

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Employment Coach, Special Education	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	None	FLSA:	Non-Exempt
JOB CLASS CODE:	1604	WORK YEAR:	10 Months
DEPARTMENT:	Special Education	SALARY:	Range 45 Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	09-15-05
		HR REVISION:	04-26-12

BASIC FUNCTION:

Assist in providing transition services and support to post and secondary special education students in work experience jobs; participate in the organization and contribute to the daily operations of the Workability Program; perform a variety of clerical support duties.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Collaborate with special education teachers, counselors, program specialists, or other certificated staff by providing transition services and support to post and secondary special education students in work experience jobs; participate in the organization and contribute to the daily operations of the Workability Program; perform a variety of clerical support duties. **E**

Assist certificated staff in making classroom presentations regarding job skills and other program elements; gather school or central office records to establish eligibility for services; maintain accurate records. **E**

Evaluate students' interest and aptitude through staff contact, testing, and/or interviews; help match students to jobs according to their skills, abilities, and interests; assist students with interview techniques and in completing job applications and other paperwork. **E**

Meet with prospective employment supervisors to discuss individual needs of student prior to placement; act as a liaison between students, school staff, parents, and employers; collaborate with core teachers, counselors, and administrators in the addition of work experience to the student's schedule. **E**

Complete and submit a variety of forms, documentation, and reports as required by program funding and employment requirements, such as work permits, TB testing, etc; facilitate acquisition of appropriate work attire; generate and follow up on letters to social security, parents, and letters of recommendation. **E**

Coordinate and/or provide mobility training for students to access Regional Transit (RT) bus systems; instruct students on how to use the bus system and route planning; provide bus stickers or passes; provide transportation to RT for photo identification; coordinate alternative transportation. **E**

Provide individualized job development, and placement assistance to students at each work site; provide job coaching; train students to learn employers' jobs; conduct regular work site visits with students and employers to evaluate on-the-job progress, working conditions, and receive feedback; conduct additional work site visits as needed; may attend Individual Education Plan (IEP) meetings. **E**

Operate a computer to input, output, update, and access a variety of records and information; generate records, reports, queries, lists and summaries from computer database; operate a variety of office machines and equipment; input data for state workability database; lift light objects. **E**

Collect student time sheets, review for accuracy, and assist the teacher in submitting to district office for students. **E**

Distribute end of semester student evaluation to work site supervisors; collaborate with the teacher/instructor to determine grade, develop a projected placement plan for implementation the following year, and facilitate student transition and employment upon graduation. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Attend staff meetings; participate in related workshops, seminars, and conferences. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school, three years of experience involving public contact or experience working with individuals with special needs, and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant.

LICENSES AND OTHER REQUIREMENTS:

California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Appropriate student work behaviors and job keeping skills.
Understanding problems faced by students with special needs.
Effective case management techniques.
Motivational techniques and strategies.
Applicable sections of the State Education Code and other applicable codes, rules, regulations, and laws.
Child labor laws and practices.
Good public relations practices.
Correct English usage, grammar, spelling, punctuation, and vocabulary.
Interpersonal skills using tact, patience, and courtesy.
Record-keeping techniques.
Oral, written, and public speaking skills.
Operation of a computer and related software.

ABILITY TO:

Perform the basic function of the position.
Learn a variety of employment skills and model those skills for students.
Provide job coaching and support to students with special needs.
Learn applicable laws, codes, rules, and regulations.
Listen to students with patience and understanding.
Advocate, motivate, and mentor students.
Monitor student progress.
Access available community resources.
Read schedules and utilize public transportation system.
Plan and prioritize work.

Be flexible in meeting goals.

Operate a computer to maintain records and prepare reports.

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.

Communicate effectively, both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Lift light objects according to safety regulations.

Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

School site, office environment, or business locations; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view computer monitors; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)