



REVISED: Submitted:
 07/01/2026 02/10/2026
 07/17/2019 07/16/2019

JOB TITLE:	SUPERVISOR COORDINATOR ARCHIVES AND RETRIEVAL SYSTEMS
DIVISION	ACADEMICS SERVICES
SALARY SCHEDULE/GRADE:	II, GRADE 8 7
WORK YEAR:	AS APPROVED BY BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8496
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

~~Ensures that records are organized and protected to meet the needs of Jefferson County Public Schools in carrying out its business legally and effectively. Manages the lifecycle of the records, develops filing systems, retention and disposal schedules, advises on records storage and records media and the training of District staff to manage their own records. Preserves the District memory and heritage.~~

Responsible for maintaining, organizing, and safeguarding Jefferson County Public Schools' records to ensure legal compliance, operational efficiency, and preservation of the district's institutional history. Oversees the records lifecycle and provides guidance on records organization, retention, and access in accordance with established policies. This role maintains system-level accountability for records integrity and compliance by preserving the district memory and heritage.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Maintains physical storage systems and logical arrangement organization of records using established by classification and indexing standards to ensure effective efficient retrieval when required
- Develops and maintains retention and disposal schedules to meet administrative, legal and fiscal needs
- Organizes and safeguards historically valuable documents and records and archival materials that have been transferred to the center District archive by individuals, companies, departments and other organizations
- Assists district staff, schools, and community members in finding information locating archival information and guides records to other areas that help in for research or operational purposes
- Assists with organizing archival displays and materials for internal district use or approved community engagement activities
- ~~Provides answers to written and telephone inquiries from community and school district members; fulfills public speaking engagements~~
- Responds to open records requests within legal parameters
- Provides guidance and training and supervision to district staff as well on-site assistance to departments and schools on records organization, storage practices, and records handling procedures
- Implements and maintains approved retention and disposal schedules in accordance with administrative, legal, and fiscal requirements
- Serves as liaison with Kentucky Department of Libraries and Archives, Record Division
- ~~Evaluates staff as assigned~~
- Performs other duties as assigned by supervisor
- Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

~~The work is primarily sedentary. 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.~~

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Bachelor's degree with a concentration in archives and/or records management

Three (3) years of successful experience with government records management practices, indexing, applicable state laws and regulations, preservation techniques and retention schedule development

Successful leadership experience

Skill in managing a system of databases designed to control and facilitate record access

~~Effective communication skills~~

DESIRABLE QUALIFICATIONS

Master's degree

Kentucky Professional Certification in administration and/or supervision

Experience with record imaging projects

Experience in a diverse workplace



REVISED: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	COORDINATOR ARCHIVES AND RETRIEVAL SYSTEMS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 7
WORK YEAR:	AS APPROVED BY BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8496
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Responsible for maintaining, organizing, and safeguarding Jefferson County Public Schools' records to ensure legal compliance, operational efficiency, and preservation of the district's institutional history. Oversees the records lifecycle and provides guidance on records organization, retention, and access in accordance with established policies. This role maintains system-level accountability for records integrity and compliance by preserving the district memory and heritage.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Maintains physical storage systems and logical organization of records using established classification and indexing standards to ensure efficient retrieval
- Develops and maintains retention and disposal schedules to meet administrative, legal and fiscal needs
- Organizes and safeguards historically valuable records and archival materials transferred to District archive
- Assists district staff, schools, and community members in locating archival information and records for research or operational purposes
- Assists with organizing archival displays and materials for internal district use or approved community engagement activities
- Responds to open records requests within legal parameters
- Provides guidance and training to district staff on records organization, storage practices, and records handling procedures
- Implements and maintains approved retention and disposal schedules in accordance with administrative, legal, and fiscal requirements
- Serves as liaison with Kentucky Department of Libraries and Archives, Record Division
- Performs other duties as assigned by supervisor
- Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

Bachelor's degree with a concentration in archives and/or records management
Three (3) years of successful experience with government records management practices, indexing, applicable state laws and regulations, preservation techniques and retention schedule development
Successful leadership experience
Skill in managing a system of databases designed to control and facilitate record access

DESIRABLE QUALIFICATIONS
Master's degree
Kentucky Professional Certification in administration and/or supervision
Experience with record imaging projects
Experience in a diverse workplace



NEW: Revised: Submitted:
 07/01/2026 02/10/2026
 07/01/2023 03/28/2023

JOB TITLE:	COORDINATOR TECHNOLOGY LIBRARY PROJECTS-TECHNOLOGY
DIVISION	AS-ASSIGNED ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 7 5
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8805
BARGAINING UNIT:	CLAP

SCOPE OF RESPONSIBILITIES

~~Provide services that support the instructional, administrative, and planning efforts for schools through direct face-to-face work with school leadership and technical staff. Provides support to schools with technical assistance of newly adopted District-wide systems and initiatives that support the work towards the JCPS Strategic Plan. Assists with the project management of District-wide technology to establish timelines and set key performance indicators to measure success based on the JCPS Strategic Plan. District wide projects include, but are not limited to, infrastructure upgrades, telephony, device lifecycle management, cybersecurity engagements, ticketing system, video surveillance systems, new school/facility construction, and school moves/renovations.~~

Provides implementation support, coordination, and operational assistance for district library media services and related instructional resources. This role supports schools by assisting with communication, resource coordination, and technical guidance related to library systems, instructional materials, and media services. The coordinator ensures consistency, organization, and timely support aligned to established district priorities and library media guidelines.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- ~~Works in conjunction with District leadership and Project managers to ensure day-to-day progress on Districtwide initiatives in support of the JCPS Strategic Plan~~
- Supports the implementation of district library media initiatives by assisting schools with established processes, resources, and tools
- Provides ~~systematic and~~ direct support and communications to school ~~teams~~ library staff regarding timelines, procedures, and expectations
- Serves as liaison between schools, vendors and internal stakeholders by facilitating support of newly implemented technology projects
- Monitors project sites to ensure projects are completed according to schedule
- ~~Serves as liaison between students, staff, schools and assigned department on projects~~
- Assists with coordinating library-related services across schools to promote consistency and efficiency
- Provides on-site support to end users to ensure effective integration of newly implemented technology initiatives
- ~~Provides technical recommendations based on needs analyses of project requirements, business operations, employment practices, instructional practices and technical skills~~
- ~~Utilizes effective communication skills to interact with internal and external stake holders at all levels to help direct technology-related initiatives and provide supports in a timely manner~~
- ~~Maintains communication with software vendors regarding required documentation related to student information privacy and security~~
- Supports distribution, organization, and tracking of instructional and library resources in coordination with department procedures

Assists with maintaining documentation, inventories, and usage records related to library services
Provides onsite and remote support to library staff to ensure effective use of library systems and instructional resources
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

~~The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, reaching, climbing, with the ability to lift, carry, push, or pull light weights. The work requires activities involving driving automotive equipment.~~

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MINIMUM QUALIFICATIONS

High school diploma or G.E.D.

Three (3) years of technology training/experience ~~and operations~~

~~Three (3) years of experience in computer operations~~

Excellent written and oral communication skills coupled with thorough knowledge of enterprise technology field services and project delivery; operational knowledge of industry-standard hardware, software and networking technologies used in school District settings

~~Effective communication skills~~

DESIRABLE QUALIFICATIONS

Bachelor's degree, or above in Computer Science or other related field

Industry recognized certification in Project Management

Experience in a diverse workplace



Revised: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	COORDINATOR LIBRARY TECHNOLOGY
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 5
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8805
BARGAINING UNIT:	CLAP

SCOPE OF RESPONSIBILITIES

Provides implementation support, coordination, and operational assistance for district library media services and related instructional resources. This role supports schools by assisting with communication, resource coordination, and technical guidance related to library systems, instructional materials, and media services. The coordinator ensures consistency, organization, and timely support aligned to established district priorities and library media guidelines.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports the implementation of district library media initiatives by assisting schools with established processes, resources, and tools
- Provides direct support and communication to school library staff regarding timelines, procedures, and expectations
- Serves as liaison between schools, vendors and internal stakeholders by facilitating support of newly implemented technology projects
- Monitors project sites to ensure projects are completed according to schedule
- Assists with coordinating library-related services across schools to promote consistency and efficiency
- Provides on-site support to end users to ensure effective integration of newly implemented technology initiatives
- Supports distribution, organization, and tracking of instructional and library resources in coordination with department procedures
- Assists with maintaining documentation, inventories, and usage records related to library services
- Provides onsite and remote support to library staff to ensure effective use of library systems and instructional resources
- Performs other duties as assigned by supervisor
- Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

High school diploma or G.E.D.
Three (3) years of technology training/experience and operations
Excellent written and oral communication skills coupled with thorough knowledge of enterprise technology field services and project delivery; operational knowledge of industry-standard hardware, software and networking technologies used in school District settings

DESIRABLE QUALIFICATIONS

Bachelor's degree, or above in Computer Science or other related field
Industry recognized certification in Project Management
Experience in a diverse workplace



NEW: 07/01/2026
 Submitted: 02/10/2026

JOB TITLE:	DIRECTOR OF LIBRARY MEDIA SERVICES
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Coordinates the library media services program with the educational objectives of the District; administers the system-wide technical operations center within the library media services department and gives leadership and counsel to building level librarians; works cooperatively with system-wide service administrators, Principals, librarians, teachers, and other personnel; plans appropriate in-service related to library media services for librarians and others; interprets the scope of the library media services program to the administration, Board of Education, State Department of Education, PTA, citizen groups, and other public bodies.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Designs and implements the library/media services program of the District in cooperation with the Assistant Superintendents, Principals, and other personnel
- Serves as consultant providing advisory services on all matters pertaining to the library media programs
- Administers the areas of library media services including the audiovisual center, educational media center, the centralized library technical services, and archives
- Monitors the implementation of library media services in the local schools and in the central offices and coordinates the library media services program with the educational objectives of the District
- Provides staff improvement and opportunities when authorized
- Directs the organization and maintenance of the accumulated archives of the District and makes such archives accessible
- Develops library media center handbooks, guides, and other publications
- Compiles analytical, statistical and special reports as requested
- Administers the District participation in ECIA Title VI Consults with administrators and architects and makes recommendations to assure the inclusion of optimum facilities for library media services in new school buildings being planned and in existing buildings being renovated
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor
- Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

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workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree with Kentucky certification in supervision and/or administration (Principal Certification)

Certification in school librarianship K-12

Successful experience as a librarian

Experience with implementation of library automation systems including card catalog circulation and electronic access of information

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated ability to work with staff in the identification, selection, purchase, distribution and storage of instructional materials

Demonstrated ability to prepare reports and budgets, and maintain appropriate records

Demonstrated ability to work cooperatively with staff to achieve instructional goals

Experience in a diverse workplace



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	EXECUTIVE DIRECTOR CURRICULUM AND INSTRUCTION
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 13
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership for the development, implementation and continuous improvement of high-quality curriculum, instructional practices, and instructional technology integration across the school district. Ensures districtwide systems and coherent alignment among curriculum, instruction, digital innovation, library media services and professional learning to improve teaching effectiveness and student achievement. Leads teams responsible for core content areas, digital innovation, technology training, and library media for classroom teachers and District staff with a strong emphasis on equity, culturally responsive instruction, and effective use of technology to enhance learning and work efficiency.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Leads the design, implementation and revision of District curriculum for all core content areas to ensure alignment with state standards, district priorities, and state/federal guidelines, digital innovation, and library media
- Oversees Core Content Specialists and Instructional Leads to ensure high-quality instructional resources, pacing guides and instructional frameworks are developed and implemented consistently across schools
- Supports schools in implementing evidence-based instructional practices that improve student learning outcomes
- Collaborates with Assistant Superintendents and Academic Regional Directors in matters relating to instructional program development and the use of data for the improvement of instruction including the incorporation of strategies to address the achievement gap
- Supports the implementation of the Kentucky Core Academic Standards and deeper learning initiatives
- Provides recommendations to the Director of Learning Support, Assistant Superintendent of Curriculum and Professional Learning and Chief Academic Officer on the development, implementation, and evaluation of district curricular and instructional programs
- Supervises the development of systematic approaches to improving student achievement; monitors recent research and development in the areas of instructional and educational support for all students
- Leads, designs, and oversees professional learning related to instructional technology for classroom teachers and district personnel that is aligned to instructional priorities; andragogy; data-informed, job-embedded, and outcome-focused professional learning; and initiatives that build instructional and technical capacity
- Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations and JCPS policies, rules and procedures
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervision

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

Master's Degree with Kentucky certification in administration and/or supervision of instruction

