

RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION

JOB TITLE: WORKABILITY I TECHNICIAN

DEPARTMENT: SPECIAL EDUCATION

REPORTS TO: DIRECTOR OF EDUCATIONAL SERVICES

DEFINITION:

Under general supervision, performs a variety of clerical and student statistical record keeping, work involving contact with students, parents, teachers, Career Counselor, Academic Counselors, WorkAbility I Administrator, community and business partnerships, and other related work as required.

EXAMPLES OF DUTIES:

Performs a wide variety of career readiness and job coaching with WorkAbility I students. Essential duties and responsibilities include the following:

- Contact with community members and local businesses for recruiting purposes and distribution of information as it relates to the WorkAbility I Program.
- Help plan, organize, and supervise students in work-based learning situations.
- Delivers information to students on computers using current RBUHS computer programs, applications, and procedures. Troubleshoot computer equipment and network.
- Compose and process bulk mailings to students, parents, community members, and businesses.
- Delivers career information to students, including classroom presentations, vocational assessments, written materials, and computer career exploration.
- Maintain records of WorkAbility I students and transmit information to California Department of Education.
- Maintain work permit records and continued eligibility.
- Create, distribute and collect time cards. Instruct students in the completion of timecards, and verify their accuracy.
- Assist in coordination, promotion, and effective running of Red Bluff High School District's WorkAbility I Program.
- Perform related duties as required.
- May assist in providing social/emotional and behavioral outreach information to students and refer to the counselors as needed.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform the essential duties satisfactorily. The requirements listed below are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

KNOWLEDGE OF:

- Current State requirements of the WorkAbility I Program.
- Modern office practices and procedures, including filing methods and office machine operations, including computer technology.
- Basic math skills.
- Laws relating to child labor.
- District policies and procedures related to student registration, admission, and record maintenance;

- Knowledge of utilizing community resources.

ABILITY TO:

- Use English properly, including spelling, punctuation and grammar.
- Follow oral and written directions.
- Supervise, train and job coach students.
- Work with and maintain integrity of confidential materials.
- Perform job assignments with numerous interruptions.
- Work independently in the absence of supervision.
- Work effectively with public and staff in person and over the telephone.
- Organize work and meet deadlines.
- May require the ability to have an accurate keyboarding rate of 55 words per minute.
- Establish and maintain cooperative working relationships.
- Speak to large groups.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

- Requires the mobility to stand, stoop, reach and bend
- Perform lifting, pushing and/or pulling of objects, which does not exceed 50 pounds.

ENVIRONMENT:

- Indoor/outdoor environment/temperature – normal climate.
- Continuous interaction with students, public and staff.
- Noise level in the work environment is usually moderate.

EXPERIENCE AND EDUCATION:

Any combination equivalent to training and experience that could likely provide the required knowledge, skills and abilities would be qualifying. A typical way to obtain the knowledge, skills and abilities would be:

EXPERIENCE:

- Experience working with students, staff and community.
- Experience working with special education students, parents, and staff.

EDUCATION:

- Equivalent to completion of high school, supplemented with coursework or training in career education and awareness programs.