

VOCATIONAL DEVELOPER

JOB SUMMARY

Under the direction of an assigned supervisor, a Vocational Developer performs a broad range of duties in support of District special education work programs including: providing direct support to students in both classroom and workplace settings; general clerical, data entry and reporting functions; and varied communication with parents, staff and local business members to provide information and promote participation in student work programs. Incumbents may provide services to students at multiple school sites and may support either the Transition Partnership Program (TPP) and/or the Workability I Program depending upon assignment.

DISTINGUISHING CHARACTERISTICS

This job is distinguished from other student support assignments by the following characteristics: the Vocational Developer is responsible for assisting students by administering relevant program services specific to the Workability I Program and the TPP and by serving as a point of contact to disseminate program information to staff, students, parents and businesses. Tasks are non-cyclical and are carried out as appropriate to varying situations and may regularly be performed independently at various business sites away from the school district and in the absence of the assigned supervisor, requiring initiative and situational problem solving and interpersonal communication skills. This classification differs from those in the Instructional Assistant series which are responsible for assisting teachers within the classroom.

ESSENTIAL FUNCTIONS

- Provides information and promotes the program to the business community, students, teachers, parents and other interested parties. Identifies potential business partners and participates in outreach efforts as directed. Establishes and maintains business relationships with employers through regular, ongoing communication.
- Participates in meetings, trainings and/or workshops (e.g., IEP when appropriate, conferences, staffing, business community, State).
- Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, and other materials.
- Researches and compiles information to prepare, modify and present relevant materials used to inform students, staff and parents regarding career exploration, interview techniques, and other vocational and life skills. Identifies appropriate assessment tools and conducts written and oral assessments to determine interest and abilities as they related to employment goals.
- Compares student data against participating employers' business needs to make appropriate recommendations for placements and prepare work schedules accordingly as defined in the IEP/ITP.
- Using a District vehicle, transports students and staff to various locations as necessary to ensure successful participation in student work opportunities.
- Confers with student participants, parents, teachers, and job site supervisors as necessary.
- Monitors, documents and reports students' performance at a variety of work sites according to program guidelines. Shares best practices regarding student participation in work programs with other instructional support staff as needed.
- Compiles and records program data (e.g., services provided, job types, pay type, grade) complying with District and State requirements.

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- Performs clerical duties and record keeping activities (e.g., scheduling meetings, copying materials, posting information, issuing work permits, running queries within a database, distributing reports) to meet program requirements.
- Performs other job-related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE OF:

- Basic math, including calculations using fractions, percents, and/or ratios
- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading
- Safe practices in work sites and other activities
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills
- Record keeping techniques
- Modern office practices and procedures
- Pertinent federal/state labor laws and/or program requirements
- Local employers and employment opportunities for program participants

ABILITY TO:

- Schedule activities, meetings, and/or events
- Gather, collate, and/or classify data
- Operate standard office equipment including using pertinent software applications
- Work with a significant diversity of individuals and groups in a wide variety of circumstances
- Develop rapport with students
- Understand individual student needs and behaviors and apply techniques appropriate to those individual needs and behaviors
- Analyze data utilizing defined but different processes
- Work with data of varied types and purposes
- Apply program-relevant assessment instruments
- Recognize and identify issues and create action plans to solve problems
- Assist students to develop appropriate work behaviors (e.g., attendance, timeliness, attitude) to succeed in a work experience program
- Learn the methods, procedures, functions and limitations of assigned duties
- Maintain simple records
- Write legibly
- Make arithmetic calculations quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively orally and in writing with students and adults of varied cultural and educational backgrounds

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- Read, interpret and follow rules, regulations, policies and procedures
- Establish and maintain effective working relationships with others
- Maintain confidentiality

RESPONSIBILITY

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the Organization's services.

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions requires the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability. Additionally, this assignment requires travel to and from work locations in order to perform the essential functions.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	With assistance and devices provided, lift students weighing more than 100 lbs. at waist height up to 5 feet; reach above shoulder; climbing, balancing
Occasionally	Lifting up to 25 lbs. at waist height up to 30 feet; fingering/fine manipulation; power/firm grasping sitting/standing; twisting back; reach at, above, or below shoulder height; pushing/pulling including students in wheelchairs
Occasionally/Frequently	Stooping/bending; squatting/crouching; kneeling, crawling
Frequently	Lifting up to 10 lbs. at waist height up to 30 feet; handling/simple grasping
Frequently/Continuously	Reach below shoulder height

Generally the job requires 34% sitting, 33% walking and 33% standing.

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to

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behavior that includes biting, hitting, bolting away, and/or abusive language. There is also potential for exposure to bodily fluids and biohazardous materials.

EXPERIENCE

A minimum of one year of experience working directly with students is required. Experience must include vocational work within a community.

EDUCATION

High school diploma or equivalent. College level coursework or vocational training is preferred.

REQUIRED TESTING

Pre-employment proficiency test

LICENSING AND CERTIFICATION REQUIREMENTS

Valid Class C California Driver's License and a record of driving history issued by the California DMV. The record of driving history must be issued by the DMV less than 30 days prior to applying for the position. The record must be submitted at the time of application. Employees hired in this classification will be enrolled in the DMV Employee Pull Notice Program. The district will receive a driver record report at least once every twelve (12) months or when any subsequent conviction, failure to appear, accident, driver's license suspension, revocation, or an other action is taken against the employee's driving privilege during employment.

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.