Reading Interventionist (K-08 Grade)| Apply by completing our Job Application Questions? aca.hr@azacademy.org

Arizona Cultural Academy (ACA), based in Phoenix, AZ, has the potential to set the standard for how all private Islamic schools in the country shape their curriculum, manage their staff, build sustainable finances, and – most importantly – produce students with exceptional character and intelligence. Entrepreneurial educators who are seeking significant personal growth will thrive in this environment.

ACA is seeking a Seasonal Reading Interventionist to deliver targeted, Science of Reading-aligned instruction to K-8 students who are reading below grade level. The interventionist will lead small-group and individual sessions in phonics, decoding, fluency, vocabulary, and comprehension, and will track progress using Amplify progress monitoring.

This is a seasonal position for the 2026-27 school year. The interventionist works on site at ACA's Phoenix campus on Tuesdays and Thursdays from 8:00 AM to 12:00 PM, for 8 hours per week, from mid-November 2026 through mid-May 2027. There are no sessions during Thanksgiving week, winter break, or Ramadan, and make-up sessions are scheduled on Wednesdays or added at the end of the program. The interventionist serves Tier 2 and Tier 3 readers in Kindergarten through 8th grade, in small groups and one-on-one, through pull-out sessions during specials scheduled back-to-back. Pay is $25 to $30 per hour, based on certification and experience. The position reports to the VP of Academics and coordinates daily with Instructional Coaches and classroom teachers. Finalists interview with ACA academic leadership and teach a short phonics lesson demonstration.

The interventionist works closely with ACA's instructional coaches and classroom teachers and supports ACA's faith-based mission and school culture. Performance expectations align with the Danielson Framework for Teaching.

Key Responsibilities

Assessment and Planning

- Administer diagnostic and progress monitoring assessments, including Amplify progress monitoring, to identify each student's reading needs.
- Build small-group and individual intervention plans from assessment data.
- Align intervention with classroom instruction in partnership with teachers and instructional coaches.

Instruction and Intervention

- Deliver explicit, systematic instruction in phonemic awareness, phonics, decoding, spelling, and word recognition.
- Build fluency, vocabulary, and comprehension using evidence-based strategies and scaffolds.
- Differentiate instruction across K-8 skill levels while keeping expectations high.

Learning Environment

- Maintain clear routines so every session starts on time and stays focused on measurable goals.
- Build student confidence, motivation, and perseverance as readers.

Collaboration and Documentation

- Record attendance, assessment scores, and progress monitoring data accurately and on time.
- Share student progress with ACA's instructional coaches, teachers, and leadership, and with families when requested.
- Attend an on-site orientation on Day 1 and participate in data review meetings as scheduled.
- Apply coaching feedback and other related duties as assigned.

Qualifications

Required

- Bachelor's degree in Education, Reading, Literacy, or a related field.
- Valid teaching certification with a literacy or reading endorsement.
- Strong knowledge of the Science of Reading and phonics-based instruction.
- Ability to use reading assessments and data to guide instruction.
- Availability every Tuesday and Thursday, 8:00 AM to 12:00 PM, through May 2027, with reliable transportation to campus.
- Commitment to supporting ACA's faith-based mission and culture.

Preferred

- Reading intervention experience in grades K-8.
- Experience with Amplify CKLA or Amplify progress monitoring tools.
- Experience supporting English language learners.

Compensation and Working Conditions:

- Salary range: $25-$30 Hourly

Physical Requirements:

- The ability to lift 10 pounds

- The ability to respond quickly to sounds
- The ability to move safely around campus
- The ability to see and respond to dangerous situations
- The ability to sit/stand most of the day
- Ability to use desktop computers and office equipment such as phone, IPad, desktop