

Laguna Beach Unified School District

Job Description: WorkAbility I/TPP (Transition Partnership Program) Employment Specialist

BASIC FUNCTION:

Under the general supervision of the Director of Special Education and direction of the site administrator and Transition Services Coordinator, perform a variety of tasks facilitating Special Education students' transition from high school to career; perform related work as required.

ESSENTIAL DUTIES:

- Assist students with vocational assessment including ITP development and implementation.
- Assist students with research on future career options in areas of interest.
- Provide training in pre-employment skills including but not limited to: goal setting, understanding behaviors needed in the work setting, job searching, resume writing, completing job application, interview techniques, etc.
- Coordinate student field trips for career exploration which may include visits, meetings, presentations and any other activity.
- Organize job availabilities including information related to qualifications and placement details; disseminate information to certificated staff; develop a calendar of seasonal hiring dates and special programs.
- Participate in identifying and developing prospective work sites for work experience and/or internships; conduct job searches for individual students; communicate with potential employers and explain the focus of the work program and individual students needs.
- Monitor the performance of students at the work site and in the classroom; provide specific job training and work site job coaching; report behaviors and performance to certificated staff and parents as appropriate; participate in evaluations with employers and employees.
- Perform job placement, follow-up activities with students and employers as assigned.
- Prepare and maintain student records, case notes, and observations; prepare assigned reports.
- Assist students with matriculation process.
- Perform other related duties as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of:

- Student behavior and characteristics.
- Behavior management strategies.
- Work experience program goals.
- Job development, job coaching, and placement techniques.
- Characteristics and developmental stages of secondary age students.
- Instructional strategies utilized with Special Education students.
- Appropriate English usage, punctuation, spelling, and grammar.
- Basic arithmetical concepts.
- Routine record storage, retrieval, and management procedures.
- Local community.

Ability to:

- Communicate clearly with students, parents, employers and the public.
- Understand and carry out oral and written directions.
- Demonstrate an empathetic, patient, receptive attitude with students who have disabilities.
- Maintain a positive relationship with employers, coworkers, students and parents.
- Relate to business owners/managers to develop new jobs within the community.
- Learn and utilize a variety of instructional materials, methods and procedures in instructional settings.
- Instruct students in work skills and behavior.
- Conduct a task analysis.
- Work directly with special needs individuals in training or employment settings.
- Perform routine clerical tasks.
- Drive a motor vehicle.

MINIMUM QUALIFICATIONS:

Experience:

Paid or volunteer experience working with high school students preferred.

Paid or volunteer experience working with disabled students preferred.

Education:

Equivalent to the completion of the twelfth grade.

Related college coursework desirable.

Personal Qualities:

- Independent worker
- Maturity and good judgment
- Personal appearance, which establishes a desirable example for students
- Willingness to assume a wide range of responsibilities
- Willingness to learn new skills
- Willingness to continuously improve
- Pleasant interpersonal skills
- Good organizational skills
- Commitment to professional courtesy and responsibility

WORKING CONDITIONS:

Environment:

- Indoor office and/or classroom environment.
- Moderate noise level.
- Frequent interruptions.

Physical Requirements:

- Ability to frequently stand, sit, reach, grasp, stoop, bend, push, pull, kneel, squat, and twist.
- Ability to see for purposes of reading instructions, labels, and other printed matter and for the safe operation of equipment.
- Ability to hear and understand speech at normal levels in person and on the telephone.

- Ability to communicate so others will be able to clearly understand a normal conversation in person and on the telephone.
- Ability to operate computer, typewriter, calculator, copy machine, telephone, and other office equipment with dexterity and in a safe and efficient manner.
- Ability to frequently lift and move items weighing up to 25 pounds.
- Ability to climb stairs.

Operation of Vehicles, Machinery and Equipment Requirements:

- Ability to travel to a variety of locations within a reasonable time frame.
- Must be able to operate office, multimedia, and computer equipment.

Mental and Emotional Requirements:

- Ability to understand and follow oral and written directions.
- Ability to work independently with little direction.
- Ability to concentrate to meet numerous deadlines.
- Ability to establish and maintain effective working relationships with others.
- Ability to make independent decisions to respond to numerous requests, deadlines, and to prioritize assignments.
- Ability to exchange information.
- Ability to monitor student activities.
- Ability to learn the procedures, functions, and limitations of assigned duties.