

JOB TRAINING SPECIALIST

Code No: 3-18-347

Competitive

DISTINGUISHING FEATURES OF THE CLASS: This position is responsible for providing job and retention skills training for students who possess physical or emotional disabilities that may inhibit their performance in a work environment. As the student becomes more competent, the role of the Job Training Specialist will become less important and decrease over time. The employee works with a caseload of approximately twelve students. The employee reports directly to and works under the general supervision of a Teacher or other senior level staff member. Does related work as required.

TYPICAL WORK ACTIVITIES: (All need not be performed in a given position. Other activities may be performed although not listed.)

Provides students, on an individual basis, with intensive job retention and job skills training under the supervision of the Work Study Coordinator during initial job placement and later in the program if problems occur or job descriptions change;

Analyzes tasks to be performed by students involved in work study programs, conducts role modeling sessions, communicates with worksite supervisors, classroom teachers and the Work Study Coordinator concerning problems students may have with performing tasks, attendance, and attitude, as well as any progress being made by the student;

Assists in the development of student job descriptions including daily schedules and assigned job duties;

Assists with the development of student portfolios including resumes and cover letters;

Assists the Work Study Coordinator in placing students in jobs;

Monitors student performance on a weekly basis under the general supervision of the Work Study Coordinator;

Analyzes students performance and progress on a quarterly basis and provides ongoing feedback to worksite supervisors and the Work Study Coordinator and provides information necessary to adequately evaluate students' progress in the work study program;

Assists students, parents, worksite supervisors, Work Study Coordinator, and other school staff with problem-solving issues and concerns;

Maintains a recordkeeping system for each student including observations made and anecdotal information;

Monitors student time sheets and program's database.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Working knowledge of the current local job market and employment

requirements in the work community; working knowledge of vocational needs of disabled individuals; ability to assist senior staff with analyzing student progress in work study programs and provide pertinent information that allows senior staff to evaluate student progress appropriately; ability to provide disabled students with job retention and job skills training; ability to establish and maintain effective professional relationships with students, staff and employers; ability to prepare and maintain simple reports and records; resourcefulness; good judgment; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of an equivalency diploma, plus EITHER:

- (A) Graduation from a regionally accredited or New York State registered college or university with an Associate's or Bachelor's degree with a major in Human Services, Education, or one of the social sciences*; OR,
- (B) Two (2) years of full-time or its part-time equivalent professional** paid work experience working with individuals with special needs*** performing either vocational or employment counseling, or training (such as basic life skills training, job skills development training, job retention skills training, remedial skills training), or as an instructor or instructor's assistant (such as School Aide, Teacher Aide or Senior Teacher Aide), all of which must be in an educational facility, institution, or agency; OR,
- (C) Any equivalent combination of education and experience as described by the limits of (A) and (B) above.

*Social sciences – for the purposes of these minimum qualifications, those areas of study concerned with humans living in relation to other humans in a social environment including the following areas: anthropology, criminal justice, economics, geography, history, political science, psychology, and sociology, are acceptable. Under this definition, majors such as social psychology and in such areas as “Afro-American studies”, “Judaic studies,” “women’s studies,” “Asian studies,” and “African studies” is acceptable.

**Professional experience , for the purposes of these minimum qualifications, does not include secretarial/clerical or similar experience.

***Individuals with special needs is defined as individuals with a physical or mental impairment which substantially limits one or more major life activities. Life activities include functions such as caring for oneself, performing manual tasks, walking, sitting, standing, lifting, reaching, seeing, hearing, speaking, breathing, learning and working.

SPECIAL REQUIREMENT:

If you are appointed, you will be required to have a valid license to operate a motor vehicle in New York State or otherwise demonstrate your capacity to meet the transportation needs of the job.

ADOPTED: May 8, 1997
Revised: July 10, 2008

ADDITIONAL INFORMATION:

Per Chapter 180 of the Laws of 2000, and by Regulations of the Commissioner of Education, to be employed in a position designated by a school district or BOCES as involving direct contact with students, a clearance for employment from the State Education Department is required.

