



DISTRICT LIBRARY MEDIA SPECIALIST

QUALIFICATIONS:

1. Valid NJ School Media Specialist/Library Certification
2. Masters Degree or higher
3. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

REPORTS TO: Director of Teaching and Learning

JOB GOAL:

1. The District Library Media Specialist promotes literacy, supports high-quality instruction, and advances student learning by partnering with teachers, instructional coaches, and administrators across the district. The specialist develops and curates instructional resources aligned to district curriculum, supports classroom library development, fosters a culture of reading, and provides leadership in information literacy, digital citizenship, and media literacy.

Working across all district schools, the District Library Media Specialist serves as an instructional partner whose primary responsibility is to enhance teaching and learning through collaborative planning, resource development, literacy initiatives, and instructional support.

PERFORMANCE RESPONSIBILITIES:

Instructional Collaboration

- Collaborate with classroom teachers, instructional coaches, and administrators to support curriculum implementation and instructional best practices.
- Participate in grade-level, department, and curriculum planning meetings as appropriate.
- Assist teachers in identifying high-quality print and digital resources to support classroom instruction.
- Co-plan and, when appropriate, co-teach lessons involving research, inquiry, media literacy, and information literacy skills.
- Support interdisciplinary learning experiences through resource integration.

Curriculum Resource Development

- Develop, curate, organize, and maintain instructional resource collections that are curriculum-aligned collections for district units of study.



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- Create curriculum-based text sets, resource guides/lists, and digital collections for instructional units.
- Support curriculum writing initiatives through resource identification and development.
- Meet collaboratively with teachers and instructional coaches.

Classroom Library Support

- Assist teachers in establishing, organizing, evaluating, and maintaining engaging classroom libraries.
- Conduct classroom library audits and provide recommendations for collection improvement.
- Support the selection of diverse, culturally responsive, and developmentally appropriate reading materials.
- Recommend strategies for organizing classroom libraries to maximize student access and independent reading.
- Assist in weeding outdated, damaged, or inaccurate materials.

Literacy Leadership and Reading Promotion

- Foster a districtwide culture of reading through engaging literacy initiatives.
- Organize and promote schoolwide and districtwide reading events and celebrations.
- Develop book recommendations, themed book collections, and reading displays.
- Support reading challenges, book clubs, and student reading engagement opportunities.

Digital Resources and Information Literacy

- Support teachers and students in accessing and utilizing district-approved digital resources and databases.
- Provide instruction and guidance in information literacy, research skills, media literacy, digital citizenship, and ethical use of information.
- Support students and staff in the responsible use of digital resources, artificial intelligence tools, media literacy, and emerging instructional technologies.

Collection Development

- Recommend purchases of print, digital, and multimedia resources based on need.
- Support grant opportunities and literacy-related funding initiatives when appropriate.

Professional Learning

- Serve as a resource to district staff regarding literature, instructional materials, and library/media best practices.

Communication and Outreach

- Contribute to district newsletter with, for example, any of the below:
 - Featured read-alouds and first-chapter book recommendations
 - Curriculum-connected instructional resources
 - New book recommendations



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- Resources aligned to monthly themes
 - Classroom library ideas
 - Professional resources for teachers
 - Highlights of great literacy work in classrooms
 - Upcoming literacy events and opportunities
- Communicate regularly with school administrators regarding projects, instructional support, and literacy initiatives.

Additional Responsibilities

- Attend PLCs, district curriculum meetings and professional development as assigned.
- Maintain professional knowledge through ongoing professional learning.
- Assist with district literacy events, family engagement activities, and summer reading initiatives within the school day.
- Perform other duties related to library media services and instructional support as assigned by the Director of Teaching and Learning.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The physical abilities and other conditions of continued employment listed in this section are representative but are not intended to provide an exhaustive list of physical abilities and other conditions of continued employment may be required for this position. The Township of Union Public Schools encourages persons with disabilities who are interested in employment in this class and need reasonable accommodations to contact the Personnel Department.

Vision: (which may be corrected) to read small print; view a computer screen for prolonged periods

Hearing: (which may be corrected) to answer telephones and tolerate exposure to noisy conditions

Speech: to be understood in face-to-face communications; to speak with a level of proficiency and volume to be understood over a telephone

Upper Body Mobility: use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arm to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head; ability to climb ladders; access ceiling plenums, catwalks, and utility closets

Strength: moderate to heavy lifting, pushing, pulling, or carrying is occasionally required; to lift,



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push, pull, and/or carry objects that weigh as much as 15 pounds frequently; ability to walk frequently

Environmental Requirements: encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

Mental Requirements: read, write, understand, interpret, and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgment and the ability to process information quickly, learn quickly, and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile, and coordinate information and records

TERMS OF EMPLOYMENT: Salary and work year to be determined by the board of education.

ANNUAL EVALUATION: Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations.

Approved by: Township of Union Public Schools

Date:

Reviewed and Agreed to by:

Date: