

JOB COACH – EC ASSISTANT

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

**JOB TITLE: JOB COACH/OCS ASSISTANT
JOB COACH/LIFE SKILLS ASSISTANT
EXCEPTIONAL CHILDREN SERVICES
CURRICULUM AND ORGANIZATIONAL DEVELOPMENT**

GENERAL STATEMENT OF JOB

Under close supervision assist in the acquisition of job skills and job development, as well as monitoring on-the-job performance of students with disabilities. Assist the classroom teacher in planning, organizing and implementing the instructional program. Provide support for clerical, technical, and general classroom functions. Report to classroom teacher, building principal, Transition Facilitator and EC Program Administrator.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assist the teacher with planning and organizing, evaluating instructional activities, developing classroom procedures and preparing necessary materials.

Assist the teacher in ensuring a safe and healthful environment.

Demonstrate clerical and technical skills necessary to assist in the implementation of the program.

Work to communicate the needs of the school and the students.

Assist students with the understanding of rules and regulations.

Assist in maintaining cleanliness and neatness of the classroom.

Assist the classroom teacher with Community-based instruction within and outside the school building.

Train and job coach the student to meet the employer standards and expectations as established.

Work to resolve obstacles to student work performance, e.g., social interaction conflicts, transportation issues, and changes in job expectations.

Participate in Transition Team Meetings for the purpose of providing information on student progress toward IEP transition goals.

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ADDITIONAL JOB FUNCTIONS

Conduct data collection (evaluations, hours, etc.)

As student develops job skills, move to indirect monitoring while role modeling employee behaviors.

Work to resolve obstacles to student work performance, e.g., social interaction conflicts, transportation issues, and changes in job expectations.

Transport students during regular school hours, as required, via the school system transportation program.

Participates in staff development

Maintains student confidentiality.

Performs other related work as required within the school's Exceptional Children's Department.

MINIMUM TRAINING AND EXPERIENCE

High school diploma and a minimum of 48 hours of college level coursework. A minimum GPA of 2.0 is required.

SPECIAL REQUIREMENT

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Must be able to exert up to 25 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.

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Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English and government terminology. Include as necessary any professional languages, i.e. medical, accounting, personnel, and child nutrition.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the theories of algebra/statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

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Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

General knowledge of activities performed by lead teacher.

General knowledge of daily routines of the classroom.

General knowledge of rules in the student handbook.

Ability to understand the jobs for which students are engaged.

Demonstrate punctuality when reporting to bus and job sites.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to maintain order and discipline in the classroom and on job site.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.