

Special Education Job Coach

Purpose Statement

The job of Special Education Job Coach is done for the purpose/s of assisting in the supervision, care and instruction of special needs students under the supervision of a certified teacher; observing and documenting student progress; implementing plans for instruction; and assisting students by providing for special health care needs. Supporting students at various vocational and job sites to complete job functions that will enable students to complete goals towards independent living.

Essential Functions

- Adapts vocational skills for the purpose of providing an opportunity for all special education students performing at different learning levels and/or with different functional limitations to participate in programs and prepare for levels of independent living.
- Adapts life skills (e.g. cooking, cleaning, shopping, etc.) for the purpose of providing an opportunity for all special education students performing at different learning levels and/or with different functional limitations to participate in programs and prepare for levels of independent living.
- Administers first aid, daily living care, mental health support, medical and non-medical assistance (e.g. diapering, tube feeding, medication, etc.) for the purpose of providing appropriate care and/or developing student's daily living activities and behavioral skills.
- Assists students in practicing job skills (e.g. cleaning, folding towels, constructing pizza boxes, etc.) for the purpose of reinforcing job skills.
- Collaborates with staff for the purpose of providing necessary support and information in evaluating student progress and/or implementing IEP objectives.
- Develops natural supports at the job site for the purpose of helping students be as independent as possible.
- Monitors special education student(s) (e.g. job sites, field trips, transportation, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in meetings and in-service presentations (e.g. first aid, emergency procedures, etc.) for the purpose of acquiring and/or conveying information relative to job functions to meet established annual state requirements.
- Provides off-site learning and leisure trips (e.g. visits to mall, grocery shopping, etc.) for the purpose of preparing students for independent living.
- Provides feedback and daily records on students for the purpose of communicating student's daily progress to transition team.
- Supports special education students at their job sites for the purpose of helping students learn their job functions.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; operating various adaptation and communications devices and equipment.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; conflict resolution; and stages of special needs development/ behavior; and basic medical and first aid practices such as dispensing medication and tube feeding.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with students at various need levels; communicating with employers and managers at job sites; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; 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.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 5% sitting, 35% walking, and 60% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is desired.

Education: High school diploma or equivalent.

Equivalency:

Required Testing

Continuing Educ. / Training

Up to 20 hours annually of in-service training

Certificates and Licenses

Valid Driver's License/Evidence of Insurability

Clearances

Criminal Justice Fingerprint/Background Clearance
Kansas Certification of Health

FLSA Status

Non Exempt

Approval Date

2/14/2011

Salary Grade

INST 13