



NEW BRUNSWICK PUBLIC SCHOOLS

JOB DESCRIPTION

READING SPECIALIST

REPORTS TO:

Assistant Superintendent for Curriculum and Instruction and Supervisor of Humanities

SALARY GRADE:

As per negotiated NBEA agreement

NATURE AND SCOPE OF JOB:

This position is responsible for fulfilling three roles: Instructor, Coach, and Teacher-Leader. The specialist is part of the District's Instructional Team which reports to the Assistant Superintendent of Curriculum and Instruction, in addition to the Supervisor(s) of Humanities. The Specialist works with the team to define their schedule specific to the needs of their building assignments in collaboration with both their respective building principal, and their Department Supervisor(s).

As an Instructor, a specialist identifies students in need of additional instruction and establishes a schedule to provide targeted instruction during push-in or pull-out situations. They act as key facilitator in the implementation of integrated English Language Arts instruction in the school, as well as Early Intervention strategies for the prevention of reading and/or writing deficiencies. As an instructor, the Specialist may be assigned to teach a course.

As a Coach, a specialist works with teachers to identify areas of professional need and provide resources or strategies to address these areas. Specialists engage in coaching cycles as well as model lessons and assist teachers in planning lessons or units. Specialists serve as a venue for teachers to obtain the necessary materials, resources and data that supports instruction and the curriculum. Specialists are responsible for assisting teachers and building administrators in incorporating materials, data, and initiatives that support increasing student achievement and literacy as measured by district and state performance assessments.

As a Teacher-Leader, a specialist provides professional development for teachers, peers, and administrators which address curriculum, teaching strategies, trends, data analysis, National, State, District, and building initiatives. Specialists may facilitate Common Planning Time meetings and may provide one-on-one, small group, or building-wide training. Turn-keying district initiatives, Humanities program initiatives, and learned strategies from their own professional development. It is expected that specialists continue to grow professionally, through research and by attending appropriate training sessions.

JOB QUALIFICATIONS:

- New Jersey Reading Specialist Certificate
- New Jersey Elementary Teacher Certificate and/or Middle/High School English Certificate
- Five (5) years classroom experience as an elementary, middle school, or high school language arts teacher
- Working knowledge of theory and research on the current best practices and instructional

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- materials in reading and writing
- Experience writing curriculum or assessments using knowledge of New Jersey Student Learning Standards in English Language Arts and Social Studies (NJSLA-ELA and NJSLA-SS) as well as interdisciplinary standards

ESSENTIAL JOB FUNCTIONS:

1. Collaborate with teachers to develop and implement high-level tasks and model instructional strategies.
2. Seek new resources to enrich school and district team performance
3. Balance the three facets of the position effectively
4. Collaborate effectively with staff, sharing expert content and pedagogical knowledge and instructional resources while demonstrating creativity, flexibility, and responsiveness
5. Provide ongoing coaching support to teachers individually and in small groups to support conceptual-based instruction and cultivate a culture of professional inquiry.
6. Facilitate professional development for teachers, peers, and administrators which addresses district curriculum, high-leverage best practices and instructional strategies, and special programs sponsored by the department.
7. Advise NBPS administrators regarding issues pertaining to curriculum, instruction, assessment and special programs.
8. Consult with building administrators on a regular basis regarding program implementation and department goals by grade level
9. Assume leadership roles within the school community, coordinating projects and learning experiences, and making meaningful contributions at all levels
10. Support special programs that require activity development, program proposals, communication among partners, training for staff members, and program evaluation. The Specialist may be asked to collect data and/or document program implementation to determine effectiveness and/or develop action plans to make improvements to current or new programming.
11. To perform other tasks as requested by the Assistant Superintendent for Curriculum and Instruction and/or the Superintendent of the New Brunswick Public Schools.

WORK ENVIRONMENT:

This job operates in a professional office environment and a public school environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets and fax machines.

PHYSICAL AND MENTAL DEMANDS, WORK HAZARDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job. Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand, and walk for required periods of time.
3. Speak and hear.

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4. Use close vision, color vision, peripheral vision, and depth perception along with the ability to focus vision.
5. Communicate effectively in English and Spanish (preferred), using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.
7. Works in standard office and school building environments.
8. Ability to work outdoors during outdoor student activities.

The Work Hazards described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

While performing the duties of this job, the employee is regularly required to talk or hear. This would require the ability to lift files, open filing cabinets and bend or stand on a stool as necessary. This position requires the ability to occasionally lift office products and supplies, up to 20 pounds.

New Brunswick Public Schools provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, New Brunswick Public Schools complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.