Five (5) years successful administrative experience

Three (3) years successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a principal

Leadership experience in implementing programs in a school district

Experience in a diverse workplace



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	DIRECTOR OF LEARNING SUPPORT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership for district-wide systems that support high-quality curriculum, instruction, professional learning, instructional technology, Library Media Services and federally funded programs that ensure equitable student achievement and continuous improvement. Leads and supports multiple directors and departments, ensuring that professional learning and instructional supports are aligned to District priorities, grounded in research-based practices, and responsive to the diverse needs of schools, educators and staff. Ensures coherence across initiatives, compliance with federal requirements and effective use of resources to support teaching and learning across all schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports vision and strategic leadership for district-wide curriculum, instruction, assessment and instructional support systems including teaching and learning, professional learning, leadership development, and state/federal programs
- Ensures vertical and horizontal alignment of curriculum, instructional practices and professional learning across all grade levels, content areas and District departments
- Leads the development and implementation of instructional frameworks, district initiatives and continuous improvement processes
- Partners with school and district leaders to ensure coherent implementation of learning support initiatives for students and staff
- Supports schools and district staff in implementing evidence-based instructional practices that improve student learning outcomes
- Provides recommendations to the Assistant Superintendent of Instructional Programming and Chief Academic Officer on the development, implementation and evaluation of learning support programs
- Leads, designs and oversees professional learning related to instructional technology for classroom teachers, instructional staff and district personnel that is aligned to instructional priorities; andragogy; data-informed, job-embedded and outcome-focused professional learning; and initiatives that build instructional and technical capacity
- Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations and JCPS policies, rules and procedures
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervision

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Certification in Administration and/or supervision of instruction (Principal Certification)

Five (5) years successful administrative experience

Three (3) years successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as an assistant principal or principal

Leadership experience in implementing programs in a school district

Experience in a diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	EXECUTIVE OFFICER EXCEPTIONAL CHILD EDUCATION
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides executive leadership for the operations of the Exceptional Child Education (ECE) department. Oversees the planning, development, assessment, and improvement of educational programs, instructional, and student support with particular attention given to closing the achievement and opportunity gaps for students receiving special education or 504 services. Collaborates with the Executive Officer of Student Support and Community Engagement, Chief Academic Officer, and assistant superintendents in promoting overall efficiency and maximizing educational opportunities for ECE students. Responsible for the implementation of District, state and federal policies, and programs related to special education services.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Administers the District's PreK-12 special education program and integrates the overall special education program with the services of other District organizational units to provide the most efficient and effective education possible for students
- Provides leadership and expertise in assessing, identifying, formulating, and implementing the District's educational goals and objectives
- Provides strategic planning and executive leadership in the verification and validation of programs and practices
- Prepares reports and recommendations for the Chief Academic Officer for all aspects of special education programs
- Attends all meetings of the Board of Education and interprets, when requested by the chief Academic Officer, the special education programs and support efforts of the Board of Education and the public
- Provides leadership and expertise in forming, guiding, advising all human resources assigned to the department of Exceptional Child Education
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to special education programs
- Provides leadership for regular review of District goals and objectives, program development, implementation, evaluation, and redesign
- Develops and maintains current knowledge of special education, existing laws, and administrative directives and partners with the assistant superintendents to ensure that schools are organized and administered in a manner which promotes student learning and accomplishes the goals of the District while complying with all state and federal regulations
- Partners with the Kentucky Department of education to ensure compliance with all federal and state regulations and works to enhance the collaboration between the District and state to improve special education programs for students
- Collaborates with community partners and advocates to support special education students
- Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Evaluates staff as assigned
Completes all trainings and other compliance requirements as assigned and by the designated deadline
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

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MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Professional Certification in Administration
Director of Special Education certification
Five (5) years successful administrative and management experience
Three (3) years successful experience as a teacher
Ten (10) years of experience in special education services or services for special populations
Ability to absorb, analyze, organize, and communicate information and ideas
Understanding of systems management
Demonstrated leadership ability within diverse groups
Effective communication skills

DESIRABLE QUALIFICATIONS

Experience in urban/suburban school district with student population representing cultural plurality
Advanced preparation or doctorate
Experience in a diverse workplace



Revised:
07/01/2025
07/01/2026

Submitted:
02/18/2025
02/10/2026

JOB TITLE:	MANAGER MULTILINGUAL LEARNERS PROGRAMMING
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES
Coordinates and monitors District and school ESL staff English Language Development (ELD) staff, monitors the implementation of assigned programs, provides professional development as assigned, and surveys system-wide needs. in area of assignment and determines the effectiveness of programming. Supervises and directs the work of committees and other groups as assigned. Ensures compliance with local, state, and federal guidelines. and p Provides technical assistance and support for the implementation of Title III programming. Oversees strategic collaborations with resettlement agencies and community partners to enhance instructional support and coordinate extracurricular programming for multilingual learners. Directs the delivery of wrap-around supports for Multilingual Learners and supervises staff in providing comprehensive guidance to students, staff, and families to address non-academic barriers to success. Partners with the Research Department to monitor programming efficacy and complete ongoing program reviews to ensure data-driven instructional improvements.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Assumes responsibility for ELD programming and develops short-range and long-range planning to improve outcomes for Multilingual Learners (MLs)
Oversees the ML Instructional and related units and provides support and oversight of the district's programming for MLs students
Analyzes student and program data to monitor program impact and develops ongoing refinement plans for refinement instructional and related services
Coordinates special projects such as University endorsement programs, budgets, and staff training
Coordinates with IT and the Instructional Team to coordinate internal platform improvements for monitoring and communication
Researches, implements, and trains district staff in implementation of software and programs designed to support Multilingual Learners
Works cooperatively with the program executive director, specialists, and instructional team in assessing and addressing the District's priorities and needs and in developing, reviewing, and revising programs or activities as assigned
Collaborates with the Research Department to conduct program reviews and perform regular data-driven monitoring of districtwide Multilingual Learner initiatives to guide effective programmatic infrastructure for the English language development program
Coordinates strategic collaborations with resettlement agencies and community partners to oversee extended learning and extracurricular programming, and strengthens multilingual family partnerships
Directs the delivery of wrap-around supports for Multilingual Learners and supervises staff in providing comprehensive guidance to students, staff, and families to address non-academic barriers to success
Researches current evidence-based practices in ML programming to proactively address achievement and opportunity gaps

Supervises and directs the work of committees and task forces as assigned
Inputs, analyzes, and reports data using internal systems
Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
Assists with the development of reports for ML program area as required
Evaluates staff as assigned
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS
This work is conducted in an office and school settings. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.
This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek). The work requires activities involving driving automotive equipment and leading professional development.

MINIMUM QUALIFICATIONS
Master's Degree in specific content area
Certificate in Administration and/or Supervision (Principal Certification)
Endorsement for Teaching English as a Second Language, all grades
Three (3) years of teaching experience in area of assignment
Leadership experience in the field of English Language Development
Effective communication skills

DESIRABLE QUALIFICATIONS
Successful experience in area of research methods and strategies
Experience in diverse workplace



Revised:
07/01/2026

Submitted:
02/10/2026

JOB TITLE:	MANAGER MULTILINGUAL LEARNER PROGRAMMING
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES
Coordinates and monitors District and school English Language Development (ELD) staff, monitors the implementation of assigned programs, provides professional development as assigned, and surveys system-wide needs. Supervises and directs the work of committees and other groups as assigned. Ensures compliance with local, state, and federal guidelines- and provides technical assistance and support for the implementation of Title III programming. Oversees strategic collaborations with resettlement agencies and community partners to enhance instructional support and coordinate extracurricular programming for multilingual learners. Directs the delivery of wrap-around supports for Multilingual Learners and supervises staff in providing comprehensive guidance to students, staff, and families to address non-academic barriers to success. Partners with the Research Department to monitor programming efficacy and complete ongoing program reviews to ensure data-driven instructional improvements.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Assumes responsibility for ELD programming and develops short-range and long-range planning to improve outcomes for Multilingual Learners (MLs)
Oversees the ML Instructional and related units and provides support and oversight of the district’s programming for MLs
Analyzes student and program data to monitor impact and develops ongoing refinement plans for instructional and related services
Coordinates special projects such as University endorsement programs, budgets, and staff training
Coordinates with IT and the Instructional Team to coordinate internal platform improvements for monitoring and communication
Researches, implements, and trains district staff in implementation of software and programs designed to support Multilingual Learners
Works cooperatively with the program executive director, specialists, and instructional team in assessing and addressing the District’s priorities and needs and in developing, reviewing, and revising programs or activities as assigned
Collaborates with the Research Department to conduct program reviews and perform regular data-driven monitoring of districtwide Multilingual Learner initiatives to guide effective programmatic infrastructure for the English language development program
Coordinates strategic collaborations with resettlement agencies and community partners to oversee extended learning and extracurricular programming, and strengthens multilingual family partnerships
Directs the delivery of wrap-around supports for Multilingual Learners and supervises staff in providing comprehensive guidance to students, staff, and families to address non-academic barriers to success
Researches current evidence-based practices in ML programming to proactively address achievement and opportunity gaps
Supervises and directs the work of committees and task forces as assigned

Inputs, analyzes, and reports data using internal systems
Assures compliance with federal, state, and District policy, administrative procedures, and negotiated agreements as applicable to assignment
Assists with the development of reports for ML program area as required
Evaluates staff as assigned
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS
This work is conducted in an office and school settings. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.
This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek). The work requires activities involving driving automotive equipment and leading professional development.

MINIMUM QUALIFICATIONS
Master's Degree in specific content area
Certificate in Administration and/or Supervision (Principal Certification)
Endorsement for Teaching English as a Second Language, all grades
Three (3) years of teaching experience in area of assignment
Leadership experience in the field of English Language Development
Effective communication skills

DESIRABLE QUALIFICATIONS
Successful experience in area of research methods and strategies
Experience in diverse workplace



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	MANAGER MULTI-TIERED SYSTEMS OF SUPPORT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 10
WORK YEAR:	260 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4210
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and continuous improvement of the district’s Multi-Tiered System of Support (MTSS). This role oversees and synchronizes the district’s system of academic interventions for Math and Literacy, ensuring schools are equipped to provide every student with the right level of support at the right time. This position ensures the district model for student support is a proactive, data-driven prevention model. This position will align planning to the district’s strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Standardizes the district’s approach to MTSS, defining clear protocols for Tier 1 (Universal), Tier 2 (Targeted), and Tier 3 (Intensive) interventions
- Collaborates with Literacy and Math Specialists to ensure that Core (Tier 1) instruction is robust enough to meet the needs of at least 80% of students
- Establishes a standard treatment protocol for interventions, ensuring evidence-based approaches to literacy and math intervention are used with fidelity
- Leads the selection, implementation, and ongoing analysis and refinement of universal screening tools and progress monitoring systems
- Analyzes district trends and identifies schools requiring additional resource allocation and support
- Develops and provides training, consultation and other support to district and school-based leaders in MTSS practices designed to eliminate achievement and opportunity gaps
- Coaches school-based instructional leaders on how to effectively build systems for MTSS within their schools, including utilize data to design effective tiered interventions and building master schedules that protect time for both Tier 1 instruction and interventions
- Designs and facilitates high-impact professional development for teachers and instructional leaders including training on how to effectively manage MTSS within their classrooms and schools
- Practices culturally responsive teaching and leadership in the development of MTSS resources, professional learning, and daily practice
- Prepares MTSS Leads to provide shoulder-to-shoulder coaching for Regional Academics Coaches and for teachers using evidence-based intervention practices
- Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure MTSS data is used effectively to support diverse learners
- Develops transparent communication for families regarding the MTSS process and how their child’s progress is being monitored
- Creates home support toolkits that align with the interventions students receive during the school day
- Communicatees MTSS goals and progress to district and community leaders

Completes all training and other compliance requirements as assigned and by the designated deadline
Performs other duties as assigned by supervisor
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted indoors in an office setting. The position has protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

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| Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification) |
| Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience |
| Expertise in equity, inclusion, and culturally responsive education |
| Ability to work successfully with others |
| Effective communication skills |

DESIRABLE QUALIFICATIONS

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| Demonstrated leadership experience |
| Demonstrated ability to write distinctly and to organize data |
| Experience in planning, developing, and conducting professional development sessions |
| Experience with diverse groups of students |



