

NEW:
08/27/2012

Revised:
02/13/2018

JOB TITLE:	ADMINISTRATIVE INTERN
DIVISION	DIVERSITY, EQUITY, AND POVERTY PROGRAMS
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	195 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4416
BARGAINING UNIT:	CERU

SCOPE OF RESPONSIBILITIES

Assists in supporting Diversity, Equity and Poverty Programs.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assists in the daily operations, tasks and activities of Diversity, Equity and Poverty Programs.

Assists in identifying and recruiting quality candidates for minority programs.

Assists in providing professional development activities for program participants.

Reviews and processes candidate applications to evaluate qualifications or eligibility of applicants.

Assists in identifying partnerships with community and institutions of higher learning.

Maintains files on minority programs.

Monitors diversity in programs and assists in developing strategies to maintain diversity.

Ensures implementation of all policies, procedures and applicable laws when performing assigned duties.

Assists in supporting Diversity, Equity and Poverty Programs.

PHYSICAL DEMANDS

The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS

Fifteen (15) hours towards a Masters Degree

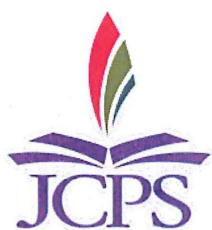
Four (4) years successful teaching experience

DESIRABLE QUALIFICATIONS

Knowledge and understanding of equal opportunity and affirmative action issues

Evidence of strong interpersonal and leadership skills

Three
(3)



NEW:
01/12/2015

Revised:
02/13/2018

JOB TITLE:	BEHAVIOR SUPPORT SYSTEMS RESOURCE TEACHER
DIVISION	ACADEMIC ACHIEVEMENT K-12 AREA 5
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	195 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4744
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Provides support, assistance, and coaching to system wide service center and/or school staff in the area of assignment.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Designs, prepares, and delivers professional trainings for school-based teams and whole school implementation

Provides support, assistance, and advice to schools and teams (e.g. effective instructional and class management techniques)

Monitors the implementation of Positive Behavior Intervention System and Restorative Practices at the local school level

Delivers technical assistance on the design and implementation of the Behavior Support System

Monitors completion of school level activities to ensure the validity of implementation

Gathers data, prepares reports, records, and documents as required by supervisor or designee

Assists school teams with the application of the evaluation results so they are used to identify next steps

Performs other duties as assigned by the Coordinator of the Behavior Support System

PHYSICAL DEMANDS

The work is performed while standing or walking. It requires the ability to communicate effectively using speech, vision, and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work, at times, requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push, or pull light weights.

MINIMUM QUALIFICATIONS

Master's degree with valid Kentucky Teaching Certificate

Five (5) years successful teaching experience

Excellent interpersonal skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated ability to write clearly and professionally

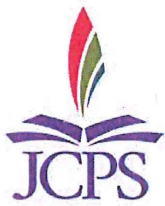
Demonstrated ability to organize data

Training/willingness to train in Safe Crisis Management

Experience in planning, developing, and conducting professional development

Experience in planning, developing, and conducting coaching experiences

Three
(3)



New:

November 28, 2017

Revised:

02/13/2018

JOB TITLE:	CERTIFIED BEHAVIOR INTERVENTION COACH
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	187
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

The Behavior Intervention Team provides short-term crisis intervention for students with disabilities. The Behavior Intervention Coaches review students' Individual Education Plans (IEP) and progress data; conduct student observations; and model appropriate behavioral strategies. These coaches will work with schools and teachers to support students.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Provide short-term crisis intervention within the classroom

Participate in and maintain certification in district approved de-escalation and crisis management training

Review/collect/analyze ongoing student progress data including IEP, FBA, BIP, etc. in collaboration with the ECE and classroom teachers

Model calming, de-escalation and positive strategies for behavior intervention

Assist school staff in determining antecedents (triggers) and consequences associated with the targeted behavior(s)

Assist school staff in conducting the Functional Behavior Assessment (FBA) and develop the Behavior Intervention Plan (BIP)

Coach school staff in implementing the BIP (instructional and management strategies), specifically daily teachers and staff

Build school staff capacity and provide follow up services., collaborating with outside agencies and families

Comply with policies, rules and regulations of the school district and of any state/federal regulatory agency where appropriate.

Perform other duties assigned by designated administrator.

PHYSICAL DEMANDS

At times the work is primarily sedentary, however it will require the ability to model and demonstrate Safe Crisis Management techniques and strategies. It requires the ability to communicate effectively using speech, vision, and hearing. The work at times requires bending, squatting, climbing, reaching with the ability to lift, carry, push, or pull light to heavy weights. The work requires the use of hands for grasping and fine manipulations.

MINIMUM QUALIFICATIONS

Master's degree with valid Kentucky teaching certificate

Kentucky certification in learning and behavior disorders

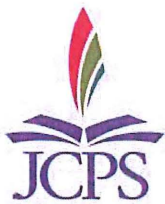
Five (5) years of successful teaching experience

Consultant Certification once selected for the position

DESIRABLE QUALIFICATIONS

The person must be certified to utilize the district approved de-escalation and crisis management training.

Three
(3)



NEW:
07/01/17

Revised:
02/13/2018

JOB TITLE:	DISTRICT RESOURCE TEACHER –PROFESSIONAL AND DEEPER LEARNING
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	210 DAYS OR AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4756
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Provides support, assistance and advice to system wide service center and/or school staffs in the area of assignment

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Provides technical assistance to district and school staff in area of assignment

Provides feedback to appropriate district and school staff on implementation of and compliance with policies and standards related to area of assignment

Delivers technical assistance in the design and implementation of workshops and training programs as required.

Provides staff training as assigned to meet district goals and objectives.

Gathers data as needed to complete assignments

Provides assistance to teachers and other staff in the area of effective instructional and class management techniques.

Researches past and current practices in area of assignment, integrates research in all areas of responsibility; submits reports and recommendations as required.

Duties may include performance of health services, for which training will be provided.

Performs other duties as assigned by the designated administrator.

PHYSICAL DEMANDS

This work is performed while standing, or walking. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

MINIMUM QUALIFICATIONS

Master's degree with valid Kentucky Teaching Certificate

Five (5) years successful teaching experience

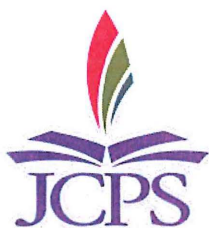
DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated ability to organize data

Experience in planning, developing, and conducting in-service programs

Three
(3)



NEW:

07/01/2016

Revised:

02/13/2018

JOB TITLE:	EARLY CHILDHOOD INSTRUCTIONAL COACH
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	187 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4438
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Provides support, assistance and advice to district school staffs in the area of Early Childhood.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Analyzes a variety of child level and classroom level assessment data to make decisions about professional development needs

Develops and provides professional development and training that will directly impact school readiness

Provides support and coaching of teachers that will design and implement rigorous lessons that are aligned to the standards

Provides support of teachers that will create assessments that are directly aligned to the standards

Designs and implements a plan to use multiple sources of data to intervene with students and adjust practices

Creates intentional work plans that provide equitable support for the teachers in order to increase student achievement and close the achievement gap.

Works collaboratively with district leadership and school leadership teams to align school initiatives with district strategies plans and initiatives.

Provides feedback to appropriate administrators and school staff on implementation and compliance with state and federal guidelines.

Provides technical assistance for staff to facilitate activities for Early Childhood students transitioning to kindergarten. Provides technical to teachers and other staff in the area of effective instructional and classroom management techniques

Provides technical assistance to school-based staff in the area of curriculum implementation

Conducts regularly scheduled classroom visitations to demonstrate effective early childhood teaching methods

Develops and provides age-appropriate hands-on classroom materials for early childhood instructional staff

Reviews teaching plans of classroom ins

Duties may include performance of health services, for which training will be provided

Performs other duties assigned by the designated administrator

PHYSICAL DEMANDS

The work is performed while walking or standing. It requires the ability to communicate effectively using speech, vision, and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights

MINIMUM QUALIFICATIONS

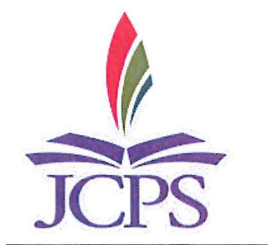
Master's degree with valid Kentucky Teaching Certificate

Five (5) years successful teaching experience in the area of early childhood or early primary grades

Ability to work successfully with people

Three
(3)

DESIRABLE QUALIFICATIONS
Interdisciplinary Early Childhood Education Certification
Demonstrated ability to write distinctly and to organize data
Experience in planning, developing, and conducting in-service programs



NEW:

02/11/2013

Revised:

02/13/2018

JOB TITLE:	GOAL CLARITY COACH
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	190 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4743
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Provides support, assistance, and advice to systemwide service center and/or school staffs in the area of assignment.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Analyzes a variety of student performance data to make decisions about professional development needs.

