



NEW: Submitted:
09/25/2019 09/24/2019

JOB TITLE:	DIRECTOR TRANSITION READINESS
DIVISION	AS ASSIGNED
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS ALLOCATED
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4223
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Assists the Assistant Superintendent of High Schools to establish, organize, and lead a K-12 career and technical education and transition readiness program, with an emphasis on high schools. Provides leadership and direct supervision of evidenced-based strategies for an effective transition readiness program, as measured by transition readiness outcomes.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Supervises and manages the Carl D. Perkins Career and Technical Education program and activities including budgetary, data standards, and other organizational systems
Oversees community and business partnerships and linkages for schools
Provides general technical assistance to assistant superintendents and schools on data analysis for transition readiness
Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and JCPS policies, rules, and procedures
Mentors school and district administrators to support effective leadership around transition readiness
Integrates college and career readiness, dual credit opportunities and intervention strategies in professional development to support schools in supporting student needs with particular attention paid to the goal of reducing the achievement and opportunity gap
Monitors schools' career and technical education (CTE) data in order to support schools and students, and collaborates with assistant superintendents to address strategies to support students
Builds collaborative working groups within the academics department, community/business partnerships, and communicates for the continuous improvement of the District's transition plans
Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
Advises and assists the high school assistant superintendent and school leadership teams in developing and evaluating, supporting, and monitoring transition readiness strategies
Conducts and/or coordinates on-site school visits to assess transition readiness in order to provide recommendations and further support to assistant superintendents, administrators, and school teams
Collaborates with Assistant Superintendents/Principals/Instructional Directors to establish K-12 College and Career Readiness programs along with measurable outcomes for monitoring and building success for all schools in the District
Advises and assists K-12 stakeholders in developing and evaluating College and Career Readiness programs and addressing access to career pathways, industry credentials, scheduling procedures, and monitoring student performance
Supports school sites' college and career readiness programs, internships, and K-12 CCR services
Provides and expands support for career readiness partners, including program advisory councils, local businesses, post secondary partners, apprenticeship councils, community-based organizations, city and county municipalities, students, teachers, and parents

Oversees and advances the opportunities for dual credit enrollment opportunities for students
Supports the HS Assistant Superintendent in preparing presentations on K-12 College and Career Readiness progress to the Board of Education, the Superintendent of Schools, and other stakeholder groups
Supervises and provides direction to implement goals, objectives and functions of the organizational unit
Monitors district and community workforce needs and initiates activities to meet those identified needs
Seeks and manages multiple funding resources and grants to support Transition Readiness
Provides consistent emphasis on and support for post secondary and career exploration and preparation through both formal and informal student events and activities
Assists in the development of school site career readiness and preparation plans in accordance with city, state, and federal employment trends
Establishes and maintains cooperative relationship with parents and the community to support District goals and program objectives
Initiates policy, formulates and recommends program goals and objectives as appropriate
Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated amounts
Prepares required and special reports as requested
Provides effective leadership to implement performance evaluation procedures
Cooperates with Principals and/or other organizational units to implement common goals and objectives
Assures compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment
Chairs and/or participates on committees and task forces as assigned
Assures effective implementation of District goals and objectives where applicable
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 or higher with Kentucky Certification in Administration or Instructional Leadership
 Five (5) years of successful experience in transition readiness, CTE education, and/or the career academy model
 Experience leading school turnaround and improving student outcomes
 Effective communication skills and school level leadership

DESIRABLE QUALIFICATIONS

Experience with the career academy model
 Experience in a diverse workplace