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	MTSS INSTRUCTIONAL LEAD – LITERACY
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	220 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	4753
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Serves as a specialized pedagogical expert focused on the intersection of data-driven systems of support and evidenced-based practices for literacy instruction. This role focuses on helping schools translate district systems into instructional execution, equipping teachers with the tools they need to provide every student with the right level of support at the right time. This position will work with teachers to ensure literacy interventions are evidence-based, delivered with high fidelity, and adjusted based on real-time student growth data. This position will align planning to the district’s strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports the implementation of structured literacy across all tiers, ensuring that Tier 2 and Tier 3 interventions supplement (not replace) high-quality Tier 1 instruction.
- Collaborates with Regional Academics Coaches to conduct fidelity checks and classroom walkthroughs to ensure intervention programs are delivered as designed
- Assists teachers in differentiating the Tier 1 literacy block to reduce the number of students requiring intensive literacy intervention
- Serves as the district expert on literacy diagnostic tools
- Assists teachers in moving beyond leveling students and toward utilizing skill-based grouping based on specific student needs
- Coaches teachers on interpreting progress monitoring data, specifically focusing on the rate of improvement to determine if an intervention is providing the desired results
- Facilitates school collaborative teams to review literacy data and group students by specific instructional needs
- Provides shoulder-to-shoulder coaching and modeling for interventionists and classroom teachers using evidence-based intervention practices
- Collaborates with Literacy Instructional Leads to ensure a coherent approach to providing support for schools and to provide shoulder-to-shoulder coaching for teachers to scaffold complex grade-level tasks so they are accessible to students with significant gaps without lowering the cognitive demand
- Partners with other instructional support staff in other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure MTSS is used effectively to support diverse learners
- Completes all training and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted indoors in an office setting. The position has protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

KY Teacher Certification
Master's degree or higher with area of major in the assigned curricular area
Five (5) years of successful experience as a teacher
In-depth knowledge of standards in assigned curricular area
Expertise in equity, inclusion, and culturally responsive education
Ability to work successfully with others
Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience
Demonstrated ability to write distinctly and to organize data
Experience in planning, developing, and conducting professional development sessions
Experience with diverse groups of students



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	MTSS INSTRUCTIONAL LEAD – MATHEMATICS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	JOB FAMILY III
WORK YEAR:	220 DAYS
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	4753
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Serves as a specialized pedagogical expert focused on the intersection of data-driven systems of support and evidenced-based practices for mathematics instruction. This role focuses on helping schools translate district systems into instructional execution, equipping teachers with the tools they need to provide every student with the right level of support at the right time. This position will work with teachers to ensure mathematics interventions are evidence-based, delivered with high fidelity, and adjusted based on real-time student growth data. This position will align planning to the district’s strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports the development of numeracy and mathematical reasoning across all tiers, ensuring that Tier 2 and Tier 3 interventions supplement (not replace) high-quality Tier 1 instruction.
- Collaborates with Regional Academics Coaches to conduct fidelity checks and classroom walkthroughs to ensure intervention programs are delivered as designed
- Assists teachers in differentiating the Tier 1 mathematics block to reduce the number of students requiring intensive mathematics intervention
- Ensures that Tier 2 and Tier 3 interventions focus on key components of foundational mathematics (number sense, multiplicative reasoning, proportional relationships, etc.)
- Assists teachers in moving beyond leveling students and toward utilizing skill-based grouping based on specific student needs
- Coaches teachers on interpreting progress monitoring data, specifically focusing on the rate of improvement to determine if an intervention is providing the desired results
- Facilitates school collaborative teams to review mathematics data and group students by specific instructional needs
- Provides shoulder-to-shoulder coaching and modeling for interventionists and classroom teachers using evidence-based intervention practices
- Collaborates with Mathematics Instructional Leads to ensure a coherent approach to providing support for schools and to provide shoulder-to-shoulder coaching for teachers to scaffold complex grade-level tasks so they are accessible to students with significant gaps without lowering the cognitive demand
- Partners with other instructional support staff in other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure MTSS is used effectively to support diverse learners
- Completes all training and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted indoors in an office setting. The position has protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

KY Teacher Certification

Master's degree or higher with area of major in the assigned curricular area

Five (5) years of successful experience as a teacher

In-depth knowledge of standards in assigned curricular area

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



REVISED: Submitted:
 07/01/2026 02/10/2026
 04/30/2025 04/29/2025

JOB TITLE:	REGIONAL ASSISTANT SUPERINTENDENT ENHANCED SUPPORT SCHOOLS
DIVISION	ACADEMICS SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4021
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

~~Provides the lead in~~ Leads evidence-based strategies to support a coordinated school turnaround program for identified schools. Leads the work around school turnaround for the District. Ensures that schools and other District staff can integrate the social, emotional and academic needs of their students into instructional design, school management, and turnaround practices. Serves as the link between Kentucky Department of Education turnaround staff and schools and District programs. Provides direct supervision of school principals, regional leaders, and academic regional directors. Leads school leaders to promote student success, equitable opportunities and engaging opportunities to deepen student engagement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Collaborates with other Assistant Superintendents and District leaders on matters relating to school turnaround
Mentors school and District administrators to support effective leadership around turnaround efforts for both state-identified schools and District-identified schools that need support
Integrates turnaround strategies, instructional and social-emotional intervention strategies in professional development to support schools with particular attention paid to the goal of reducing the achievement and opportunity gap
Monitors schools' data in order to support schools and students, and collaborates with Assistant Superintendents to address strategies to support school turnaround
Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
Advises and assists Principals and school leadership teams in developing and evaluating programs addressing school turnaround
Collaborates with Assistant Superintendent Instruction and Leadership to coordinate coaching support and professional learning for principals and classroom teachers.
Conducts and/or coordinates on-site school visits to assess effectiveness of turnaround strategies in order to provide recommendations and further support to Assistant Superintendents, administrators, and school teams
Facilitates community and Kentucky Department of Education partnerships and linkages for schools in relation to turnaround practices
Provides general technical assistance to Assistant Superintendents and schools on data analysis for school turnaround
Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules and procedures
Completes all trainings and other compliance requirements as assigned by the designated deadline
Evaluates staff as assigned
Performs other duties as assigned by supervisor

Regular, predictable performance is required for all performance responsibilities
This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignment

PHYSICAL DEMANDS

<p>This work is completed in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.</p> <p>This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).</p>
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MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Certification for Superintendent
Five (5) years of successful administrative experience
Ten (10) years of successful public school service in certificated position(s)
Three (3) years of successful experience as a teacher
Ability to articulate vision of best practice for school turnaround
Demonstrated leadership ability within diverse groups
Effective communication skills

DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal
Leadership experience in implementing and directing a variety of large-scale instructional programs and /or operations in a large urban school district
Advance preparation or doctorate
Experience in a diverse workplace



REVISED: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	REGIONAL ASSISTANT SUPERINTENDENT ENHANCED SUPPORT SCHOOLS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4021
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Leads evidence-based strategies to support a coordinated school turnaround program for identified schools. Leads the work around school turnaround for the District. Ensures that schools and other District staff can integrate the social, emotional and academic needs of their students into instructional design, school management, and turnaround practices. Serves as the link between Kentucky Department of Education turnaround staff and schools and District programs. Provides direct supervision of school principals, regional leaders, and academic regional directors. Leads school leaders to promote student success, equitable opportunities and engaging opportunities to deepen student engagement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Collaborates with other Assistant Superintendents and District leaders on matters relating to school turnaround
- Mentors school and District administrators to support effective leadership around turnaround efforts for both state-identified schools and District-identified schools that need support
- Integrates turnaround strategies, instructional and social-emotional intervention strategies in professional development to support schools with particular attention paid to the goal of reducing the achievement and opportunity gap
- Monitors schools' data in order to support schools and students, and collaborates with Assistant Superintendents to address strategies to support school turnaround
- Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
- Advises and assists Principals and school leadership teams in developing and evaluating programs addressing school turnaround
- Collaborates with Assistant Superintendent Instruction and Leadership to coordinate coaching support and professional learning for principals and classroom teachers.
- Conducts and/or coordinates on-site school visits to assess effectiveness of turnaround strategies in order to provide recommendations and further support to Assistant Superintendents, administrators, and school teams
- Facilitates community and Kentucky Department of Education partnerships and linkages for schools in relation to turnaround practices
- Provides general technical assistance to Assistant Superintendents and schools on data analysis for school turnaround
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules and procedures
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities

This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignment

PHYSICAL DEMANDS

This work is completed in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Certification for Superintendent

Five (5) years of successful administrative experience

Ten (10) years of successful public school service in certificated position(s)

Three (3) years of successful experience as a teacher

Ability to articulate vision of best practice for school turnaround

Demonstrated leadership ability within diverse groups

Effective communication skills

DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal

Leadership experience in implementing and directing a variety of large-scale instructional programs and /or operations in a large urban school district

Advance preparation or doctorate

Experience in a diverse workplace



REVISED: Submitted:
 07/01/2026 02/10/2026
 04/30/2025 04/29/2025

JOB TITLE:	EXECUTIVE ADMINISTRATOR ENHANCED SUPPORT SCHOOLS PRINCIPAL SUPERVISOR ENHANCED SUPPORT
DIVISION	ACADEMICS SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4200
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Assist Regional Assistant Superintendent Enhanced Support in coordinated school turnaround program for identified district schools. Provides leadership to assist Principals and school leadership teams in the implementation of evidence-based strategies to support and coordinate school accelerated improvement strategies. Assists the Assistant Superintendent Enhanced Support in promoting overall efficiency and maximizing of operational and administrative services in support of school accelerated improvement. Assists Regional Assistant Superintendent Enhanced Support, Academic Regional Director and other District staff in evaluations of programs and strategies designed to promote school accelerated improvement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Coaches principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement and opportunity gaps
- Focuses on using multiple sources of data to assist principals in determining strategies to support student success; identifying professional development needs based on data indicating schools' needs in the accelerated improvement process
- Supports and assists planning professional development and helps school leaders address academic and other challenges to support success in the accelerated improvement process
- Engages in meaningful dialogue with Principals to address instructional, social and emotional, and other needs of students and families
- Completes performance evaluations of Principals as requested by Assistant Superintendent
- Supports parents, students, and families in resolving conflicts
- Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning
- Identifies recurring obstacles to student success through the study of common causes of problems and works with school leadership to address these problems with particular attention to the achievement and opportunity gaps
- Assists with the coordination of coaching support and professional learning for principals and classroom teachers
- Ensures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to instructional programs and school turnaround
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignment

PHYSICAL DEMANDS

This work is completed in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky Certification in Administration and/or supervision of instruction (Principal Certification)

Five (5) years of successful administrative experience

Three (3) years of successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a Principal

Leadership experience in implementing programs in a school District

Experience in a diverse workplace



REVISED: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	PRINCIPAL SUPERVISOR ENHANCED SUPPORT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4200
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Assist Regional Assistant Superintendent Enhanced Support in coordinated school turnaround program for identified district schools. Provides leadership to assist Principals and school leadership teams in the implementation of evidence-based strategies to support and coordinate school accelerated improvement strategies. Assists the Assistant Superintendent Enhanced Support in promoting overall efficiency and maximizing of operational and administrative services in support of school accelerated improvement. Assists Regional Assistant Superintendent Enhanced Support, Academic Regional Director and other District staff in evaluations of programs and strategies designed to promote school accelerated improvement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Coaches principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement and opportunity gaps
- Focuses on using multiple sources of data to assist principals in determining strategies to support student success; identifying professional development needs based on data indicating schools' needs in the accelerated improvement process
- Supports and assists planning professional development and helps school leaders address academic and other challenges to support success in the accelerated improvement process
- Engages in meaningful dialogue with Principals to address instructional, social and emotional, and other needs of students and families
- Completes performance evaluations of Principals as requested by Assistant Superintendent
- Supports parents, students, and families in resolving conflicts
- Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning
- Identifies recurring obstacles to student success through the study of common causes of problems and works with school leadership to address these problems with particular attention to the achievement and opportunity gaps
- Assists with the coordination of coaching support and professional learning for principals and classroom teachers
- Ensures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to instructional programs and school turnaround
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignment

PHYSICAL DEMANDS

This work is completed in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky Certification in Administration and/or supervision of instruction (Principal Certification)

Five (5) years of successful administrative experience

Three (3) years of successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a Principal

