



JOB DESCRIPTION

Job Development Coach

Reports to:	Director of Special Education	Employment Group / Salary Range:	Classified Non Represented
Dept:	Special Education	FLSA:	non-exempt
Annual Work Days:	183	Formal Review Date: Board Approval Date:	9/24/25 10/6/25

PRIMARY FUNCTIONS

Under the direction of program administration and general guidance of a certificated teacher, the Job Development Coach will assist in the location of job sites in the community, placement of students with disabilities in these positions, provide follow-up supervision, on-site job coaching, and perform other related work as required. This position is part time, 20 hours per week, and requires some evening and weekend hours.

ESSENTIAL DUTIES & RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Responsible for working in the community and at school sites with students with disabilities as they transition from high school to continuing education, vocational training, post-secondary employment, or adult transition programs.
- Assist with the supervision of students with disabilities involved in vocational education activities in the community.
- Provide coaching at job sites and assist students in developing workplace skills, including consulting with employers, supervisors, and co-workers. Maintain close communication with classroom teachers to monitor student progress.
- Assist in the development of a cooperative working relationship with agencies within Stanislaus County that are involved in vocational training, education, and job placement for students with disabilities.
- Assist program staff in collaboration with the business community, Department of Rehabilitation, Region Center, and related stakeholders; provide program staff with ongoing information concerning the vocational education program.
- Assist students in integrating into the work environment and developing professional workplace skills.

QUALIFICATIONS

Education and Experience:

Any combination of experience and training that would provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge, skills, and abilities would be:

Graduation from an associate degree program or 48 semester units (NCLB) and recent paid or volunteer experience working with school-age children; or an equivalent combination of training and experience.

Licenses, Certificates and Other Requirements:

- Valid CA Drivers License
- Maintain Auto Insurance
- Annual certification for CPR and First Aid required within three months of appointment and during the course of employment.
- CPI Training

KNOWLEDGE, SKILLS AND ABILITIES**Knowledge of:**

- Elementary concepts of child development and behavior.
- Practical learning patterns and behavior.
- Behavior management strategies and techniques relating to students experiencing atypical control problems.
- Basic characteristics of human behavior and personal hygiene practice.
- English grammar, spelling, and usage.
- Basic math computations.
- The operation and use of assistive technology, classroom-related technology, and equipment.
- Student and personal safety policies, emergency procedures, and work practices applicable to the job assignment.
- Basic computer operations and clerical skills.

Skills and Abilities to:

- Establish effective rapport with the assigned student age group.
- Supervise a group of children or an individual child in various learning activities.
- Appropriately manage student behavior and guide students toward more acceptable social behaviors.
- Maintain a sympathetic understanding of the problems and needs of children, including those with learning, physical, and/or emotional disabilities.
- Perform a wide variety of duties to enhance the instructional program, including independently planning materials for the learning of life and vocational skills, including basic math and reading skills.
- Communicate effectively, both orally and in writing.
- Compile data, keep records, and maintain the confidentiality of District and student files and records.
- Make sound judgments when specific instructions are lacking and adapt quickly to changing situations.
- Understand and follow written and oral instructions.
- Operate a variety of technology devices, including a computer and standard office and classroom equipment.
- Establish and maintain effective working relationships with all those encountered in the course of work.

- Understand and be sensitive to and respectful of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students, faculty, and staff.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk, kneel, and stand; use hands to finger, handle, feel or operate objects, tools or controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is occasionally, and sometimes frequently, required to lift 50 pounds, up to 100 pounds with assistance, and push or pull up to 100 pounds. Employees occasionally are required to move wheelchairs and assist with toileting, feeding, and other daily living activities. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read documents; observe and interpret people and situations; analyze and solve problems; use basic math; learn and apply new information and skills; and work on multiple, concurrent tasks with frequent interruptions.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this classification, as well as some duties taking place in the community. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Employees work under typical office conditions subject to frequent public contact and interruption and to intermittent exposure to individuals acting in a disagreeable fashion.

The employee may be required to travel to locations other than the assigned work site and to adjust to work schedule changes and requirements to work overtime.

EMPLOYEE CERTIFICATION OF JOB DESCRIPTION

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.

Employee Signature

Date

Name Printed