Develops and provides professional development that will directly impact student achievement.

Provides support and coaching for cohorts of teachers that will design and implement rigorous lessons that are aligned to the standards.

Provides support and coaching for cohorts of teachers that will create assessments that are directly aligned to the standards.

Designs and implements a plan to use multiple sources of data to intervene with students and adjust practices.

Creates intentional work plans that provide equitable support for the teachers in order to increase student achievement and close the achievement gap.

Works collaboratively with district leadership and school leadership teams to align school initiatives with district strategic plans and initiatives.

Provides assistance to teachers and other staff in the area of effective instructional and class management techniques.

Duties may include performance of health services, for which training will be provided.

Performs other duties as assigned by the designated administrator.

PHYSICAL DEMANDS

The work is performed while standing or walking. It requires the ability to communicate effectively using speech, vision, and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

MINIMUM QUALIFICATIONS

Master's degree with valid Kentucky Teaching Certificate

Five (5) years successful teaching experience

Ability to work successfully with people

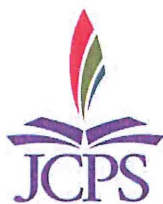
DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting in-service programs

Three
(3)



New:

November 28, 2017

Revised:

02/13/2018

JOB TITLE:	MULTI-TIERED SYSTEMS OF SUPPORT RESOURCE TEACHER
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	195 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

This position is responsible for analyzing data collected through teaching and learning, and to provide both prompt reflection/support and constructive feedback to school personnel for both academics and behavior. The purpose of this position is to provide technical support and coaching for school teams; to provide professional development and support for schools in order to organize and maintain support teams; organize support systems; provide classroom management support for teachers; organize effective individual student intervention strategies in both academics and behavior; assist with data collections, analysis and evaluation; monitor the effectiveness of campus support efforts and outcomes, and coordinate support efforts across schools, vertical teams, and the district.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assist in the coordination of a multi-tiered system of support with consistent standards and best practices to ensure equitable support needed by schools to address the needs of all students

Provide professional development in a variety of formats, including follow-up support

Provide school personnel with prompt reflection/support and constructive feedback

Work in a collegial manner to provide support and feedback through model teaching, side by side teaching, mentoring and coaching as needed to teachers

Support school/district staff in the development, implementation, and sustainability of academic and behavior school programs such as social emotional learning, trauma informed practices, etc.

Provide coaching to school staff for academic and behavior interventions

Develop training materials to support job-embedded professional development

Maintain and document regular communication, including problem-solving, with school teams, leaders and school principals to ensure the effectiveness of school based programs

Assist campuses in collecting, analyzing, and evaluating data in order to establish goal setting for students in a proactive manner

Analyze student data and effective implementation of evidence-based interventions for students for both academics and behavior

Performs other duties as assigned by the Multi-Tiered System of Support Director.

PHYSICAL DEMANDS

The work is performed while standing or walking. It requires the ability to communicate effectively using speech vision, and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push, or pull light weights.

MINIMUM QUALIFICATIONS

Master's degree with valid Kentucky Teaching Certificate

Five (5) years successful teaching experience

Consultant Certification once selected for the position

Ability to work successfully with diverse groups

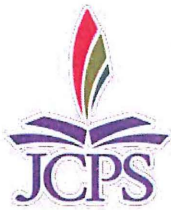
DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated ability to write distinctly and organize data

Experience in planning, developing, and conducting in-service programs.

Three
(3)



NEW:
07/01/17

Revised:
02/13/2018

JOB TITLE:	POST-SECONDARY TRANSITION RESOURCE TEACHER
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	187 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

The position of Post-Secondary Transition Resource Teacher is responsible for serving students with disabilities ages 14-21 with an emphasis on developing and implementing the five core pre-employment transition services as required by the Workforce Innovation and Opportunity Act (job exploration counseling, work based learning experiences, counseling on post-secondary educational opportunities, workplace readiness training, and instruction in self-advocacy).

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Develop, plan, coordinate and carry out an annual student-focused conference for middle and high school students with disabilities focusing exclusively on Pre-Employment Transition Services.