Leadership experience in implementing programs in a school District

Experience in a diverse workplace



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	ACADEMIC DIRECTOR
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Works directly with Regional Assistant Superintendent and Regional Principal Supervisor to provide instructional leadership and support to instructional staff ensuring high-quality teaching and learning across assigned schools. Supervises instructional coaches, supports principals and school leadership teams, and strengthens effective instructional practices to improve student achievement and equitable outcomes. Serves as a critical connector between district academic priorities and classroom practice, ensuring consistency, coherence and continuous improvement across assigned schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports the implementation of District-adopted curriculum, instructional frameworks, and assessment systems across assigned schools
- Collaborates with central office departments to ensure coordinated academic support for instructional staff
- Facilitates classroom observations and instructional walkthrough practices to assess teaching and learning and provide actionable feedback to principals and instructional staff
- Uses student achievement data, formative assessments and instructional evidence to identify trends and guide individualized support for instructional improvement
- Ensures coaching practices are aligned to District instructional priorities and grounded in effective adult learning principles
- Supervises and supports instructional coaches in supporting school-based professional learning plans
- Coordinates coaching support and professional learning for classroom teachers
- Promotes evidence-based instructional strategies, including culturally responsive and differentiated instruction
- Supports and assists planning professional development and helps school leaders address academic and other challenges to support success
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Evaluates staff as assigned
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending,

climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Professional Certification in Administration and/or supervision of instruction (Principal Certification)

Five (5) years successful administrative experience

Three (3) years successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience in leading diverse groups of people

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a principal or assistant principal

Leadership experience in implementing programs in a school district

Experience in diverse workplace



REVISED: Submitted:
 07/01/2026 02/10/2026
 07/01/2019 06/11/2019

JOB TITLE:	REGIONAL ASSISTANT SUPERINTENDENT - ELEMENTARY 4020 , MIDDLE 4015, HIGH 4010
DIVISION	ACADEMICS SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4020
BARGAINING UNIT:	ELEMENTARY CERX

SCOPE OF RESPONSIBILITIES

Provides leadership for planning and developing the District's **curricular and** instructional programs supervising approximately 25-30 schools. Collaborates instructional program leadership for the District with all Assistant Superintendents **and utilizes regional coaching support for classroom instructional efficacy**. Responsible for representing the best interests of the school programs. Provides direct supervision of school Principals, **regional principal supervisors, and academic directors**. Serves as the link between the assigned schools and other District programs, services, and the community. Leads school leaders to promote student success, equitable opportunities, and engaging opportunities to deepen student engagement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Collaborates with other Assistant Superintendents in matters relating to instructional program development and the use of data for the improvement of instruction including the incorporation of strategies to address the achievement gap

Supports the implementation of the Kentucky Core Academic Standards and deeper learning initiatives

Creates communication and integration systems to improve educational services, instructional programs, and organizational accountability for improved student success; particular focus on strategies to address the achievement gap

Collaborates with Assistant Superintendent Instruction and Leadership to coordinate coaching support and professional learning for principals and classroom teachers.

Supervises the development of systematic approaches to improving student achievement; monitors recent research and development in the areas of instructional and educational support for all students

Confers with the Superintendent and SBDM councils on Principal hiring

Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Monitors and oversees the performance appraisal process for designated area of supervision including evaluation of Principals

Advises and assists Principals in developing and evaluating programs addressing attendance, suspensions, and discipline, as well as resolving instructional issues; focused attention on the gap between student groups

Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures

Confers with school leaders on parent and community concerns and complaints

Completes all trainings and other compliance requirements as assigned by the designated deadline

Evaluates staff as assigned

Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

~~The work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires activities involving driving automotive equipment.~~

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Certification for Superintendent

Five (5) years successful administrative experience

Ten (10) years successful public school service in certificated position(s)

Three (3) years successful experience as a teacher

Ability to articulate vision of best practice for instructional programs

Understanding of systems management

Demonstrated leadership ability within diverse groups

Effective communication skills

DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal

Leadership experience in implementing and directing a variety of large-scale instructional programs and/or operations in a large urban school district

Advanced preparation or Doctorate

Experience in a diverse workplace



REVISED: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	REGIONAL ASSISTANT SUPERINTENDENT - ELEMENTARY 4020 , MIDDLE 4015, HIGH 4010
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4020
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides leadership for planning and developing the District's curricular and instructional programs supervising approximately 25-30 schools. Collaborates instructional program leadership for the District with all Assistant Superintendents and utilizes regional coaching support for classroom instructional efficacy. Responsible for representing the best interests of the school programs. Provides direct supervision of school Principals, regional principal supervisors, and academic directors. Serves as the link between the assigned schools and other District programs, services, and the community. Leads school leaders to promote student success, equitable opportunities, and engaging opportunities to deepen student engagement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Collaborates with other Assistant Superintendents in matters relating to instructional program development and the use of data for the improvement of instruction including the incorporation of strategies to address the achievement gap

Supports the implementation of the Kentucky Core Academic Standards and deeper learning initiatives

Creates communication and integration systems to improve educational services, instructional programs, and organizational accountability for improved student success; particular focus on strategies to address the achievement gap

Collaborates with Assistant Superintendent Instruction and Leadership to coordinate coaching support and professional learning for principals and classroom teachers.

Supervises the development of systematic approaches to improving student achievement; monitors recent research and development in the areas of instructional and educational support for all students

Confers with the Superintendent and SBDM councils on Principal hiring

Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment

Monitors and oversees the performance appraisal process for designated area of supervision including evaluation of Principals

Advises and assists Principals in developing and evaluating programs addressing attendance, suspensions, and discipline, as well as resolving instructional issues; focused attention on the gap between student groups

Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures

Confers with school leaders on parent and community concerns and complaints

Completes all trainings and other compliance requirements as assigned by the designated deadline

Evaluates staff as assigned

Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Certification for Superintendent

Five (5) years successful administrative experience

Ten (10) years successful public school service in certificated position(s)

Three (3) years successful experience as a teacher

Ability to articulate vision of best practice for instructional programs

Understanding of systems management

Demonstrated leadership ability within diverse groups

Effective communication skills

DESIRABLE QUALIFICATIONS

Ten (10) years of experience as a school principal

Leadership experience in implementing and directing a variety of large-scale instructional programs and/or operations in a large urban school district

Advanced preparation or Doctorate

Experience in a diverse workplace



NEW: Revised: Submitted:
 07/01/2026 02/10/2026
 07/01/2019 06/11/2019

JOB TITLE:	EXECUTIVE ADMINISTRATOR SCHOOLS PRINCIPAL SUPERVISOR (ELEMENTARY, MIDDLE, HIGH)
DIVISION	ACADEMIC SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4054
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides leadership to assist Principals and school leadership teams in the implementation of an effective academic program. Assists the **Regional** Assistant Superintendent in promoting overall efficiency and maximizing of operational and administrative services in support of educational opportunities for students and families. Assists **Regional** Assistant Superintendent in evaluations of school Principals. **Collaborates with Regional Assistant Superintendent and Academic Regional Director to provide effective coaching to school instructional staff.**

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Coaches Principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement gap
- Focuses on using multiple sources of data to assist Principals in determining strategies to support student success; identifies professional development needs based on data indicating schools' needs
- Supports and assists planning professional development and helps school leaders address academic and other challenges to support student success
- Engages in meaningful dialogue with Principals to address instructional, social and emotional, and other needs of students and families
- Completes performance evaluations of Principals as requested by Assistant Superintendent
- Supports parents, students, families, and community members in resolving conflicts
- Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning
- Identifies recurring obstacles to student success through the study of common causes of discipline problems and works with school leadership to address these problems with particular attention to the achievement gap
- Assists with the coordination of coaching support and professional learning for principals and classroom teachers**
- Ensures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to instructional programs
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

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

This work is completed in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky Certification in Administration and/or supervision of instruction (Principal Certification)

Five (5) years of successful administrative experience

Three (3) years of successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a Principal

Leadership experience in implementing programs in a school District

Experience in a diverse workplace



Revised: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	PRINCIPAL SUPERVISOR (ELEMENTARY, MIDDLE, HIGH)
DIVISION	ACADEMIC SCHOOL
SALARY SCHEDULE/GRADE:	IV, GRADE 14
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4054
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides leadership to assist Principals and school leadership teams in the implementation of an effective academic program. Assists the Regional Assistant Superintendent in promoting overall efficiency and maximizing of operational and administrative services in support of educational opportunities for students and families. Assists Regional Assistant Superintendent in evaluations of school Principals. Collaborates with Regional Assistant Superintendent and Academic Regional Director to provide effective coaching to school instructional staff.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Coaches Principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement gap

Focuses on using multiple sources of data to assist Principals in determining strategies to support student success; identifies professional development needs based on data indicating schools' needs

Supports and assists planning professional development and helps school leaders address academic and other challenges to support student success

Engages in meaningful dialogue with Principals to address instructional, social and emotional, and other needs of students and families

Completes performance evaluations of Principals as requested by Assistant Superintendent

Supports parents, students, families, and community members in resolving conflicts

Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning

Identifies recurring obstacles to student success through the study of common causes of discipline problems and works with school leadership to address these problems with particular attention to the achievement gap

Assists with the coordination of coaching support and professional learning for principals and classroom teachers

Ensures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures relating to instructional programs

Completes all trainings and other compliance requirements as assigned by the designated deadline

Evaluates staff as assigned

Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

This work is completed in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): driving, lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing,

and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky Certification in Administration and/or supervision of instruction (Principal Certification)

Five (5) years of successful administrative experience

Three (3) years of successful experience as a teacher

Experience in the evaluation of classroom teachers

Experience leading diverse groups of people

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience as a Principal

Leadership experience in implementing programs in a school District

Experience in a diverse workplace



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	SPECIALIST: INSTRUCTIONAL LIBRARIAN LITERACY SUPPORTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides districtwide leadership, coaching, and technical expertise to strengthen literacy instruction through school libraries and instructional programs. This role supports the implementation of evidence-based literacy practices aligned to district priorities, state standards, and instructional frameworks, with a specific focus on building the instructional capacity of school librarians and literacy-focused educators. The Specialist serves as a connector between curriculum, instruction, and library media programs, ensuring that libraries function as integral instructional partners in advancing foundational literacy, engaged inquiry, and equitable access to high-quality instructional resources.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Assists library media specialists in researching and implementing program management techniques and best practices in effective instruction to impact student achievement
- Provide targeted coaching, professional learning, and technical assistance to school librarians and instructional staff to strengthen literacy instruction
- Support librarians in designing and implementing instruction that promotes reading proficiency, content literacy, and inquiry-based learning
- Provides guidance in the resource evaluation process and promotes the use of up-to-date resources including onsite and online data and documents
- Collaborates with the library media specialists on the design and implementation of practices and procedures that support the effective and ethical use of technology and digital resources to support student learning
- Design and facilitate professional learning experiences aligned to district literacy initiatives, standards, and instructional frameworks
- Advance the district's literacy vision by embedding evidence-based literacy practices within library programs and instructional supports
- Support alignment between library media services, core literacy instruction, and district academic priorities
- Collaborate with curriculum and academic teams to ensure instructional materials are aligned, accessible, and instructionally sound
- Provide guidance on culturally responsive and inclusive literacy resources that reflect diverse learners and communities
- Model best practices in literacy instruction, resource integration, and instructional design
- Support the use of literacy and program data to evaluate effectiveness and guide instructional improvements
- Serve as a liaison between Library Media Services and academic departments to ensure coherence and shared accountability for literacy outcomes
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree in education or library science

Valid Kentucky Teaching Certificate and Library Media Specialist Endorsement

Five (5) years of successful library experience

Experience providing instructional coaching or professional learning to educators.

DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated knowledge of evidence-based literacy practices and instructional strategies

Experience working across multiple schools or in a district-level support role

Knowledge of curriculum alignment, instructional frameworks, and literacy assessment systems

Ability to analyze data and apply findings to instructional improvement



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 LITERACY CURRICULUM & ASSESSMENT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and evaluation of a comprehensive K-12 English Language Arts (ELA) and Literacy program. This role ensures all core, supplemental, and intervention instructional materials are evidence-based, aligned with state standards, and effective in improving student outcomes across all grade levels. This position will align planning to the district’s strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Leads implementation of high-quality, research-based K-12 literacy curricula
- Develops and provides training, consultation and other support to district and school-based leaders in literacy instructional practices designed to eliminate achievement and opportunity gaps
- Oversees the district’s literacy assessment portfolio, including universal screeners, diagnostic tools, and summative assessments
- Analyzes student literacy performance data to identify achievement gaps and inform instructional shifts
- Encourages and models skillful use of literacy assessment data to inform decision making
- Designs and facilitates high-impact professional development for teachers and instructional leaders
- Practices culturally responsive teaching and leadership in the development of literacy curricular resources, professional learning, and daily practice
- Prepares Regional Academics Coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in literacy instruction
- Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality literacy instruction
- Communicates literacy goals and progress to district and community leaders
- Completes all training and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted indoors in an office setting. The position has protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs.,

standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 MATH CURRICULUM & ASSESSMENT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and evaluation of a comprehensive K-12 Mathematics program. This role ensures all core, supplemental, and intervention instructional materials are evidence-based, aligned with state standards, and effective in improving student outcomes across all grade levels. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Leads implementation of high-quality, research-based K-12 mathematics curricula
- Develops and provides training, consultation and other support to district and school-based leaders in mathematics instructional practices designed to eliminate achievement and opportunity gaps
- Oversees the district's mathematics assessment portfolio, including universal screeners, diagnostic tools, and summative assessments
- Analyzes student mathematics performance data to identify achievement gaps and inform instructional shifts
- Encourages and models skillful use of mathematics assessment data to inform decision making
- Designs and facilitates high-impact professional development for teachers and instructional leaders
- Practices culturally responsive teaching and leadership in the development of mathematics curricular resources, professional learning, and daily practice
- Prepares Regional Academics Coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in mathematics instruction
- Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality mathematics instruction
- Communicates mathematics goals and progress to district and community leaders
- Completes all training and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted indoors in an office setting. The position has protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs.,

standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



Revised:
07/01/2024
07/01/2026

Submitted:
03/26/2024
02/10/2026

JOB TITLE:	SPECIALIST ML SCHOOL COMMUNITY SUPPORT COMMUNICATION & OUTREACH
DIVISION	SCHOOLS ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES
<p>Oversees districtwide Language Services operations to ensure effective communication via translations and interpretations for schools and community using a variety of district platforms and audiences. Coordinates with Communications and other departments to ensure equitable access to districtwide information for multilingual audiences by localizing messaging and removing linguistic barriers. Supervises and directs the work of committees and other groups as assigned. Establishes feedback loops and outreach strategies that empower multilingual households to participate actively in district decision-making and elevate family voice. Supervises and directs the work of staff, committees, and advisory groups to ensure community perspectives inform departmental goals and priorities. Serves as a strategic liaison to foster transparency and trust through culturally responsive communication and inclusive community partnerships. Coordinates with Communications and other departments to ensure equitable access to districtwide information for multilingual audiences</p>

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Establishes and manages feedback loops, such as advisory committees or focus groups, to capture family voice and ensures that these perspectives directly inform district departmental goals and policy decisions
Participates in district and local planning meetings as an advocate for multilingual families, using community feedback to guide the development of inclusive district initiatives
Responsible for the development and coordination of district-wide Communication systems supporting multilingual audiences
Collaborates with Communications to plan and disseminate culturally relevant aid in the planning, creation, dissemination of effective written, verbal, and digital communications content to members of the community who do not speak English or have limited English proficiency that empowers families with limited English proficiency to navigate district systems
Collaborates Partners with district Family Engagement Specialist staff and Family Engagement Leads to support removal of communication barriers for identify and eliminate barriers to participation, ensuring multilingual families have equitable access to district resources, leadership opportunities, and programs
Consults with district departments to ensure equitable access to district resources and opportunities
Collaborate on family engagement events to recommend, create, disseminate communications that promote events and programs with the multilingual audiences in mind
Oversees translation services for written district level materials to be disseminated via the web, social media, videos, and direct messaging to parents/guardians, and other members of the community
Oversees translation procedures for effective two way communication with multilingual audiences
Oversees services, resources, and program staff while using internal systems to input and analyze engagement data, specifically reporting on the growth and impact of multilingual family participation

Establishes and maintains strategic partnerships with community agencies and stakeholders that promotes effective communication with multilingual audiences to facilitate two-way communication and foster trust between the district and diverse linguistic communities
Secures resources, monitors, and evaluates the effectiveness of district-wide systems supporting multilingual communication
Inputs, analyzes, and reports data using internal systems
Participates in district and local planning meetings
Oversees and manages services, resources, and program staff
Evaluates staff as assigned
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

PHYSICAL DEMANDS
This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.
This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS
Bachelor's Degree
Two (2) years successful experience in the area of assignment (Communications)
Effective communication skills
Experience working with multilingual families

DESIRABLE QUALIFICATIONS
Master's Degree
Leadership Experience
Experience working directly with media agencies
Experience working with diverse community agencies



Revised:
07/01/2026

Submitted:
02/10/2026

JOB TITLE:	SPECIALIST ML COMMUNICATION & OUTREACH
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Coordinates with Communications and other departments to ensure equitable access to districtwide information for multilingual audiences by localizing messaging and removing linguistic barriers. Establishes feedback loops and outreach strategies that empower multilingual households to participate actively in district decision-making and elevate family voice. Supervises and directs the work of staff, committees, and advisory groups to ensure community perspectives inform departmental goals and priorities. Serves as a strategic liaison to foster transparency and trust through culturally responsive communication and inclusive community partnerships. Coordinates with Communications and other departments to ensure equitable access to districtwide information for multilingual audiences

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Establishes and manages feedback loops, such as advisory committees or focus groups, to capture family voice and ensures that these perspectives directly inform district departmental goals and policy decisions

Participates in district and local planning meetings as an advocate for multilingual families, using community feedback to guide the development of inclusive district initiatives

Responsible for the development and coordination of district-wide Communication systems supporting multilingual audiences

Collaborates with Communications to plan and disseminate culturally relevant written, verbal, and digital content that empowers families with limited English proficiency to navigate district systems

Partners with district Family Engagement staff to identify and eliminate barriers to participation, ensuring multilingual families have equitable access to district resources, leadership opportunities, and programs

Consults with district departments to ensure equitable access to district resources and opportunities

Collaborate on family engagement events to recommend, create, disseminate communications that promote events and programs with the multilingual audiences in mind

Oversees services, resources, and program staff while using internal systems to input and analyze engagement data, specifically reporting on the growth and impact of multilingual family participation

Establishes and maintains strategic partnerships with community agencies and stakeholders to facilitate two-way communication and foster trust between the district and diverse linguistic communities

Secures resources, monitors, and evaluates the effectiveness of district-wide systems supporting multilingual communication

Inputs, analyzes, and reports data using internal systems

Participates in district and local planning meetings

Oversees and manages services, resources, and program staff

Evaluates staff as assigned

Performs other duties as assigned by supervisor

Completes all trainings and other compliance requirements as assigned and by the designated deadline
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to various worksites throughout JCPS based on caseload/programmatic assignments

PHYSICAL DEMANDS
<p>This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.</p> <p>This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).</p>

MINIMUM QUALIFICATIONS
Bachelor's Degree
Two (2) years successful experience in the area of assignment (Communications)
Effective communication skills
Experience working with multilingual families

DESIRABLE QUALIFICATIONS
Master's Degree
Leadership Experience
Experience working directly with media agencies
Experience working with diverse community agencies



Revised:
07/01/2024
07/01/2026

Submitted:
03/26/2024
02/10/2026

JOB TITLE:	SPECIALIST MULTILINGUAL SCHOOL ML MENTAL HEALTH & POST -SECONDARY SUPPORTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
W/ORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Oversees systems coordinating mental health and trauma informed practices to provide wrap around support to international students and families. Coordinates comprehensive systems that integrate mental health supports, culturally responsive counseling, and strategic academic scheduling to ensure equitable graduation and post-secondary success for Multilingual Learners. Assumes responsibility for the design and implementation of district-wide professional learning and coaching for ML Counselors and school support staff regarding culturally responsive supports. Builds capacity with school-based staff and district leadership in streamlining post-secondary pathways, including college readiness and master scheduling that prioritizes equitable access for Multilingual Learners. Monitors district-level data trends related to ML graduation rates and post-secondary transitions to drive systemic improvements. Facilitates cross-system collaboration and restorative discipline approaches to address student wellness, attendance, and engagement needs. Supervises and directs the work of committees and other groups as assigned.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Responsible for the coordination of district wide ML wrap around services
Provides leadership and training to school counselors, counselors, ML, Mental Health Practitioners, and FRYCs in their support of effective student services
Provides coaching, consultation, and professional learning to school-based ML counselors, K-12 counselors, mental health practitioners, and relevant staff on ML counseling practices, compliance expectations, and culturally responsive supports.
Collaborates with school-based mental health practitioners, counselors, and district departments to support coordinated academic, behavioral, and social-emotional services for ML students.
Supports referral processes and cross-system collaboration to address student wellness, attendance, and engagement needs.
Collaborates with school teams to promote preventive, restorative, and positive approaches to discipline for Multilingual Learners
Evaluates and monitors program needs continuously and makes evidence based recommendations
Assumes responsibility for and assists supervisor in short range and long range planning for district support of newly arrived students
Collaborates with community partners to ensure coordination of services and supports for ML students
Collaborates with local agencies and The Kentucky Department of Education to ensure compliance with state and federal guidance relating to supporting international families
Assumes responsibility for maintaining and disseminating expert knowledge of current research and policy regarding post-secondary readiness for Multilingual Learners
Collaborates with OML staff, district departments, Neighborhood Place, and school leadership to identify and analyze multiple data sources to assist principals and school administrators in determining programs and strategies to support mental health wellness of students newly arrived to the country

Coordinates with the ECE department and related staff to refine support systems for dually identified students
Analyzes data such as promotion, retention, and post-secondary placement data to monitor program effectiveness and guide future programming decisions
Supports school counselors in advising Multilingual Learners on course selection, graduation requirements, and post-secondary options, including college, career, and workforce pathways
Provides strategic guidance and technical support to school leadership teams in the development of master schedules that prioritize multilingual learner considerations, ensuring that linguistic needs, mandated service delivery, and equitable access to core content are embedded into the foundational structure of the school day
Coordinates secondary and post-secondary opportunities for ML students such as transcript evaluations and course recovery options
Collaborates with departments and schools to coordinate support systems related to accountability testing
Inputs, analyzes, and reports data using internal systems
Participates in district and local planning meetings
Oversees and manages services, resources, and program staff
Evaluates staff as assigned
Regular, predictable performance is required for all performance responsibilities
This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

This work is conducted in an office and school setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Kentucky Counseling Certification

Bachelor's Degree in specific content area

Three (3) years of teaching experience in area of assignment

Effective communication skills

DESIRABLE QUALIFICATIONS
Master's Degree
Certificate in Administration and/or Supervision (Principal Certification)
Successful experience in area of research methods and strategies
Experience in diverse workplace



Revised:
07/01/2026

Submitted:
02/10/2026

JOB TITLE:	SPECIALIST ML MENTAL HEALTH & POST - SECONDARY SUPPORTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
W/ORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
<p>Coordinates comprehensive systems that integrate mental health supports, culturally responsive counseling, and strategic academic scheduling to ensure equitable graduation and post-secondary success for Multilingual Learners. Oversees systems coordinating mental health and trauma-informed practices to provide wrap-around support to international students and families. Assumes responsibility for the design and implementation of district-wide professional learning and coaching for ML Counselors and school support staff regarding culturally responsive supports. Builds capacity with school-based staff and district leadership in streamlining post-secondary pathways, including college readiness and master scheduling that prioritizes equitable access for Multilingual Learners. Monitors district-level data trends related to ML graduation rates and post-secondary transitions to drive systemic improvements. Facilitates cross-system collaboration and restorative discipline approaches to address student wellness, attendance, and engagement needs. Supervises and directs the work of committees and other groups as assigned.</p>

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Provides coaching, consultation, and professional learning to school-based ML counselors, K-12 counselors, mental health practitioners, and relevant staff on ML counseling practices, compliance expectations, and culturally responsive supports.
Collaborates with school-based mental health practitioners, counselors, and district departments to support coordinated academic, behavioral, and social-emotional services for ML students.
Supports referral processes and cross-system collaboration to address student wellness, attendance, and engagement needs.
Collaborates with school teams to promote preventive, restorative, and positive approaches to discipline for Multilingual Learners
Assumes responsibility for maintaining and disseminating expert knowledge of current research and policy regarding post-secondary readiness for Multilingual Learners
Analyzes data such as promotion, retention, and post-secondary placement data to monitor program effectiveness and guide future programming decisions
Supports school counselors in advising Multilingual Learners on course selection, graduation requirements, and post-secondary options, including college, career, and workforce pathways
Provides strategic guidance and technical support to school leadership teams in the development of master schedules that prioritize multilingual learner considerations, ensuring that linguistic needs, mandated service delivery, and equitable access to core content are embedded into the foundational structure of the school day
Collaborates with departments and schools to coordinate support systems related to accountability testing
Inputs, analyzes, and reports data using internal systems
Participates in district and local planning meetings
Oversees and manages services, resources, and program staff
Evaluates staff as assigned

