

JOB TECHNICIAN II

DEFINITION

Under the supervision of the Transition Case Manager, performs a variety of tasks facilitating students “at risk” and in Special Education to transition from high school to career; perform related work as required.

EXAMPLES OF DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Develops job placements.
2. Provides job coaching.
3. Develops work enclaves and work crew sites in the community.
4. Develops and implements supported employment plans.
5. Schedules and enrolls students in the Transition Partnership Project.
6. Provides assistance for students in the classroom as well as at the job site, including task analysis, behavioral modification, and positive reinforcement techniques.
7. Contacts parents regarding meetings.
8. Trains students in specific jobs.
9. Fills out student application forms with parents.
10. Performs follow-up activities with employers and students as assigned.
11. Develops and maintains assigned documentation and records on students.
12. Assists in job search seminars for students, including resume writing, completing job applications, interviewing techniques, appropriate dress and hygiene, and job search strategies.
13. Provides training to teachers and students as to how the program interacts with the Department of Rehabilitation.
14. Assumes responsibility for communication between staff and program participants.
15. Interacts with Special Education instructors.
16. Interviews parents and students.
17. Schedules appointments.
18. May assist students in basic care activities including dressing, toileting, feeding, and grooming; changes diapers as necessary.
19. Performs other related duties as required.

QUALIFICATIONS

Knowledge of:

Basic concepts of growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs ; general purposes and goals of public education; local community opportunities; basic career development methods; basic knowledge of the learning process; basic office procedures, methods and computer equipment; routine record keeping techniques.

Ability to:

Speak clearly and distinctly; communicate with students, parents, employers, and the public; recruit students and make presentations in front of small groups; promote the need for transition/career development services; maintain working relationship with employers, coworkers, and students; motivate students; instruct students in work skills and behaviors; relate to community businesses to develop new jobs within the community; demonstrate patience, warmth and liking for handicapped students; assist

students in basic care activities including dressing, toileting, feeding, and grooming; change diapers as necessary; learn and utilize simple methods and procedures to be followed in instructional settings; perform simple clerical work; work directly with special needs individuals in training or employment settings; conduct task analysis; understand and carry out oral and written instructions; establish and maintain cooperative working relationships; comply with the District's customer service standards, as outlined in Board policy.

Education/Experience:

Any combination equivalent to: Completion of the twelfth grade; related college coursework desirable; and some experience working with high school students or special populations within a school district and/or community. Some experience dealing with disabled and/or "at risk" students preferred.

License/Certificate Requirement:

Possession of a valid California Driver's License.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a classroom setting with exposure to students with a variety of handicaps, disabilities and atypical control problems; may be exposed to bodily fluids or contagious diseases.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.