Support schools in the development, planning, coordination and execution of comprehensive weekly group workshops during the school year and coordinate summer experiences for students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation services.

Provides career assessment, functional vocational evaluation and appropriate career exploration for students with disabilities.

Communicates consistently with program staff, businesses, teachers, parents and vocational rehabilitation counselors.

Transport students within the community for transition experiences using appropriate modes of transportation (i.e., TARC, personal vehicle).

Gathers data as needed to complete job duties. Submit required reports to supervisor.

Attend trainings, workshops, and conferences (as applicable and approved by supervisor) to maintain awareness of current information and best practices in the field of special education.

Delivers technical assistance in the design and implementation of workshops and training programs as required.

Provides staff training as assigned to meet district goals and objectives.

Perform other duties as assigned.

PHYSICAL DEMANDS

The work is performed while standing or walking. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS

Master's degree in Education with valid Kentucky Teaching certificate

Minimum of 5 years teaching and/or consulting experience

Experience working with students with disabilities

Valid Driver's License and ability to travel to work locations

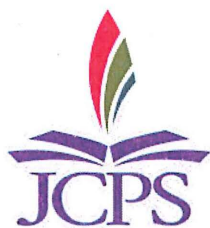
DESIRABLE QUALIFICATIONS

Certification in Community Based Instruction (CBI) or equivalent community training program (JCPS)

Knowledge of effective instructional/learning strategies and Specially Designed Instruction for students with disabilities

Understanding of transition services/vocational rehabilitation services for youth

three
(3)



NEW:
07/12/2004

Revised:
02/13/2018

JOB TITLE:	RESOURCE TEACHER
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4739
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Provides support, assistance, and advice to systemwide service center and/or school staffs in the area of assignment.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Provides technical assistance to district and school staff in area of assignment.

Provides feedback to appropriate district and school staff on implementation of and compliance with policies and standards related to area of assignment.

Delivers technical assistance in the design and implementation of workshops and training programs as required.

Provides staff training as assigned to meet district goals and objectives.

Gathers data as needed to complete assignments.

Provides assistance to teachers and other staff in the area of effective instructional and class management techniques.

Research past and current practices in area of assignment, integrates research in all areas of responsibility, submits reports and recommendations as required.

Duties may include performance of health services, for which training will be provided.

Performs other duties as assigned by the designated administrator.

PHYSICAL DEMANDS

The work is performed while standing or walking. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

MINIMUM QUALIFICATIONS

Master's degree with valid Kentucky Teaching Certificate

Five (5) years successful teaching experience

Ability to work successfully with people

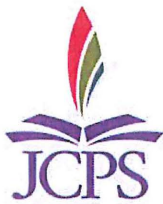
DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting inservice programs

Three
(3)



New:

November 28, 2017

Revised:
02/13/2018

JOB TITLE:	SAFE CRISIS MANAGEMENT RESOURCE TEACHER
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	195 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Assists with the planning, implementation and administration of Safe Crisis Management to meet the requirements of KAR 7:160, the use of restraint and seclusion in school settings, and other regulations set forth by the Kentucky Department of Education. Conducts training on de-escalation strategies and models effective classroom techniques when applicable. Monitors and maintains efficient record keeping related to Safe Crisis Management certifications and trainings. Analyzes restraint and seclusion data to determine trends and patterns for on-going training and support.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Assists with coordination and supervision of the Safe Crisis Management training program

Assists with on-going training of Safe Crisis Management

Responsible for the coordination and supervision of training in the area of behavior management, positive behavioral supports, de-escalation strategies, and physical assists to school personnel identified by school administration in Safe Crisis Management

Ensures school and district compliance with the requirements of KAR 7:160

Responsible for all district Safe Crisis Management training

Evaluates and makes recommendations to assist District decision-making regarding the use of restraint and seclusion

Maintains accurate records on the program and provides data to appropriate personnel

Assists with tracking data and preparing reports, records and documentation required

Models, assists and collaborates with teachers on classroom strategies and behavior management techniques

PHYSICAL DEMANDS

At times the work is primarily sedentary, however it will require the ability to model and demonstrate Safe Crisis Management techniques and strategies. It requires the ability to communicate effectively using speech, vision, and hearing. The work at times requires bending, squatting, climbing, reaching with the ability to lift, carry, push, or pull light to heavy weights. The work requires the use of hands for grasping and fine manipulations.

