



Career Navigator



Reports to:	Director, Career Navigation/Workforce Preparation	Employment Group / Salary Range:	Classified Management
Dept:	Educational Services	FLSA:	exempt
Annual Work Days:	210	Formal Review Date: Board Approval Date: Revision Date: Board Approval:	5/20/2019 6/3/2019 6/15/2026 7/6/2026

PRIMARY FUNCTIONS

Under the supervision and direction of the Director of Career Navigation and Workforce Preparation Career Technical Education and the Principal of Patterson High School, the Career Navigator guides high school CTE students and recent graduates through the process of transitioning from high school to post-secondary education/training or employment, based on the student's identified career pathway. The Career Navigator serves as a liaison between students, business and industry, Union apprenticeship programs, trade and technical schools, community colleges, and universities. As part of the College and Career team, the Career Navigator works collaboratively with community organizations, industry workforce partners, and other Career Navigators/work-based learning liaisons in the regional consortium to ensure consistency of approach. Gives appropriate feedback and input on the evaluation of classified and confidential support staff.

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.

- Meets with CTE students individually and in group settings to help each student prepare a plan for establishing and meeting their career goals.
- Becomes familiar with resources available to students, such as universities, community colleges, trade and technical schools, apprenticeship programs, and local employers.
- In conjunction with the Director of Career Navigation and Workforce Preparation and CTE. Teachers serve as a liaison between the high schools, business & industry, community colleges, universities, and trade schools in the effort to assure that CTE students' educational and employment needs are met.
- In cooperation with high school counselors, including the college and career counselor, monitors the progress of CTE students' education and training to help assure that they are on track to meet their career goals.
- In cooperation with the college and career counselor, it provides training and workshops to students on topics related to post-secondary training, education, job search, and career options.

- Refers CTE students to counselors, teachers, social workers, workforce development programs, and other agencies as appropriate to meet the needs of the student.
- Keeps accurate records and data on CTE students related to their high school and post-high school education, training, and employment outcomes. Compiles data for local, state, and federal reports as necessary.
- Coordinates and maintains accurate work-based learning activities and records for all students
- Monitors and issues CA Work Permits for eligible students
- Coordinate and/or lead advisory committees, job fairs, career days, and other events for the district. Attend meetings, conferences, and community events as directed.
- Chaperoning student travel to conferences, competitions, and other CTE-related events is required; an overnight stay is required for some events.
- Other duties and responsibilities consistent with the primary functions may be assigned

QUALIFICATIONS

Education and Experience:

- Associate's degree required; Bachelor's degree in business, human resources, counseling, organizational leadership, or a closely related field is preferred
- Two years of experience working in the areas of workforce development, human resources, staff training, educational counseling, or a closely related field.
- Two years of experience reading, analyzing, and/or writing reports in an academic, public agency, or private business setting.

Licenses, Certificates, and Other Requirements:

- Valid CA Driver's License
- Maintain Auto Insurance

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- General economic, labor market, and workforce trends.
- Sources of information on job demand, wages, education/training requirements, and other labor market information.
- Career Counseling/ Professional Skills development for entry into the workforce
- Proper report writing, document construction, and editorial enhancement techniques.
- Proper English usage, spelling, grammar, vocabulary, and punctuation.
- Community organizations and resources.

Skills and Abilities to:

- Maintain possession of a valid California driver's license and automobile insurance.
- Understand and carry out both oral and written instructions independently.
- Work collaboratively and communicate effectively as part of a team
- Coordinate, plan, develop, and organize the day-to-day and long-term services and operations of the assigned program.
- Analyze and interpret numerical data and written information
- Maintain confidential information.
- Prepare information and data for local, state, and federal reports and grants.

- Maintain office-wide professional standards of conduct (model core values).
- Operate a computer, including word processing, data management software, and student information systems
- Establish and maintain ongoing cooperative and collaborative relationships with students, parents, school and district staff, key public agencies, and other community stakeholders.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that employees must meet 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, 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 frequently required to lift up to 30 pounds.

Mental Demands:

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

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. 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