Regular, predictable performance is required for all performance responsibilities
This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS
This work is conducted in an office and school setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.
This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS
Kentucky Counseling Certification
Bachelor's Degree in specific content area
Three (3) years of teaching experience in area of assignment
Effective communication skills

DESIRABLE QUALIFICATIONS
Master's Degree
Certificate in Administration and/or Supervision (Principal Certification)
Successful experience in area of research methods and strategies
Experience in diverse workplace



NEW: 07/01/2026 Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 RELATED ARTS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic, multi-disciplinary leadership in the design, implementation, and evaluation of a comprehensive K-12 Related Arts program. This role oversees the strategic development, standards alignment, and assessment strategies for Visual and Performing Arts (Music, Art, Theater, Dance), World Languages, and Health and Physical Education. This position ensures these diverse programs are essential components of a well-rounded K-12 education. This position will align planning to the district’s strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Leads implementation of high-quality, research-based K-12 visual and performing arts, world languages, and health and physical education
- Develops and refines a balanced K-12 scope and sequence for visual and performing arts, world languages, and health and physical education
- Manages the vertical alignment of K-12 related arts programs to ensure a seamless transition from exploratory elementary units to specialized high school pathways
- Develops and provides training, consultation and other support to district and school-based leaders in instructional practices designed to eliminate achievement and opportunity gaps
- Oversees the district’s related arts assessment portfolio, including systems for performance-based assessments such as portfolios, fitness benchmarks, and oral proficiency interviews
- Analyzes student participation and enrollment trends to ensure equitable access to elective programs across all student demographics
- Advocate for the value of related arts programs through coordinating district-level community showcases and performances
- Designs and facilitates high-impact professional development for teachers and instructional leaders including training on how to effectively integrate technology into related arts
- Practices culturally responsive teaching and leadership in the development of related arts curricular resources, professional learning, and daily practice
- Prepares Regional Academics Coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in related arts instruction
- Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality related arts instruction
- Communicates related arts goals and progress to district and community leaders
- Completes all training and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities

This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted indoors in an office setting. The position has protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: 07/01/2026
 Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 SCIENCE CURRICULUM & ASSESSMENT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and evaluation of a comprehensive K-12 Science program. This role is responsible for articulating the vision, developing and refining the K-12 Science program. This role ensures that science instruction shifts from "learning about" to "figuring out," helping to bridge the gap between high-level state standards and daily implementation of classroom instruction. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Leads implementation of high-quality, research-based K-12 science curricula
- Develops and provides training, consultation and other support to district and school-based leaders in science instructional practices designed to eliminate achievement and opportunity gaps
- Oversees the district's science assessment portfolio, including summative assessments as well as performance-based assessments that measure student mastery of science practices
- Analyzes student science performance data to identify achievement gaps and inform instructional shifts
- Encourages and models skillful use of science assessment data to inform decision making
- Designs and facilitates high-impact professional development for teachers and instructional leaders
- Practices culturally responsive teaching and leadership in the development of science curricular resources, professional learning, and daily practice
- Prepares Regional Academics Coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in science instruction
- Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality science instruction
- Communicates science goals and progress to district and community leaders
- Completes all training and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted indoors in an office setting. The position has protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required

occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	SPECIALIST K-12 SOCIAL STUDIES CURRICULUM & ASSESSMENT
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4149
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership in the design, implementation, and evaluation of a comprehensive K-12 Social Studies program. This role is responsible for articulating the vision, developing and refining the K-12 Social Studies program. This role ensures that social studies curriculum fosters civic competence, historical thinking, and global awareness through an inquiry-based framework, shifting instruction from rote memorization to developing students' abilities to develop questions and apply disciplinary tools. This position will align planning to the district's strategic plan, all state and federal requirements, and will work closely with other departments across the district to ensure coherence in support for schools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Leads implementation of high-quality, research-based K-12 social studies curricula
- Ensures the K-12 social studies scope and sequence balances history, geography, economics and civics
- Develops and provides training, consultation and other support to district and school-based leaders in social studies instructional practices designed to eliminate achievement and opportunity gaps
- Oversees the district's social studies assessment portfolio, including summative assessments as well as document-based questions, civic action projects, and argumentative writing tasks
- Analyzes student social studies performance data to identify achievement gaps and inform instructional shifts
- Encourages and models skillful use of social studies assessment data to inform decision making
- Designs and facilitates high-impact professional development for teachers and instructional leaders including training on how to evaluate student claims and evidence to improve disciplinary literacy
- Facilitate training on navigating controversial topics, fostering civil discourse, and media literacy
- Practices culturally responsive teaching and leadership in the development of social studies curricular resources, professional learning, and daily practice
- Prepares Regional Academics Coaches to provide shoulder-to-shoulder coaching for teachers using evidence-based practices in social studies instruction
- Partners with other departments (i.e. Exceptional Child Education, Office of Multilingual Learners, Access & Opportunity) to ensure all students have equitable access to high quality social studies instruction
- Communicates social studies goals and progress to district and community leaders
- Completes all training and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor
- Regular, predictable performance is required for all performance responsibilities
- This position requires reporting to the assigned JCPS worksite for collaboration, customer support, and team interaction

PHYSICAL DEMANDS

This work is conducted indoors in an office setting. The position has protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Certificate in Administration and/or Supervision (Supervisor of Instruction and/or Principal Certification)

Master's degree with valid Kentucky teaching certificate Five (5) years successful teaching experience

Expertise in equity, inclusion, and culturally responsive education

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership experience

Demonstrated ability to write distinctly and to organize data

Experience in planning, developing, and conducting professional development sessions

Experience with diverse groups of students



NEW: Revised: Submitted:
 07/01/2026 02/10/2026
 07/17/2019 07/16/2019

JOB TITLE:	TECHNICIAN MEDIA
DIVISION	ACADEMICS SERVICES
SALARY SCHEDULE/GRADE:	IB, GRADE 8- 6
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8323
BARGAINING UNIT:	CLAE

SCOPE OF RESPONSIBILITIES

~~Provides onsite and remote technical assistance to faculty, administrators and staff with the operation of multimedia and audiovisual equipment and investigates, identifies and resolves user problems. Assists staff and teachers with the production of multimedia and audiovisual content. Ships and receives media via the pony in response to requests.~~

Provides technical, operational, and logistical support for school libraries and the district Teacher Resource Center (TRC). This role ensures the efficient operation, organization, and accessibility of instructional resources, library technology, and media equipment that support teaching, learning, and professional practice. The Media Technician supports library media specialists and instructional staff by maintaining resources, coordinating materials, and providing technical assistance while also overseeing the day-to-day operations of the Teacher Resource Center to ensure equitable access to instructional materials and tools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- ~~Complies with videotape library procedures and ships and receives video recordings to and from schools~~
- Coordinates the receiving, distribution, and return of instructional materials to schools and district staff
- ~~Communicates audiovisual issues to department staff to ensure efficient operations~~
- Assists libraries with the setup, operation, and basic troubleshooting of instructional technology and media equipment
- ~~Provides audiovisual technical support for meetings and inspects outgoing and incoming equipment for damages and malfunctions~~
- Provides technical assistance to library media specialists and school staff with library-related technology and instructional media systems
- ~~Produces original media material and duplicates copyright cleared media material in various formats~~
- Oversees daily operations of the Teacher Resource Center, ensuring materials are organized, accessible, and maintained
- Supports stakeholders in locating, accessing, and utilizing TRC resources aligned to instructional needs.
- ~~Maintains necessary supply inventory including parts and other supplies and orders according to established department procedures~~
- Orders supplies and materials according to established procedures to support library and TRC operations
- ~~Maintains up-to-date inventory and maintenance checks of all department audiovisual equipment and media including product life cycling~~
- Manages inventory, circulation, and tracking of TRC instructional resources and equipment
- ~~Demonstrates the operation of a broad range of audiovisual equipment including projectors, interactive whiteboards, analog and digital cameras and microphones for staff~~

Assists with the production of a wide variety of computer graphics and audio/video services to facilitate instruction and professional development initiatives
Assists library media specialists with interfacing computer and audio/video systems
Coordinates shipping, receiving, and distribution of instructional and library materials in response to requests
Maintains inventory and performs routine checks of library and TRC media equipment and instructional resources
Maintains accurate records related to TRC finances, usage, inventory, and resource condition
Evaluates staff as assigned
Performs other duties as assigned by supervisor
Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

~~The work is primarily sedentary. The work requires the use of hands for simple grasping, pushing and pulling of arm controls, and fine manipulations. The work at times requires bending, squatting, climbing, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, and exposure to dust, fumes, and gases.~~

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

High School Diploma or G.E.D.

~~Ability to operate a wide variety of media equipment~~

~~Ability to read and understand audiovisual equipment drawings and plans~~

~~Ability to troubleshoot and perform moderately complex repairs~~

Experience supporting educators with instructional materials or educational technology

Effective communication and organization skills

DESIRABLE QUALIFICATIONS

~~Experience in a diverse workplace~~



Revised: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	TECHNICIAN MEDIA
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IB, GRADE 6
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	NON-EXEMPT
JOB CLASS CODE:	8323
BARGAINING UNIT:	CLAE

SCOPE OF RESPONSIBILITIES

Provides technical, operational, and logistical support for school libraries and the district Teacher Resource Center (TRC). This role ensures the efficient operation, organization, and accessibility of instructional resources, library technology, and media equipment that support teaching, learning, and professional practice. The Media Technician supports library media specialists and instructional staff by maintaining resources, coordinating materials, and providing technical assistance while also overseeing the day-to-day operations of the Teacher Resource Center to ensure equitable access to instructional materials and tools.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Coordinates the receiving, distribution, and return of instructional materials to schools and district staff
- Assists libraries with the setup, operation, and basic troubleshooting of instructional technology and media equipment
- Provides technical assistance to library media specialists and school staff with library-related technology and instructional media systems
- Oversees daily operations of the Teacher Resource Center, ensuring materials are organized, accessible, and maintained
- Supports stakeholders in locating, accessing, and utilizing TRC resources aligned to instructional needs.
- Orders supplies and materials according to established procedures to support library and TRC operations
- Manages inventory, circulation, and tracking of TRC instructional resources and equipment
- Coordinates shipping, receiving, and distribution of instructional and library materials in response to requests
- Maintains inventory and performs routine checks of library and TRC media equipment and instructional resources
- Maintains accurate records related to TRC finances, usage, inventory, and resource condition
- Performs other duties as assigned by supervisor
- Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

This work is conducted in an office setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities. This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

High School Diploma or G.E.D.

Experience supporting educators with instructional materials or educational technology

Effective communication and organization skills

DESIRABLE QUALIFICATIONS



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	ASSISTANT SUPERINTENDENT CURRICULUM AND PROFESSIONAL LEARNING
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides districtwide instructional leadership by setting and advancing a coherent instructional framework and long-term academic vision aligned to District priorities. Builds a culture of high expectations, shared responsibility, and equitable access to high-quality, culturally relevant instruction. Establishes strong partnerships between district offices and schools to align resources with instructional priorities and ensure effective teaching in every classroom. Designs, implements, and monitors a comprehensive, data-informed professional learning system aligned to educator roles, improvement plans, and performance standards. Integrates research-based practices and systems-change strategies to sustain high-fidelity implementation, continuous improvement, and measurable gains in student achievement.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Develops, communicates, and sustains a coherent districtwide instructional framework aligned to Board, Superintendent, and district priorities
- Leads the design and implementation of a long-term academic vision that promotes high expectations, equity, and culturally responsive instruction
- Ensures high-quality instructional resources and pedagogical practices are implemented with fidelity across all schools
- Builds and maintains strong partnerships between district offices and schools to align staffing, funding, and instructional supports with identified needs
- Designs, implements, and monitors a comprehensive, sustained professional learning system aligned to educator roles, improvement plans, and performance standards
- Establishes and supports professional learning communities focused on continuous improvement, collective responsibility, and instructional coherence
- Uses multiple sources of student, educator, and system data to guide instructional decisions, professional learning priorities, and resource allocation
- Integrates research-based instructional practices, learning theory, and systems-change strategies to strengthen teaching and learning
- Monitors implementation of instructional initiatives and professional learning to ensure fidelity, impact, and continuous refinement
- Aligns professional learning outcomes with curriculum standards, educator effectiveness frameworks, and district accountability measures
- Leads capacity-building efforts for school and district leaders to strengthen instructional leadership and instructional coaching practices
- Oversees the evaluation of academic programs and instructional supports to determine effectiveness and guide improvement

