



## POSITION GUIDE

**Position Title:** Job Trainer

**Code:**

**Department:** Early Childhood & Special Education Services

**Group:** INSUP

**Reports to:** Manager of Job Training Services

**Date:** August 2024

### PURPOSE OF POSITION:

The goal of Job Training Services is to teach job skills, social awareness, and work ethics for empowering students to gain and maintain independence as they transition to adult life.

### ESSENTIAL FUNCTIONS:

***All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:***

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***

1. Provides job training services to students as requested by teachers or the Transition Team.
2. Monitor students on work sites and provide progress monitoring data to the teacher.
3. Connect students/families with vocational agencies as deemed necessary by the Team.
4. Make parent contact, as needed, to explain job training services for students.
5. Function as a member of the Transition Team.
6. Develop and maintain business partnerships.
7. Conduct practice interviews with students, evaluate performance, conduct specific job matching, job development and job placement activities.
8. Transport students to job interviews and work sites.
9. Provide job coaching on an as-needed basis.
10. Facilitate community based instruction for student specific skill acquisition.
11. Ability to report data and maintain accurate records concerning job training services.
12. Ability to work hours, as needed, outside of the traditional classroom schedule.
13. Adheres to the established work schedule through regular and consistent attendance.

***This is not a complete itemization of all facets of this position.***

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14. Follows all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.
15. Performs other related duties as assigned by the Program Supervisor.

### **MARGINAL FUNCTIONS:**

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

### **KNOWLEDGE & SKILL REQUIREMENTS:**

#### **Education Required:**

**Effective July 1, 2010 – Meets one of the following four qualifications:**

1. Have completed at least 2 years of postsecondary study with a minimum of 48 credit hours. Copy of transcript required within 30 days of employment.
2. Possess an associate degree or higher. Copy of degree or transcripts required within 30 days of employment.
3. Meet a rigorous standard of quality as demonstrated through an approved form of assessment, i.e. CAPE Test, within 6 months of employment. Copy of the Cape Test results must be submitted as soon as received. Cost of the test is paid by the employee.
4. Have completed the Credential of Competency for Special Education Paraeducators through the PA Department of Education or will complete within 6 months of employment. A copy of the credential must be submitted within 30 days of hire or when received from PDE.

#### **AND**

As required by the PA Department of Education: Each school year, provide evidence of 20 hours of staff development activities related to position. Pro-ration will apply based on date of hire within the school year.

#### **Experience Required:**

Minimum of two years' general experience in the workplace; experience in employment of persons with disabilities.

#### **Desired Certification:**

CPR/First Aid/AED

#### **Other Skills:**

- Demonstrated competency in interpersonal relationships with adults and students.
- Knowledge of local job market and employment trends.
- Familiar with social service agencies that support post-secondary needs, such as Office of Vocational Rehabilitation, Goodwill
- Ability to recognize and document employability skills of students and provide appropriate job matches.

#### **Computer Skills:**

Candidate must be able to keyboard and have knowledge of basic computer programs such as Microsoft Outlook, Word, Excel, and Google Suite

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### **Driving Skills and Related Requirements:**

- Satisfactory driving record for past 3 years.
- Valid driver's license.
- Valid vehicle registration, inspection/emissions, and minimum state required insurance coverage(s)
- Ability to use personal vehicle for work related assignment.

### **SUPERVISION OF PERSONNEL:**

N/A

### **ESSENTIAL PHYSICAL REQUIREMENT:**

The strength and ability to lift and/or assist in lifting pupils up to the age of twenty-one and their assistive appliances, for example, wheelchairs. Considerable bending, stooping, and squatting must be tolerated. The ability to effectively implement de-escalation techniques (theoretical framework) with students are demonstrating a safety risk by using the Crisis Prevention Institute (CPI) Training or Safe Crisis Management (SCM) method or Quality Behavior Supports (QBS) method, depending on program need, for which training will be provided. The ability to physically restrain (practical framework) students demonstrating a safety risk will be determined as needed, per assigned location.

### **PHYSICAL/MENTAL/ENVIRONMENT:**

#### **Physical Demands:**

Activities: Sit: 15%  
Walking/standing/stooping/bending: 85%  
Reaching, bending, squatting, twisting, crawling  
Driving to other locations: as needed

Lifting: Up to 20 lbs. - Lifting of light boxes and materials (unless otherwise identified in  
Environments below)

Vision: Normal

Mental Demands: Interpret, analyze and problem solve

Environment: Special education classroom environment  
Community settings  
Varied workplace environments (i.e. warehouses, office settings, medical facilities, food service, indoor/outdoor, uneven terrain, and other labor-intensive settings)

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