

BEAVERTON SCHOOL DISTRICT

Position Title: Job Developer
Department: Special Education
Reports To: Special Education Administrator or other licensed staff
Pay Grade: SUPP/14
FLSA Status: Non-Exempt
Bargaining Unit: OSEA
Approved Date: 10/21/09
Revised Date: 10/21/09

POSITION PURPOSE:

Locates and creates local community transition program employment opportunities for special needs students to provide students the opportunity to obtain knowledge and skills for a successful transition from school to career. Develops and conducts program outreach and coordinates effective partnerships; functions as liaison between community businesses, social service agencies, and clients. Works with businesses to evaluate potential job duty modifications in order to create meaningful employment opportunities for special need students. Works closely with licensed staff on program goals and program elements; may provide guidance to Transition Program Assistants, and/or directly perform coaching and development duties for students.

DIFFERENTIATING CHARACTERISTICS:

This classification differs from the Transition Program Assistant in that the Job Developer has a greater focus on developing community outreach strategies, and creating networking and cooperative relationships with the business community and a variety of social agencies in order to develop job opportunities for special needs students in the community. The Job Developer position requires considerable independence and knowledge of business needs and processes while working with community businesses and agencies. The incumbent's duties usually have less emphasis on actual job training activities, but may provide guidance on job coaching and modifications to Transition Program Assistants.

EXAMPLES OF DUTIES:

Duties may include but are not limited to the following:

- 1) Builds and maintains relationships between the district and community businesses, agencies and the public; visits businesses and determines potential job sites. Functions as liaison and builds relationships between the school district, student, and local businesses, and a variety of agencies outside the school setting. Creates networks and contacts; recruits local employers to encourage participation in the off-campus transition programs at Beaverton's High Schools that provide opportunities for special needs students. Develops and presents program information to potential employers, civic groups and agencies; effectively addresses questions and concerns.
- 2) Provides guidance and information to participating business and clients on program design, related laws and regulations; follows and applies the requirements and processes of participating government agencies.
- 3) Works with local employers to develop off-campus job activities that meet individual student's needs; shows awareness and understanding of the needs of employers and students; advocates for students and effectively explains potential job modifications.
- 4) Assures appropriate placement of students by assisting the employer with defining meaningful job duties and provides assistance on how to modify jobs duties while considering both the employer and student needs. Evaluates required job duties, breaks down job tasks to determine necessary accommodations, and researches available options for adjustments to meet individual student need. Provides information on ADA's reasonable accommodation requirements, and assist employer with determining necessary job duty adjustments to deal with work site barriers. May write up a revised job description and agreements with the

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employer. Works closely with business managers on job related learning issues.

- 5) Works with a variety of agencies to assist students with job experience placements; collects and prepares intake paperwork, receives referrals of new clients, pre-screens candidates and works with agency counselor to facilitate acceptance of special needs student into the program.
- 6) Works closely with licensed staff or program manager to develop and design programs, and to establish long-term program goals and priorities. Keeps current on job market trends and developments in special ed, and other related agency or government requirements and regulations.
- 7) May work closely with an Instructional Assistant providing training on job site duties and guidance on job site changes and modifications.
- 8) Develops, guides, and/or directly participates in the student's job coaching process; trains staff and employer. Provides direct job coaching as required, including assisting and guiding students with personal preparations for job sites, job application/interview processes, and guidance with specific job duties. Participates in the development of transportation plans and the implementation of accommodations to meet the student's physical limitations.
- 9) Assure appropriate student behavior by coaching students during job performance, demonstrating tasks, monitoring attendance and implementing behavior support plans if necessary.
- 10) Develops information about the program, including written materials and presentations to business, agencies, and school district. Prepares forms and reports as required.

OTHER JOB FUNCTIONS:

- 1) Provide back up support to other staff in case of absence or work overload.
- 2) Perform other related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of:

- Community and agency resources for special needs students.
- Work site barriers, problems and concerns for special need students.
- Effective program marketing and outreach techniques.
- Job development and job modification strategies.
- Relevant legislation, policies, and procedures pertaining to special needs students and disability in the work place situations, or ability to obtain within a reasonable amount of time.
- Educational principles, practices and methods of special needs students.
- Effective coaching practices as they apply to special need students.

Skills/Ability to:

- Reach out to new business partners by researching potential businesses that might be interested in participating in the program, including the ability to call and visit potential business participants to explain the program and obtain their participation.
- Develop community business contacts, effectively advocate for the program and clients, and build cooperative working relationships with community businesses, a variety of service agencies, and the special needs clients; ability to keep updated on job market developments.
- Understand and assess employer and client needs, and successfully advocate for clients and potentially effective job sequence modifications. Ability to analyze and review job functions and activities, modify as needed, and effectively coach students. Ability to assess student development and appropriateness of work site placement.

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- Work independently and in collaboration with certified staff; ability to provide guidance to the Transition Program Assistants and students.
- Effectively plan and prioritize activities, and work in a multitask environment.
- Effectively communicate with students, staff and employers with tact, courtesy and professionalism. May make presentations.
- Understand and execute oral and written instructions, policies and procedures.
- Collect, analyze, and organize information to meet program objectives.
- Maintain reports and records, and perform follow-up reviews, to document outcomes for grants and comply with grant requirements. Ability to become familiar with various forms and their requirements, including developing program information materials.
- Perform the duties of an Transition Program Assistant as required, including directly supervising and coaching students with developmental disabilities; making decisions in community situations, correctly assess difficult and emergency situations and determine best response to resolve conflicts out in the community.
- Maintain confidentiality.
- Perform the physical requirements of the position.

EDUCATION AND EXPERIENCE:

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to obtain the required knowledge and abilities would be:

- Possession of an associate degree with coursework in business, education, or related areas, and two years of experience that includes working with special needs students and/or business management background; experience with marketing, job outreach, and job development strategies is desirable;
- Or any combination of education and experience which would provide the applicant with the desired skills, knowledge and ability required to perform the job.

LICENSING/SPECIAL REQUIREMENTS:

- Possession of or ability to obtain, a valid Oregon or Washington driver's license
- Ability to use own personal vehicle as required.

WORKING CONDITIONS:

Work may be performed indoors or outdoors. Travel is required. Incumbent must be able to stand, walk, drive, sit, push, pull, lift up to 60lbs, bend, stoop, kneel, reach, write, speak, and hear

The statements contained herein reflect general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans status, genetic information or disability in any educational programs, activities or employment.