Prioritizes and deploys fiscal, human, and material resources to address achievement gaps and instructional priorities
Establishes clear performance expectations and accountability systems for instructional staff and leaders
Communicates progress, challenges, and outcomes to district leadership, principals, and the Board using clear, actionable data
Completes all trainings and other compliance requirements as assigned and by the designated deadline
Performs other duties as assigned by supervisor
Regular, predictable performance is required for all performance responsibilities

PHYSICAL DEMANDS

This work is conducted in an office and school setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs., standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Certification for Superintendent
Five (5) years successful administrative experience
Ten (10) years of successful public school service in a certificated position(s)
Three (3) years successful experience as a teacher
Ability to articulate vision of best practice for instructional programs
Understanding of systems management
Demonstrated leadership ability within diverse groups
Ability to articulate vision of best practice for instructional programs

DESIRABLE QUALIFICATIONS

Demonstrated leadership ability
Demonstrated effective coaching capacity
Demonstrated ability to organize data
Experience in planning, developing, and conducting professional learning
Experience in a diverse workplace



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	ASSISTANT SUPERINTENDENT OF INSTRUCTIONAL PROGRAMMING
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Provides strategic leadership and assistance to principals, school teams, and district leaders in the planning and development of the district's support services and instructional programs, specifically focusing on English Language Learners (ELL), Multi-Tiered Systems of Support (MTSS), and State and Federal Programs, including Title I, II, and IV. This role coordinates the implementation to ensure student attainment of grade-level goals while collaborating with leadership to assess academic needs and deliver targeted professional learning. Additionally, this position ensures all district initiatives and support structures strictly comply with state and federal regulations and align with the overarching district vision.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Provides districtwide leadership for the implementation and equitable access of High-Quality Instructional Resources, assessments, and instructional supports within a Multi-Tiered System of Supports (MTSS) framework and the framework of supports for English Language Learners (ELL)
- Leads district and school leaders in strengthening instructional practices and delivering timely, data-driven, and research-based supports for all students
- Designs and aligns instructional frameworks, tools, professional learning, and intervention systems to ensure accelerated access to grade-level standards
- Oversees federal and state program funding (Titles I, II, III, IV) and ensures alignment with district priorities, MTSS implementation, and improvement goals, including monitoring for impact
- Establishes and maintains monitoring systems to assess program effectiveness, equity of services, and school-level needs for continuous improvement
- Supervises, evaluates, and develops assigned staff to ensure high-quality performance and accountability
- Coordinates and oversees multilingual learner and family programming, including MTSS-aligned services, family engagement, intake processes, and compliance
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and Jefferson County Public Schools policies, rules, and procedures relating to areas of supervision
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Evaluates staff as assigned

PHYSICAL DEMANDS

This work is conducted in an office and school setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs.,

standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's Degree with Kentucky Certification for Superintendent

Ten (10) years of successful public-school service in a certificated position

Five (5) years of successful administrative experience leading a Bilingual and/or English Language Learner program

Three (3) years of successful experience as a teacher

Demonstrated Leadership with Diverse Groups

Ability to articulate vision of best practice for instructional programs

Effective communication skills

DESIRABLE QUALIFICATIONS

Principal or district level leadership with bilingual, multilingual, and/or English Language Learner students and teacher programs

Principal or district level leadership with Multi-Tiered System of Supports (MTSS) framework

Experience in diverse workplace

Leadership experience in implementing and directing a variety instructional programs in a large urban school district setting



NEW: Revised: Submitted:
 07/01/2026 02/10/2026
~~07/01/2023~~ ~~03/28/2023~~

JOB TITLE:	SPECIALIST DIGITAL INNOVATION
DIVISION	TECHNOLOGY ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	Q 8809
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Provide guidance and support to schools for an on-going digital transformation, through a systems based approach based on best practices. Through collaboration and communication, ensure schools are embedding the JCPS Strategic Plan for digital transformation with fidelity. JCPS Strategic Planning Systems for Technology shall support Everyone:1, Internet Access, Digital Content, Digital Privacy Safety and Security, and Student Interactive Learning. Collaborate with other branches of JCPS IT3 to carryout districtwide technology initiatives at the school level by focusing on communication and the implementation of systems for success and sustainability. Oversee JCPS districtwide technology programs and legal requirements, state and national reporting, and Kentucky Education Technology (KETS) expectations through the Kentucky Department of Education (KDE).

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports schools with the implementation of the District’s digital citizenship strategy
- Supports schools by providing guidance to build capacity for a successful Student Technology Leadership (STLP) program
- Provides best practice guidance and support to schools, administration, and School Technology Coordinators (STC)
- Communicates IT3 technology changes, requirements, technical issues, and new initiatives
- Supports school level Software as a Service (SAS) in collaboration with the Digital Resource Review task force
- Assists schools with Identifying and addressing technology readiness needs based on JCPS Strategic Plans for Technology including; Everyone:1, Internet Access, Digital Content, Digital Privacy Safety and Security and Student Interactive Learning
- Provides assistance to schools with use of technology and building capacity for principals and other school leaders
- Assists with Implementation of anytime/anywhere access strategy development to extend learning beyond the school day. Including student and teacher digital workflow and digital relationship strategies, digital collaboration, and digital instructional design
- Discovers, adapts, and shares relevant high-quality educational resources to support blended learning strategies
- Implements and supports school and districtwide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
- Collaborates with all branches of technology on districtwide projects and new initiatives to help guide the work measuring implementation and impact
- Develops and utilizes effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology
- Provides support in the use of technology to enable teachers and instructional leaders to increase student project based achievement in the areas of STEM (including computer science and related arts)
- Performs other duties as assigned by supervisor

Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

The work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires activities involving driving automobile equipment.

MINIMUM QUALIFICATIONS

Bachelor's Degree in area of assignment

Three (3) years experience with school/classroom/instructional technology

Demonstrated ability to develop short and long-range plans and to complete these plans as scheduled

Effective communication skills

DESIRABLE QUALIFICATIONS

Master's Degree

Kentucky Teacher Certification

Experience in a diverse workplace



Revised: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	SPECIALIST DIGITAL INNOVATION
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 9
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	8809
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Provide guidance and support to schools for an on-going digital transformation, through a systems based approach based on best practices. Through collaboration and communication, ensure schools are embedding the JCPS Strategic Plan for digital transformation with fidelity. JCPS Strategic Planning Systems for Technology shall support Everyone:1, Internet Access, Digital Content, Digital Privacy Safety and Security, and Student Interactive Learning. Collaborate with other branches of JCPS IT3 to carryout districtwide technology initiatives at the school level by focusing on communication and the implementation of systems for success and sustainability. Oversee JCPS districtwide technology programs and legal requirements, state and national reporting, and Kentucky Education Technology (KETS) expectations through the Kentucky Department of Education (KDE).

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Supports schools with the implementation of the District’s digital citizenship strategy
- Supports schools by providing guidance to build capacity for a successful Student Technology Leadership (STLP) program
- Provides best practice guidance and support to schools, administration, and School Technology Coordinators (STC)
- Communicates IT3 technology changes, requirements, technical issues, and new initiatives
- Supports school level Software as a Service (SAS) in collaboration with the Digital Resource Review task force
- Assists schools with Identifying and addressing technology readiness needs based on JCPS Strategic Plans for Technology including; Everyone:1, Internet Access, Digital Content, Digital Privacy Safety and Security and Student Interactive Learning
- Provides assistance to schools with use of technology and building capacity for principals and other school leaders
- Assists with Implementation of anytime/anywhere access strategy development to extend learning beyond the school day. Including student and teacher digital workflow and digital relationship strategies, digital collaboration, and digital instructional design
- Discovers, adapts, and shares relevant high-quality educational resources to support blended learning strategies
- Implements and supports school and districtwide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
- Collaborates with all branches of technology on districtwide projects and new initiatives to help guide the work measuring implementation and impact
- Develops and utilizes effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology
- Provides support in the use of technology to enable teachers and instructional leaders to increase student project based achievement in the areas of STEM (including computer science and related arts)
- Performs other duties as assigned by supervisor
- Completes all trainings and other compliance requirements as assigned and by the designated deadline

PHYSICAL DEMANDS

The work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires activities involving driving automobile equipment.

MINIMUM QUALIFICATIONS

Bachelor's Degree in area of assignment

Three (3) years experience with school/classroom/instructional technology

Demonstrated ability to develop short and long-range plans and to complete these plans as scheduled

Effective communication skills

DESIRABLE QUALIFICATIONS

Master's Degree

Kentucky Teacher Certification

Experience in a diverse workplace



REVISED:
07/01/2026
03/19/2025

Submitted:
02/10/2026
03/18/2025

JOB TITLE:	SPECIALIST ACADEMIC PROJECTS (FEDERAL PROGRAMS)
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4127
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

The Specialist Academic Projects (Federal Programs) collaborates with district and school staff to manage academic projects related to federal programs from inception to conclusion. The specialist provides clarity and organization of all federal funding and acts as liaison with Private Non-Public (PNP) schools that receive federal funding. The specialist will work with vendors to vet instructional materials and with school principals staff to determine needs. The specialist also tracks contracts, manages logistics, and coordinates other professional learning and support as needed.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Follows a protocol to track data to monitor allocation and spending of federal funds and to measure impact.
- Synthesizes data and prepares reports to summarize impact findings
- Works directly with vendors and district partners to provide training and support
- Performs analysis to determine and communicate recommendations for effective uses of federal funds by PNP schools
- Works with others in the department to lead continuous improvement efforts that will reduce the achievement and opportunity gaps
- Processes and tracks district contracts
- Communicates with departments across the school district to maintain consistent messaging and support
- Provides regular updates and needs assessments to leadership
- Plans and executes professional development as needed
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and Jefferson County Public Schools policies, rules, and procedures relating to areas of supervision
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, carrying, or pushing or pulling of light objects. Employee will, at times, be asked to drive to events and community activities.

MINIMUM QUALIFICATIONS

- Master's degree with Kentucky Teacher Certification
- Three (3) years of successful experience as a teacher
- Demonstrated Leadership with Diverse Groups

Ability to articulate vision of best practice for instructional programs
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Effective communication skills

DESIRABLE QUALIFICATIONS

Experience working at the district level to support school content and curriculum needs

Experience in diverse workplace

Strong communication skills and the ability to multitask regularly
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REVISED: 07/01/2026
 Submitted: 02/10/2026

JOB TITLE:	SPECIALIST FEDERAL PROGRAMS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4127
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

The Specialist Academic Projects (Federal Programs) collaborates with district and school staff to manage academic projects related to federal programs from inception to conclusion. The specialist provides clarity and organization of all federal funding and acts as liaison with Private Non-Public (PNP) schools that receive federal funding. The specialist will work with vendors to vet instructional materials and with school principals staff to determine needs. The specialist also tracks contracts, manages logistics, and coordinates other professional learning and support as needed.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Follows a protocol to track data to monitor allocation and spending of federal funds and to measure impact.
- Synthesizes data and prepares reports to summarize impact findings
- Works directly with vendors and district partners to provide training and support
- Performs analysis to determine and communicate recommendations for effective uses of federal funds by PNP schools
- Works with others in the department to lead continuous improvement efforts that will reduce the achievement and opportunity gaps
- Processes and tracks district contracts
- Communicates with departments across the school district to maintain consistent messaging and support
- Provides regular updates and needs assessments to leadership
- Plans and executes professional development as needed
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and Jefferson County Public Schools policies, rules, and procedures relating to areas of supervision
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, carrying, or pushing or pulling of light objects. Employee will, at times, be asked to drive to events and community activities.

