

CENTRAL UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position: Teacher, Work Study

Classification: Certificated

Reports to: Assigned Supervisor

Range: Certificated
Salary Schedule

EDUCATION AND EXPERIENCE

Combination of education and training equivalent to two years of college with a focus in special education, student work programs, development of student job/life skills and regional occupational programs. Three years experience in the public education school system with an emphasis in special education, student work programs, development of student job/life skills and regional occupational programs.

LICENSES AND OTHER REQUIREMENTS

Valid California driver's license.

Valid California Education Specialist Mild/Moderate, Extensive Support Needs (ESN) Teaching Credential.

SUMMARY

To coordinate the workability program for the district's special education students, including student internships, job site placements, work/life skills classes, and mentoring programs. This position acts as a regional liaison to the local businesses who participate in the Workability I Program, the Human Services Committee for the State Workability I Program, and School-To- Career Program for the district's high school juniors and seniors.

REPRESENTATIVE DUTIES (Incumbents may perform any combination of the essential functions shown below. 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 principal job elements.)

- Designs and implements pre-vocational skills classes.
- Assesses work-related skills, interests, aptitudes, and attitudes.
- Encourages special needs students to develop attitudes, self-confidence, and vocational competencies appropriate for the workplace.
- Secures, and retains employment for the district's special education students in the community and/or in district to enable such individuals to become productive members of the community.
- Coordinates work training programs within the district and with employers within the community.
- Provide classroom experiences correlated with job and social requirements; encourage students in extra-curricular activities; counsel students, arrange for team/parent conferences, plan for integration of students in some mainstream classes and be responsible for working with deans and counselors of schools to see that such programming takes place.
- Instructs job trainers and employers as to the unique needs of the individuals.
- Maintains regularly scheduled contact with all workstations and job-site trainers.
- Works with case manager to develop and implement Individual Transition Plans (ITP) for students with special needs.

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- Functions as liaison with Regional Occupational Program, Department of Rehabilitation, Job Corps, California Conservation Corps, community colleges, universities, vocational/trade schools, and other agencies as designated in students' Individualized Education Plan and/or Individual Transition Plan.
- Assist the students in making realistic assessment of abilities and establishing educational and occupational goals commensurate with abilities.
- Interview the students and parents, complete the required forms, validate insurance and liability releases; orient each student as to the means and schedules of transportation to and from the job.
- Place and supervise the student on the job in cooperation with the job supervisor.
- Move the student to another job within the station and/or to another situation when such is warranted.
- Systematically evaluate each student who is placed, maintain these evaluations and transmits this information to the job site trainer for modification or extension of training and experience; utilizes evaluations for classroom discussion and improvement; forward copy of semester evaluations to the supervisor work study program for central file.
- Maintain records that include data relative to work achievement, work permits, student strengths and weaknesses regarding employment potential, social and emotional limitations and competencies related to job situations, anecdotal notes and other pertinent information.
- Attend community organization conferences relative to work study/work experience; rehabilitation; handicapped.
- Make requests for assistance from special education program coordinator and/or consultant relative to referrals to ancillary school departments and agencies in the community; behavior modification adjustments.
- Maintain liaison between the Special Education Department and students and other members of the staff and administration in the school.
- Explain needs, goals and purposes of the program to students, parents, nonprofessional staff, in school, employers and job supervisors.
- Provides counseling service relative to job performance and behavior modification.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES

Should possess personal characteristics generally recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment and ability to work cooperatively with others.

Knowledge of:

- Learning theories, concepts and strategies for special education
- Jobs in which the handicapped can be successfully employed
- People in business, industry, workshops
- Ancillary agencies and services in school and community
- Public transportation to job sites for students

Ability to:

- Understand the needs and behaviors of students
- Understand academic areas and learning situations
- Understand the needs of assigned students
- Analyze situations accurately and adopt an effective course of action
- Remain calm and patient in stressful situations
- Communicate effectively and tactfully in both oral and written forms

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- Operate standard office and instructional equipment as appropriate to area of assignment such as copier, mimeograph, duplicator, scantron, computer, and laminator
- Establish and maintain accurate classroom/program records and files
- Carry out both oral and written instructions in an independent manner
- Plan for and meet program and State requirements and deadlines
- Drive vehicle to conduct work
- Establish and maintain cooperative and effective work relationships with those contacted in the performance of required duties

WORKING CONDITIONS

Environment:

School and office environment.

Physical Abilities:

Frequent standing, walking or sitting; use of hands to handle or feel; reach with hands and arms overhead, above shoulders and horizontally; climb or balance; stoop, kneel or crouch; frequent lifting and/or moving 10 pounds; occasional lifting and/or moving up to 50 pounds; hearing, sufficient with or without use of hearing aid, must be able to hear student requests and understand voice or speech patterns; frequent writing and/or keyboarding; moderate to high level of stress, ability to operate a computer and assigned software/programs.

Hazards:

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.