

SCHOOL DISTRICT OF NEWBERRY COUNTY

JOB DESCRIPTION

TITLE: Job Coach

FLSA: Exempt

GENERAL SUMMARY

Instructs students with disabilities in vocational skills such as studying and training for a job opening, training/monitoring/performing work tasks, etc. Secures employment opportunities for students with disabilities through collaborative efforts with businesses and community agencies.

ESSENTIAL FUNCTIONS

Teaches skills and concepts in the rudiments of getting and retaining a job; filling out job applications; reporting and figuring time worked; performing quality work, etc.

Sets up and develops cooperative job sites working collaboratively with transition teachers; trains and monitors individual job assignments at cooperative job sites, allowing an extended evaluation of students.

Teaches and monitors job skills on job sites; teaches and monitors related tasks required for employment including getting to and from work, interaction with other employees, using vending equipment, clocking in/out, observing work rules, etc.

Teaches job skills in a classroom setting, emphasizing appropriate job behaviors, attitudes, safety, hygiene, following directions, attendance and punctuality, cooperation, task focus, commitment, job seeking skills, general employee responsibility, etc.

Evaluates progress and competency of students at all stages of transition and makes appropriate suggestions to improve their performance.

Keeps informed of current entry job requirements.

Maintains accurate, complete, and correct records as required by law, district policy and administrative regulations.

Instructs students in the proper use, care, operation, and safe handling of any contract work related equipment. Participates in IEP and ITP meetings of transition students and completes necessary paperwork; meets with school personnel and parents as needed to discuss student performance, activities, etc.; issues reports to inform parents of student progress.

Assists students in completing paperwork (cooperative agreements, job applications, tax forms, etc.) necessary to begin paid employment; accompanies students to interviews.

Completes the sequence of duties and job/task analyses as job duties and sequences become familiar.

Reports to work with the student employee on the first day, and goes prepared to stay on the job for the entire work period.

Begins systematic instruction of the job sequence and tasks at the job site. As necessary, creates innovative methods that will enable a student to complete a task correctly.

Teaches and monitors related skills of using public transportation to and from job site, when appropriate.

Monitors and provides instruction related to the student employee's interaction with coworkers and supervisors while working, during breaks, and at meal times.

Teaches and monitors appropriate activities, skills, and responsibilities related to the job, such as use of vending machines, employee cafeteria, fast food services, time clock, break room, schedules; following rules and regulations of the specific work setting; taking appropriate breaks; and observing designated meal times.

Provides instruction to increase the student employee's speed and accuracy in performing job tasks. Utilizes a system for monitoring off-task behavior to improve production rate and quality of work.

Transfers job support responsibilities from the job coach to the supervisor and the student employee in a systematic fashion as the student employee masters skills and increases production level. Confers with the employer and begins gradual fading from the job site, as appropriate.

Performs advocacy for the student employee as necessary. Identifies and educates coworkers who can also serve as effective advocates.

Maintains regular contact with appropriate District personnel and parents concerning the student employee's work performance. Enlists support as necessary. Maintains a positive relationship with the employer and employees of the company.

Accepts and makes necessary personal accommodations for the varying demands of a student's exit job which, at times, might include flexible hours (afternoons, nights, or weekends).

Analyzes on-campus jobs, in coordination with transition teachers, and determines which students are capable of carrying out tasks, when deemed appropriate.

Delivers direct instruction related to the development of employment and other post-school adult living objectives, when deemed appropriate.

Participates in faculty and professional meetings, educational conferences, and teacher training workshops for professional growth and development.

Prepares various records and forms such as job task analyses, job placement forms, transition plans, quarterly grant reports, letters of correspondence, lesson plans, purchase orders, progress reports, IEP's, attendance records, discipline reports, etc.

Operates computer, copier, calculator, machinery and equipment on assembly lines, etc.

Interacts with students, parents, coworkers, business employers, community agencies, the general public, etc.

Performs other related duties as required.

JOB SPECIFICATIONS

Education and Experience:

Bachelor's degree in Special Education or related area or discipline with three to five years of experience in general education, special education or a related field; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. Must possess valid South Carolina driver's license.

Knowledge:

Knowledge of the policies, procedures and activities of the school district which pertain to the specific duties and responsibilities of the position. Knowledge in the methods for developing lesson plans and materials, and classroom activities which stimulate learning. Knowledge of the records, forms and reports which must be prepared and maintained. Knowledge of proper maintenance of equipment, materials and supplies used in daily activities. Knowledge of training methods used in teaching job skills to students with disabilities. Knowledge of counseling methods necessary for handling student academic and adjustment problems. Knowledge of the materials and information which must be prepared for classroom instructional activities.

Skills/Effort:

Ability to provide instruction to students through explanation, demonstration and/or supervised practice. Ability to supervise students and maintain order in various classroom and instructional activities and situations. Ability to operate general office equipment in the performance of daily activities. Ability to prepare lesson plans, tests, and instructional materials for classroom activities. Ability to identify student adjustment and/or academic problems, provide counseling and/or recommend appropriate remedial action to parents. Ability to communicate effectively with students and their parents, district staff, and all other groups involved in the activities of the job.

Working Conditions:

Conducts duties in various work environments with exposure to environmental conditions such as heat, cold, humidity, noise and dusts. Requires ability to work under a degree of stress related to duties that require constant attention and working with students. Physical demands are not restricted to classroom work and may require occasional heavy exertion in the lifting or moving of items weighing up to one hundred pounds. Local travel is required; no overnight travel required. Job requires the operation of general office equipment and various employer tools or equipment.

Responsibility:

Responsible for classroom materials and supplies budget.
Supervises students in classroom and in on-site situations.

DISCLAIMER STATEMENT

This job description is not intended as a complete listing of job duties. The incumbent is responsible for the performance of other related duties as assigned/required.

SIGNATURES:

_____	Date: _____
_____	Date: _____
_____	Date: _____