



## JOB DESCRIPTION

Salary Grade: 7
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10 month Position

<b>Job Title:</b>	<b>Division:</b>
Job Coach	Field Operations
<b>Supervisor's Title:</b>	<b>Superintendency:</b>
Principal	Field Operations
<b>Union Status:</b>	<b>Department/Location:</b>
CUPE 1328	Secondary Schools/Adult Learning Centres

### PRIMARY FUNCTION

The primary function of this job is to work with assigned co-operative education teachers or other assigned teachers, under the direction of the principal, to facilitate a school-to-work transition primarily for students that have been identified with special needs and to provide on-the-job training.

### MAIN RESPONSIBILITIES

1. Provide on-the-job training to students to facilitate their entry into the workplace:

- breaking down the job description into specific tasks and utilizing a variety of techniques to train the student on each task
  - planning the immediate and future components of the job description with the employer, as required
  - instructing students on workplace safety and appropriate social behaviour
  - providing ongoing monitoring, supporting student as he/she achieves sufficient levels of independence in task proficiency and personal integration into the work environment, and
  - conferring with employer's representative and the co-operative education teacher on a regular basis concerning student's performance.
2. Assist co-operative education teacher by liaising, as directed by the teacher, with the student's employer, co-workers, care-giver, and social agencies in order to support the student in the workplace by:
- initiating and reinforcing a personal linkage between the student and his/her co-workers to ensure long term support within the work environment
  - working with employers to further the professional growth of each student and ultimately to facilitate a permanent, paid position in the workplace
  - communicating with care-givers with concerns associated with the student's school-to-work transition, e.g. route training, work environment expectations, time-tabling, and long term planning, and
  - maintaining a professional relationship with appropriate social agencies who impact on the overall well-being of the student, e.g. contacting social agency on behalf of student.
3. Assist the co-operative education teacher in job search for students by:
- phoning and visiting prospective employers
  - presenting the Co-operative Education Program in a positive and comprehensive manner, promoting benefits to employer, student and community
  - evaluating the workplace environment for appropriateness, learning potential and safety and making recommendations regarding same to the teacher
  - assisting employer, if requested, to modify work tasks appropriately for the student, and
  - setting up job interviews and accompanying students to interviews.
4. Assist assigned teachers in teaching and reinforcing basic communication and survival skills, personal life management skills, and pre-employment skills by:

- participating in learning situations within the classroom as a resource for information, encouragement and behaviour modification
  - assessing student's abilities and interests for matching with potential job placements
  - training students to travel independently by TTC
  - providing ongoing reinforcement of basic life skills including health care, grooming and safety
  - modifying material and activities to suit the individual ability level of each student, e.g. brushing teeth; how to take elevator; etc.
  - equipping students with appropriate pre-employment skills including the preparation of a resume and participation in the interview process
  - participating in generating a sense of pride, commitment and enthusiasm in students for their role in the working world, e.g. through praise, showing dissatisfaction for inappropriate behaviour, etc.
  - assisting in formulating a plan to meet the personal and career objectives of students, and
  - organizing learning opportunities involving out-of-school resources, e.g. visit by public health nurse, etc.
5. Perform the administrative duties of the Job Coach function by:
- maintaining detailed logs on each assigned student with respect to progress and degree of learning
  - maintaining a file on each student
  - providing the co-operative education teacher/secretary with daily schedule
  - keyboarding letters, memos and schedules
  - preparing reports on each student
  - photocopying data as required
  - attending meetings(i.e. Co-op team, community, college open houses, etc.).
6. Perform other duties as assigned or required.

**SKILL**

- 2 year Community College Diploma in a related discipline or equivalent.
- 2 years previous related experience and 1 year on the job experience

**EFFORT**

- Complexity of the job is in implementing the school-to- work transition program and in effectively teaching and reinforcing life skills to students with identified special needs . Complexity in breaking down a job into specific tasks to provide

comprehensible, on-the-job training. Complexity in approaching prospective employers to encourage their involvement in the program.

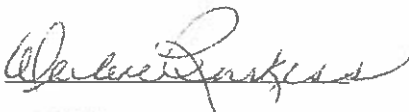
- 65+% on-the-job training of students, manual dexterity and visual concentration, out of school training of students, clerical work, etc.

### RESPONSIBILITY

- Independent decision making determining effective training techniques, initiating new learning opportunities, teaching life skills and evaluating performance.
- Impact of errors in teaching/coaching would result in the decline of effective behaviour, social and educational skills learned. The job could be terminated and the health and safety of the student could be affected.
- Contact with employers, social agencies, care-givers, teachers and students as necessary for information sharing.

### WORKING CONDITIONS

- Classroom environment, various work environments when job coaching or teaching life skills. Coping with poor hygiene and frustration of students, etc.
- Ability to work with students with identified special needs. Student learning is achieved after much effort; stress from dealing with student's inability to grasp concepts, or fulfill the expectations of the student's employer; stress from dealing with a variety of developmental disabilities.

Management Approval:  Date: November 20, 2009

Management Approval:  Date: November 20, 2009

Reviewed by Management



Date

November 20, 2009

Reviewed by Union

Date

November 18, 2009