MINIMUM QUALIFICATIONS

Master's degree with valid Kentucky Teaching Certificate

Five (5) years successful teaching experience

Safe Crisis Management Certification

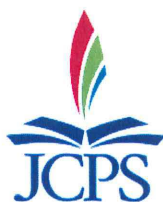
Consultant Certification once in position

Three
(3)

DESIRABLE QUALIFICATIONS

Proven Leadership ability

Experience with diverse populations



NEW

07/01/2017

Revised
02/13/2018

JOB TITLE:	TALENT DEVELOPMENT ACADEMY COACH
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Provide leadership, coordination, and support for Talent Development Academies through work with business/community partners, Office of College & Career Readiness, talent academies, and student/teacher support

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Develop and maintain advisory boards for each academy and plan four (4) meetings per year; provide a yearly planning calendar during opening week of school for the entire year

Work directly with business/community partners, including collecting time/talent hours twice monthly, reporting to Guiding Team and OCCR twice monthly, and maintaining ongoing communication with all partners to ensure meaningful engagement (e.g. align co-op opportunities, coordinate equipment/supply needs)

Host an annual business partner appreciation event for all business partners at the end of each school year

Organize an academy planning retreat in the summer with each academy advisory board to review academy offerings, ensure alignment of pathways to workforce projections, and develop program modifications in conjunction with the Office of CCR

Visit business partners place of business in the summer

Assist academy teachers with the coordination of work based learning experiences, site evaluations, and support and student placements

Attend a district academy coach meeting one (1) day a month and all assigned trainings/meetings as designated by the Director of CCR to maintain the credentials to serve as academy coach

Serve as the liaison between the district and the school to ensure consistent communication to all academies

Attend trainings for various "quasi-administrative" roles to include master scheduling, strategic plans, SIP plans, etc. to be prepared to assist administrators with normal management functions

Attend all partnership councils/collaborative meetings that relate to designated school's career academies

Attend one (1) academy team meeting each month to monitor highly effective interdisciplinary teaming

Coordinate and ensure participation of experiential learning for all academies, including but not limited to career fairs, college visits, guest speakers, industry related field trips, job shadows, and internships

Promote and support the work of each academy to align with NCAC accreditation status, working towards model status

Work with academy team leaders on budgeting, equipment needs, year ending reports, student data, and calendar of events

Coordinate and monitor teacher externships, PBL training, interdisciplinary training, or other trainings as needed

Work with academy teams to implement academy showcases, school tours, and recruitment events

Oversee all aspects of Academy Ambassador program (i.e. student selection, district training, and ambassador events)

Serve on the school leadership team and work closely with guidance counselors and administrative team to ensure master scheduling aligns to pathway completers

Spend 95% of time working on TDA specific activities

Complete required reports: Academy Action Plans, Budget, Calendar of Events, Dual Credit, Industry Certifications, Academy enrollment, graduation rate, purity report, CCR Awards, CCR Data, student experience tracker, PBL tracker (understand TEDS data entry and oversee TEDS clerk)

Assist in the onboarding of new CTE/Academy teachers, team leads, and administrators to the academy model

Help administrative team ensure 9th career exploration course and senior capstone projects are implemented according to district expectations

Complete or facilitate completion of reports/data including tracking students NAME & NEED Data Charts for CCR, Business & Industry Related Reports (minutes, agendas of advisory meetings, and time/talent report), Student Work Based Learning Experience Tracker, Career Pathway Information Form to OCCR, and Industry Certification School Report to OCCR

Complete additional duties as assigned by the building principal

PHYSICAL DEMANDS

The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull lightweights.

MINIMUM QUALIFICATIONS

Master's Degree with valid Kentucky teaching certificate

Five (5) years successful teaching experience

Valid Driver's License and ability to travel to work locations

Demonstrated academic leadership experience

DESIRABLE QUALIFICATIONS

Experience in the human resources, workforce development, or education fields

Demonstrated history of leadership experience in school setting (Department Chair, team leader, SBDM, etc.)

Demonstrated history of working with external partners (business partners, advisory boards, industry associations, etc.)

Successful experience organizing and planning events such as awards programs, retreats, orientations, trainings, etc.

Effective and efficient attention to detail with experience working with student data, maintaining records, producing reports

Strong professional standards, communication skills, and understanding of meeting protocols in working with business partners

Three
(3)