels of the organization and with diverse student populations.
- Proficient in troubleshooting and providing basic technical support to ESOL students to help them confidently navigate virtual learning platforms, digital educational tools, and online resources.
- Strong critical thinking skills with the ability to identify complex classroom or operational challenges, evaluate potential outcomes, and implement resourceful, student-centered solutions.

Skills

- Proficient in Google Workspace (Docs, Sheets, Calendar, Gmail) and Microsoft Office Suite (Word, Excel). Ability to provide basic tech support and troubleshooting for instructional staff as needed.
- Strong organizational skills paired with a natural ability to cultivate a welcoming, safe, and inclusive classroom environment that respects diverse learner backgrounds.
- Exceptional oral, written, and interpersonal communication skills used to build supportive, welcoming relationships with staff, participants, volunteers, and community partners.
- A proactive team player who enjoys taking initiative on daily tasks and collaborating cross-functionally to resolve operational challenges.
- Passionate about student success; actively seeks out ways to assist learners, simplify complex concepts, and empower others through collaborative teaching methods.



- Highly attuned to adult learners' reactions and engagement levels; possesses the empathy and emotional intelligence to understand underlying barriers to learning and adapt the instructional pace accordingly.

Physical Demands and Work Environment

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the functions.

- Hours vary based on assigned class times and can include mornings, afternoons, evenings, and weekends.
- Must be able to stand and walk a considerable amount of time, almost the entire workday.
- Strong hand dexterity to operate computers, standard office equipment, and learning materials. Ability to reach, bend, and physically assist students or clients during activities.
- Full fluency in the English language with exceptional communication skills, including the clear auditory, visual, and verbal capacity to instruct effectively, actively listen to student needs, and ensure mutual understanding in the classroom.
- Ability to remain calm, exercise sound judgment, and respond immediately and effectively to emergency or crisis situations should they arise on-site.
- Comfort working in a dynamic classroom environment that may at times feature moderate noise levels, high activity, and bright institutional lighting.
- Ability to safely lift, move, and carry classroom supplies, materials, or objects up to 25 lbs.

Note

Your labor allocation and project assignments may include responsibilities related to various program areas and projects, including but not limited to DYCD, ALE, and ONA Programs. Employment remains strictly at-will. Project assignments, labor allocation, compensation, title, hours, and duties may be modified based on organizational, operational, or funding needs in accordance with applicable law.

This job description in no way states or implies that these are the only duties to be performed by the employee(s) of this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments. All duties and responsibilities are essential functions and requirements and are subject to possible modification to reasonably accommodate individuals with disabilities.

Compensation:

\$35-\$40/hr

Working Schedule:



0-25 hours per week



Job Description Acknowledgment

To perform this job successfully, the employee(s) will possess the skills, aptitudes, and abilities to perform each duty proficiently. Some requirements may exclude individuals who pose a direct threat or significant risk to the health or safety of themselves or others. The requirements listed in this document are the minimum levels of knowledge, skills, or abilities. This document does not create an employment contract, implied or otherwise, other than an at will relationship.

I have reviewed the attached job description as outlined above and understand that I am responsible for all duties as outlined and other tasks as may be assigned. I understand that if I need accommodations to perform the essential functions of my job that I must contact my supervisor or Human Resources as soon as possible to begin an interactive process.

Reviewed with employee by:

Signature:

Name and title:

Date:

Received and accepted by:

Signature:

Name and title:

Date:

The company is an equal opportunity employer, drug-free workplace, and complies with ADA regulations as applicable.