

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
Job Description

Job Title: Job Coach (Grant Funded- 1 yr) **Department:** Special Education

Grade F
H.P.D. 7.5
D.P.Y. 260

Reports To: Coordinator of Exceptional
Children Services

Date Reviewed: June 2010

Purpose of Job

The purpose of this job is to perform as a Job Coach in the Clarksville-Montgomery County School System. Primary duties are to provide assistance to the DRS/Grantee designated Job Counselor/Case Manager for the purpose of assisting with work experience opportunities for students who meet program criteria, maintain liaisons with community leaders and organizations, providing information and/or direction to students directly placed in community work sites to assure they acquire the necessary prerequisite work behaviors and skills in order to become successfully employed.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Assists Case Manager and/or Supervising Teacher in administering the community work program for the purpose of providing paid and unpaid work experience and training for students toward permanent job placement.
- Responsible for providing on-site training to familiarize the student(s) with specific job demands.
- Assisting the student(s) to develop a standard of job performance that is acceptable to the employer.
- Assisting the student(s) to develop positive working relationships with co-workers and mediate when problems or difficulties become known.
- Tutors students in academic and vocational skills for the purpose of enhancing their readiness for employment.

- Providing a source of awareness to the student(s), their job supervisors, and co-workers on the many productive and positive qualities of persons with disabilities.
- Organizes trips to job and/or training sites for the purpose of exposing students to the work environment and/or educational or training programs.
- Prepares documents (e.g. reports, letters of recommendation, student evaluations, etc) for the purpose of communicating information to staff, students and community and complying with program requirements.
- Maintains various records, schedules, files, rosters, etc. for the purpose of documenting and/or providing reliable information to supervisors.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

High School Diploma (or GED) required, with four years of relevant work experience working with students with special needs. Two years of college may be substituted for two years of the required work experience. Valid driver's license and the ability to provide reliable transportation to school locations and community employers if required.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Medium work: Exerting up to 50 pounds of force occasionally, and / or up to 20 pounds of force frequently, and/or up to 10 pounds of force to constantly to move objects. Must be physically able to operate a variety of office machines and equipment such as computers, printers, typewriters, facsimile machine, binding machine, television and VCR, tape recorders, photocopiers, opaque projectors, laminators, transparency machine, paper cutter, etc. Must be physically able to work, move or carry objects or materials. Essential physical requirements of the job include: **Climbing:** Ascending or descending ladders, stairs, ramps, and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion. **Balancing:** Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery surfaces. This factor is important if the amount and kind of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium. **Stooping:** Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles. **Kneeling:** Bending legs at knee to come to a rest on knee or knees. **Crouching:** Bending the body downward and forward by bending leg and spine. **Crawling:** Moving about on hands and knees or hands and feet. **Reaching:** Extending hand(s) and arm(s) in any direction. **Standing:** Remaining upright on the feet, particularly for sustained

periods of time. **Walking:** Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another. **Pushing:** Using upper extremities to press against something with steady force in order to thrust forward, downward or outward. **Pulling:** Using upper extremities to exert force in order to draw, drag, haul, or tug objects in a sustained motion. **Lifting:** Raising objects from a lower to a higher position. This factor is important if it occurs to a considerable degree and requires the substantial use of the upper extremities and back muscles. **Fingering:** Picking, pinching, typing or otherwise working, primarily with fingers rather than with whole hand or arm as in handling. **Grasping:** Applying pressure to an object with the fingers and palm. **Feeling:** Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips. **Hearing:** Perceiving the nature of sounds at normal speaking levels with or without correction, and having the ability to receive detailed information through oral communication, and making fine discriminations in sound.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable functional, technical, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers, assistants and/or students. May require the knowledge of simple sign language, communication boards or selected assistive technology devices in which some students need to communicate their needs and wants effectively.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to job of Job Coach. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to the job of Job Coach.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and elected officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight, and utilize statistical inference.

FORM/SPATIAL APTITUDE: Requires the ability to visually inspect items for proper length, width, and shape visually with office equipment.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using office equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have above average levels of

eye/hand/foot coordination

COLOR DISCRIMINATION: May require the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people (i.e. staff, supervisors, general public, and elected officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under considerable stress when confronted with an emergency related to job of Job Coach.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear: (talking-expressing or exchanging ideas by means of spoken words). (Hearing-perceiving nature of sounds by ear).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

KNOWLEDGE OF JOB

Has thorough knowledge of the policies, procedures, and activities of the School System and Special Ed practices as they pertain to the performance of duties relating to the job of Job Coach. Has thorough knowledge of classroom practices as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties of the department.

Knows how to keep abreast of any changes in policy, methods, computer operations, equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and made written reports and documents in a concise, clear and effective manner. Has good organizational, human relations, and technical skills. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret and apply regulations, procedures, and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department. Has the mathematical ability to handle required calculations. Is knowledgeable and proficient with computers

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the School System may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date