MINIMUM QUALIFICATIONS

- Master's degree with Kentucky Teacher Certification
- Three (3) years of successful experience as a teacher
- Demonstrated Leadership with Diverse Groups
- Ability to articulate vision of best practice for instructional programs

Effective communication skills

DESIRABLE QUALIFICATIONS

Experience working at the district level to support school content and curriculum needs

Experience in diverse workplace

Strong communication skills and the ability to multitask regularly
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NEW: 07/01/2026
 Submitted: 02/10/2026

JOB TITLE:	REGIONAL ACADEMICS COACH
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	190 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0000
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES

Provides support to schools, teachers, and related services staff within the continuum of instruction and intervention to ensure that the appropriate academic, behavioral, and social emotional support frameworks are in place for each student. The RAC will focus on building capacity of school-based staff in data-based decision making, access to core instruction using high-quality resources, high-leverage instructional strategies, evidence-based interventions, and progress monitoring. This work will be coordinated with various district role groups aimed at improving academic achievement for all students.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Provides job-embedded instructional coaching through modeling, observation, feedback, and reflective questioning to strengthen instructional practice and maintain high expectations for all students
- Supports the implementation and monitoring of Tier 1 high-quality instructional resources aligned to standards, rigor, and equitable access to core instruction
- Builds staff capacity in data-based decision making using screening, diagnostic, formative, and progress-monitoring data to guide equitable instructional and intervention decisions
- Assists schools in developing and implementing progress-monitoring systems and evaluating instructional and intervention programs to ensure fidelity, effectiveness, and continuous improvement
- Analyzes district- and school-level student performance data to identify trends, opportunity gaps, and instructional priorities that inform professional learning
- Designs and facilitates professional learning aligned to district initiatives, including culturally responsive practices, differentiation, scaffolding, and assessment literacy
- Collaborates with district departments and state offices to ensure coherent and inclusive instructional supports
- Provides instructional guidance to elective, CTE, and academy teachers to strengthen academic systems, rigor, and innovation
- Provides technical and logistical support for the design and delivery of professional learning and district initiatives
- Performs other duties as assigned and completes all required trainings and compliance activities by designated deadlines
- Reports to assigned worksites as required for collaboration and support

PHYSICAL DEMANDS

This work is conducted in an office and school setting. This position has inside environmental conditions with protection from weather conditions but not necessarily from temperature changes or atmospheric conditions while working on performance responsibilities.

This position requires the following physical activities rarely (up to 25% of the workweek): balancing, bending, climbing, crawling, crouching, driving, kneeling, and reaching. The following physical activities are required occasionally (up to 50% of the workweek): lifting up to 20 lbs., pulling up to 20 lbs., pushing up to 20 lbs.,

standing, and walking. Feeling, grasping, hearing, and talking are required frequently (up to 75% of the workweek). Repetitive motions and visual acuity are required constantly (up to 100% of the workweek).

MINIMUM QUALIFICATIONS

Master's degree with valid Kentucky Teaching Certificate

Five (5) years of successful teaching experience

Ability to work successfully with others

Effective communication skills

DESIRABLE QUALIFICATIONS

Demonstrated leadership ability

Demonstrated effective coaching capacity

Demonstrated ability to organize data

Experience in planning, developing, and conducting professional learning

Experience in a diverse workplace



REVISED:
07/01/2026
03/19/2025

Submitted:
02/10/2026
03/18/2025

JOB TITLE:	SPECIALIST (CURRICULUM) ACADEMIC PROJECTS ASSESSMENT & DATA ANALYSIS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4127
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

The Specialist Academic Projects (Curriculum) collaborates with district and school staff to manage academic projects from inception to conclusion. The specialist provides clarity and organization of all district funded high quality resources. The specialist will work with vendors to vet instructional materials and with school staff to determine needs. The specialist also tracks contracts, manages logistics, and coordinates other professional learning and support to ensure schools have high quality resources and supports.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Follows a protocol to vet high quality instructional resources including tracking data to monitor implementation and to measure impact.
- Synthesizes data and prepares reports to summarize impact findings
- Works with Assistant Superintendents and content specialists to determine resource needs to support school level work
- Leads and tracks the yearly curriculum refinement process
- Works directly with vendors and district partners to provide high quality instructional resources, training and support
- Performs analysis to determine and communicate recommendations for professional development and then works to deliver the training necessary to meet objectives
- Works with others in the department to lead continuous improvement efforts that will reduce the achievement and opportunity gaps
- Processes and tracks district contracts
- Communicates with departments across the school district to maintain consistent messaging and support
- Provides regular updates and needs assessments to leadership
- Plans and executes professional development as needed
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and Jefferson County Public Schools policies, rules, and procedures relating to areas of supervision
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, carrying, or pushing or pulling of light objects. Employee will, at times, be asked to drive to events and community activities.

MINIMUM QUALIFICATIONS
Master's degree with Kentucky Teacher Certification
Three (3) years of successful experience as a teacher
Demonstrated Leadership with Diverse Groups
Ability to articulate vision of best practice for instructional programs
Effective communication skills

DESIRABLE QUALIFICATIONS
Experience working at the district level to support school content and curriculum needs
Experience in diverse workplace
Strong communication skills and the ability to multitask regularly



REVISED: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	SPECIALIST ASSESSMENT & DATA ANALYSIS
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	IV, GRADE 9
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4127
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

The Specialist Academic Projects (Curriculum) collaborates with district and school staff to manage academic projects from inception to conclusion. The specialist provides clarity and organization of all district funded high quality resources. The specialist will work with vendors to vet instructional materials and with school staff to determine needs. The specialist also tracks contracts, manages logistics, and coordinates other professional learning and support to ensure schools have high quality resources and supports.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Follows a protocol to vet high quality instructional resources including tracking data to monitor implementation and to measure impact.
- Synthesizes data and prepares reports to summarize impact findings
- Works with Assistant Superintendents and content specialists to determine resource needs to support school level work
- Leads and tracks the yearly curriculum refinement process
- Works directly with vendors and district partners to provide high quality instructional resources, training and support
- Performs analysis to determine and communicate recommendations for professional development and then works to deliver the training necessary to meet objectives
- Works with others in the department to lead continuous improvement efforts that will reduce the achievement and opportunity gaps
- Processes and tracks district contracts
- Communicates with departments across the school district to maintain consistent messaging and support
- Provides regular updates and needs assessments to leadership
- Plans and executes professional development as needed
- Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and Jefferson County Public Schools policies, rules, and procedures relating to areas of supervision
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, carrying, or pushing or pulling of light objects. Employee will, at times, be asked to drive to events and community activities.

MINIMUM QUALIFICATIONS

Master's degree with Kentucky Teacher Certification
Three (3) years of successful experience as a teacher
Demonstrated Leadership with Diverse Groups
Ability to articulate vision of best practice for instructional programs
Effective communication skills

DESIRABLE QUALIFICATIONS
Experience working at the district level to support school content and curriculum needs
Experience in diverse workplace
Strong communication skills and the ability to multitask regularly



NEW: Submitted:
 07/01/2023 03/28/2023
 07/01/2026 02/10/2026

JOB TITLE:	SUPERVISOR DIGITAL ACCESSIBILITY RESOURCES LIBRARIAN
DIVISION	ACADEMICS SERVICES
SALARY SCHEDULE/GRADE:	II, GRADE 8 III
WORK YEAR:	220 215 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Researches and evaluates educational databases and digital resources that support and improve student achievement. Facilitates training for library management systems. Provides direction and support for K-12 library media specialists in selecting, evaluating, organizing, and sharing instructional resources in web-based platforms to ensure District-wide consistency and equity of access for students. Advises and assists K-12 library media specialists on enhancing standard library practices related to curriculum and instruction

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Maintains knowledge of web-based curation tools and makes recommendations as needed
- Provides guidance to school librarians in data collection and promotes the use of up-to-date curation and digital sharing tools to support school and District goals
- Provides direction and support for K-12 library media specialists in enhancing digital library practices related to curriculum and instruction
- Compiles, plans, coordinates and administers activities and trainings for K-12 librarians and teachers
- Participates in formulation of procedures, implementation of special projects, and planning on-going activities
- Provides professional development to K-12 library media specialists in evaluating, organizing, and sharing resources in a web-based platform
- Compiles reports and makes recommendations as needed
- Maintains knowledge of tools and trends in web-based curation of instructional resources
- Continues to acquire new professional skills, knowledge and competencies needed to improve work processes
- Supports technical services by classifying and non-print instructional materials using technology applications and prevailing cataloging trends, rules, and regulations
- Maintains knowledge of trends in cataloging standards and library automation
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, climbing, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, driving automotive equipment, and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS

- Master's Degree Library Science, Library Media or related field
- Five (5) years of successful library experience

Demonstrated ability to work cooperatively in a team situation

Ability to communicate clearly, knowledgeably, and personally orally and in writing

DESIRABLE QUALIFICATIONS

Strong service orientation

Demonstrated leadership ability

Experience in planning, developing, and conducting professional development programs

Demonstrated ability to write distinctly and organize and interpret data

Experience in a diverse workplace



NEW: 07/01/2026
Submitted: 02/10/2026

JOB TITLE:	DIGITAL ACCESSIBILITY RESOURCE LIBRARIAN
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	215 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Researches and evaluates educational databases and digital resources that support and improve student achievement. Facilitates training for library management systems. Provides direction and support for K-12 library media specialists in selecting, evaluating, organizing, and sharing instructional resources in web-based platforms to ensure District-wide consistency and equity of access for students. Advises and assists K-12 library media specialists on enhancing standard library practices related to curriculum and instruction

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Maintains knowledge of web-based curation tools and makes recommendations as needed
- Provides guidance to school librarians in data collection and promotes the use of up-to-date curation and digital sharing tools to support school and District goals
- Provides direction and support for K-12 library media specialists in enhancing digital library practices related to curriculum and instruction
- Compiles, plans, coordinates and administers activities and trainings for K-12 librarians and teachers
- Participates in formulation of procedures, implementation of special projects, and planning on-going activities
- Provides professional development to K-12 library media specialists in evaluating, organizing, and sharing resources in a web-based platform
- Compiles reports and makes recommendations as needed
- Maintains knowledge of tools and trends in web-based curation of instructional resources
- Continues to acquire new professional skills, knowledge and competencies needed to improve work processes
- Supports technical services by classifying and non-print instructional materials using technology applications and prevailing cataloging trends, rules, and regulations
- Maintains knowledge of trends in cataloging standards and library automation
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, climbing, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, driving automotive equipment, and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS

- Master's Degree Library Science, Library Media or related field
- Five (5) years of successful library experience

Demonstrated ability to work cooperatively in a team situation

Ability to communicate clearly, knowledgeably, and personally orally and in writing

DESIRABLE QUALIFICATIONS

Strong service orientation

Demonstrated leadership ability

Experience in planning, developing, and conducting professional development programs

Demonstrated ability to write distinctly and organize and interpret data

Experience in a diverse workplace



NEW: Submitted:
~~07/01/2023~~ ~~03/28/2023~~
 07/01/2026 02/10/2026

JOB TITLE:	SUPERVISOR OF LIBRARY STRATEGIES AND & SUPPORT LIBRARIAN
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	II, GRADE 8-III
WORK YEAR:	220 215 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

Provides leadership and support for school-based librarians for problem identification, analysis and resolution. Provides vision and leadership in mapping and coordinating departmental outreach efforts. Participates in all aspects of library instructional services, including online or face to face trainings, and onsite support. Supports instructional programs and student achievement by advising school library media specialists on enhancing standard library practices related to K-12 curriculum and instruction, curating and securing appropriate resources, and coordinating library media services with school based instructional programs. Supports library media specialists in implementing K-12 Library Standards including technical support for the collection, classification, and cataloging of materials. Follows standard library practices to meet the information resource needs of District staff and community.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Maintains communication and conducts site visits to foster a culture of collaboration and innovation to empower librarians, teachers, and learners
- Develops and manages mentorship programming for new librarians
- Develops and maintains research guides and other information tools to assist users and facilitate library engagement
- Collaborates with the library media specialists on the design and implementation of practices and procedures that support the effective and ethical use of technology and digital resources to support student learning
- Compiles, plans, coordinates and implements activities and trainings for K-12 librarians and teachers
- Assists schools with identifying and addressing personalized learning and multiple literacy needs (digital, visual, media, news, ethical, coding & computational) as well as foundational literacy skills that can be addressed through the school library program
- Maintains knowledge of trends in literature and collection development and provides support to K-12 librarians on strategies to create a culture of reading in their school communities
- Supports technical services by classifying and cataloging print and non-print instructional materials using technology applications and prevailing cataloging trends, rules, and regulations
- Provides support and advisory services to ensure school library collections are culturally diverse, current, and responsive to the school vision
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. 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
Master's Degree Library Science, Library Media or related field
Five (5) years of successful library experience
Strong service orientation
Demonstrated ability to work cooperatively in a team situation
Effective oral and written communication skills

DESIRABLE QUALIFICATIONS
Valid Kentucky Teaching Certificate and Library Media Specialist Endorsement
Demonstrated leadership ability
Demonstrated ability to write distinctly and to organize and interpret data
Experience in planning, developing, and conducting professional development programs
Demonstrated ability in collection development
Ability to develop, coach, and facilitate learning with librarian leadership teams
Experience in a diverse workplace



NEW: 07/01/2026
 Submitted: 02/10/2026

JOB TITLE:	STRATEGIES & SUPPORT LIBRARIAN
DIVISION	ACADEMICS
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	215 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	0
BARGAINING UNIT:	CLAS

SCOPE OF RESPONSIBILITIES

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