

**TITLE: SPECIAL EDUCATION JOB COACH/DEVELOPER**

**REPORTS TO:** High School Principal or designee

**JOB GOAL:** To assist in career/vocational education and transition activities, including job placement and supervision. Under the immediate direction of the Transition Partnership Program/Life Skills (or equivalent program) Resource Specialist Program (RSP) or Special Day Class (SDC) Teacher.

## **QUALIFICATIONS**

### ***Knowledge of***

1. General concepts of child growth and development and child behavioral characteristics.
2. Techniques used in controlling and motivating students.
3. English usage, punctuation, spelling, grammar, and math.
4. Routine record keeping.
5. General purposes and goals of public education.
6. Specific subject area content as required in job assignment.
7. Student testing and testing procedures.
8. The different needs of special education students.
9. Transition and job placement requirements for students receiving special education.
10. Community resources.
11. Safety rules and regulations for this position.

### ***Ability to***

1. Assume responsibility for supervision of students.
2. Provide appropriate special education services in the regular classroom.
3. Learn and utilize basic methods and procedures to be followed in instructional settings.
4. Perform routine clerical work and basic mathematical calculations.
5. Understand and carry out verbal and written instructions.
6. Operate standard office and instructional equipment including typewriter, copy machine ditto machine, cassette recorders, audio-visual equipment, computer terminal, and other instructional media.
7. Read and comprehend reading materials proficiently.
8. Apply general policies and procedures to specific situations.
9. Handle all matters in a tactful, courteous, and confidential manner so as to maintain and/or establish good public relations.
10. Establish and maintain effective rapport with students, parents, and community members.

### ***Training and Experience***

1. Completion of the twelfth (12th) grade or equivalent.
2. Three (3) years of successful experience related to specific job assignment.
3. Twelve (12) semester units of job-related coursework successfully completed with a grade of 'C' or better, or 'pass' in a pass/fail system, or equivalent as determined by the district.

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**ESSENTIAL FUNCTIONS**

1. Assists with Transition Partnership Program/Life Skills (or equivalent program) curriculum and transition process for high school special education students.
2. Provides job development at job sites.
3. Provides job placement and job coaching for students with disabilities.
4. Makes on-site contact with employers to monitor student work performance on the job.
5. Provides teaching staff and school administrators with relevant feedback and information on student progress through observation, daily contact, and maintenance of accurate student progress records.
6. Maintains records and necessary reports.
7. Identifies and recruits employers for the program.
8. Communicate effectively and tactfully in both verbal and written form.
9. Maintains positive communication with school staff and employers.
10. Follows district policies and procedures.
11. Reports suspected child abuse and communicable diseases to health office, site administrator, and /or appropriate agency.
12. Performs other related duties as required.
13. Monitors and assists students while using equipment, including computer terminals, cassette recorders, audio-visual equipment, and other instructional media.
14. Monitors, inventories, and orders instructional supplies and equipment as needed.
15. Oversees and supervises students during classroom activities, on campus/play fields, in library, and on field trips.
16. Attends I.E.P. and other special education meetings as required.
17. Tutors students individually or in small groups to reinforce and follow-up learning activities.
18. Administers first aid in conjunction with established district policies and procedures.

**SPECIAL REQUIREMENTS**

1. Must use safety equipment and devices designated for this position.
2. Some positions in this class may require individuals who can read, write, and/or speak a second language.
3. Possession and maintenance of a valid state of California Driver's License.
4. Obtain and maintain a valid First Aid Certificate and CPR Certificate.

**PHYSICAL ABILITIES**

1. Visual ability to read handwritten or typed documents, instructions, the display screen of various office equipment and machines.
2. Able to conduct verbal conversation in English and other designated language.
3. Able to hear normal range verbal conversation (approximately 60 decibels.)
4. Able to sit, stand, stoop, kneel, bend, and walk.
5. Able to sit for sustained periods of time.
6. Able to kneel or squat for extended periods of time.
7. Able to climb slopes, stairs, steps, ramps, and ladders and push and pull objects.
8. Able to lift and/or carry up to twenty (20) pounds up to four (4) hours per day, and fifty (50) pounds up to one (1) hour per day.

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**PHYSICAL ABILITIES** (continued)

9. Able to push and pull objects weighing up to forty (40) pounds up to two (2) hours per day.
10. Able to exhibit full range of motion.
11. Able to demonstrate manual dexterity necessary to operate a calculator, typewriter, and/or computer keyboard at the required speed and accuracy in a safe and effective manner.

*While the ideal candidate will possess all these abilities, duties assigned can be modified to reasonably accommodate some physical restrictions.*

**TERMS OF EMPLOYMENT:** 10-month work year  
Classified bargaining unit member

**EVALUATION:** Performance of this job will be evaluated in accordance with Board of Education policy and provisions of the collective bargaining agreement. The evaluation will be completed by the site administrator or his/her designee.

Approved by: Board of Education Date: August 14, 1997  
Amended by: Board of Education Date: January 19, 2006

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT IS A  
TOBACCO-FREE, DRUG-FREE WORKPLACE**