

SECTION I: GENERAL INFORMATION

Classification Title: Job Coach	Department: Special Education	Unit: Educational Assistants
Immediate Supervisor: Principal/Work Experience Handicap Teacher	Grade Placement:	FLSA Status: Non-exempt
<p>Job Summary:</p> <p>Under the direction of the Work Experience Handicap Teacher, the Job Coach is responsible for assisting special needs students in vocational, social and overall development of transferable work skills. Duties include modeling, training, supervising and monitoring students that are participating in the program; monitoring appropriate behaviors at the work site(s); providing transportation to/from job site(s); collecting and documenting data for IEP and case manager; monitors behavior to assure safety procedures and to make modifications in work, if necessary.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Transports individual students in passenger vans and/or cars to and from work, as needed.
2. Models, demonstrates and trains students on specific job skills needed to perform job safely. Demonstrates and teaches job duties and necessary job skills for the job site by modeling behavior and appropriate teaching techniques. Modifies job to meet students IEP expectations.
3. Analyzes job tasks and duties to determine appropriate modeling and teaching techniques that will be required. Communicates with employers regarding the job expectations for students.
4. Supervises and monitors students in work settings as they perform and complete their job assignments. Manages student behavior(s) using approved modification techniques.
5. Prepares and completes all required documentation. Collects data per IEP’s and reports to case manager.
6. Assists and provides problem-solving strategies through daily contact and working closely with instructors and students
7. Assists students with reinforcing and building social skills while at work sites and in the public.
8. Performs other duties of a comparable level or type, as required.
 - Attends training sessions, staff meetings and in-services, as assigned.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
	less than high school diploma		Major field of study or degree emphasis:
x	High school diploma or GED.		
	1 year college	2 years college	
	3 years college	4 years college	
	1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:
	2nd year graduate level		
Required Work Experience in Addition to Formal Education/Training: No prior experience is required. Employees are provided on-the-job training.			
LICENSE/ CERTIFICATION		Identify licenses/certification required: Valid MN Driver’s License.	
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK		Skilled in: <ul style="list-style-type: none"> Supervising student behavior and assist students with problem solving strategies. Modeling and demonstrating job skills and activities to student(s). Documenting job performance of students at work sites and communicating issues/concerns/problems to case manager(s). Interacting with and serving as a role model concerning job skills and work skills. Dealing appropriately with student conflict and behavioral issues consistently and in accordance with district guidelines, disciplinary principles and/or individual student plans. Monitoring student work and assures student safety at work sites Transporting students safely to and from work sites. Communication skills. Applying judgment and discretion when dealing with students, public, other workers, employers, staff, etc. 	



PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

<u>Physical Activities</u>	Amount of Time Spent				<u>Lifting/Forcing Exerting</u>	Amount of Time Spent			
	None	1/3 Less	1/3 to 2/3	Over 2/3		None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X			Up to 10 lbs				X
Walk			X		Up to 25 lbs		X		
Sit		X			Up to 50 lbs	X			
Use hands to finger, handle or feel		X			Up to 100 lbs	X			
Reach with hands and arms			X		Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl	X								
Talk or hear				X					
Taste or smell	X								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:

Exerting up to 25 pounds of force occasionally and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body.

HAZARDOUS WORKING CONDITIONS

Unusual or hazardous working conditions related to performance of duties:

Work is performed typically in a school classroom setting or various work settings. Position holders may be exposed to student conflicts, inappropriate behaviors, acting out behaviors and verbal outbursts. Job does involve the daily transport or students to and from work sites.

SECTION IV: DISTRICT MISSION AND CORE VALUES

<p>OUR MISSION</p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world.</i></p>
<p>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History:

Created classification description 5/2016 BCC