Date Revised: **August 2018**

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| Job Title**:** School-Based Transition Specialist/Job Coach | **Classification Level: 5** |
| **Department:** Autism Lifelong Learning Program | |
| **Reports to:**  Director of the Autism Lifelong Learning Program | |
| **Directly Supervises:** None | **FLSA Status:** Part-time, 12 month, non-exempt |

**PRIMARY PURPOSE OF THIS JOB:**

The primary purpose of this position is two-fold; to provide quality group services and other school-based transition activities in local school districts to students identified as having special needs, and to direct, supervise and instruct participants in the Autism for Lifelong Learning Program in tasks and programmatic activities in the workplace or in preparation for the workplace. Complete and quality documentation as required by the program must be completed in a timely fashion, as well as all billing sheets and information.

**ESSENTIAL FUNCTIONS: (other duties may be assigned)**

1. School-Based Transition Specialist: The School-Based Transition Specialist will provide group services in local high and middle school settings where agreements have been obtained, and approval from OVR has been issued. Groups will be based on curricula developed by ALL and must be delivered with fidelity and within the context of each individual school. Must have the ability to effectively to present information to groups of high school and/or middle school students to include but not limited to the following areas:

* Independent Living Skills
* Self-Advocacy Training
* Workplace Readiness Training
* Job Exploration

1. Job Coach: The Job Coach will require a ratio of 1:1 with an assigned program participant in a competitive job site. The Job Coach will assist and coach the participant in completing job tasks, and assist the participant in following general rules in the workplace, interacting with other staff, and dealing with workplace supervisors. The job coach will also develop a working relationship with the workplace management in order to assist the employer in working with an employee with autism. Supervision of all work activities and instruction of workplace protocols, and social skills training.
2. Documentation: The position requires that accurate and well written documentation be completed in order to record the progress and needs of the participants that are assigned. In addition to following the prescribed clinical format for progress notes, all other required documentation regarding incidents and emergent situations will be accurately completed. The documentation requirement includes the timely completion of all billing sheets and billing reports.
3. The Job Coach/Direct Care staff will be available to attend all ISP meetings, staff meetings, meetings with employers, and other meetings as directed. The staff will be required to attend each meeting prepared to provide first hand input on the issue at hand, and to have completed any and all documentation that may be required.
4. Be available for and participate in all initial training required for the position and on-going training as required by both the ALL Program and state/federal regulations.
5. All other duties as assigned.

**RELATED DUTIES:**

* The School-Based Transition Specialist will receive training that exceeds that of the basic Job Coaching position.
* All reports and summaries as requested.
* Be available to school personnel and others to explain and answer questions about the program and services.
* Uphold and promote the Mission and Philosophy of the University and the Sisters of Mercy.
* Preserve honesty and integrity in the professional affairs of the University; adhere to high standards of ethical practices and conduct.

**REQUIREMENTS:** *(Equivalent combinations of education, licenses, certifications and/or experience may be considered)*

**Education**

* Bachelor’s Degree in Psychology, Education or related field.

**Experience**

* Experience working with individuals with disabilities preferred.

**Licenses/Certifications**

* The Association of Community Rehabilitation Educator's (ACRE)'s Basic Employment Certificate or Professional Employment Certificate (May be earned while in service.)
* Valid driver’s license.
* Act 153 clearances.

**Work-Related Knowledge**

* Completion of the Bureau of Autism Services Spectrum Training in Autism.
* All required training of the ALL Program.
* All trainings required by state and federal regulation.
* First Aid, CPR and Heimlich Procedures.

**KNOWLEDGE, SKILLS, AND ABILITIES** typically required to perform the essential functions of this position.

**Problem-Solving/Decision-Making Skills**

* Identify problems, inform others, and provide information to assist with solving the problem.

**Verbal Communication Skills**

* Use verbal skills to communicate with co-workers or customers.
* Use verbal skills to transfer information to groups.

**WrittenCommunication Skills**

* Complete and maintain documentation/records, to effectively convey ideas and information both in written and oral form.

**Math Skills**

* Addition, subtraction, multiplication, division, percentages, ratios.

**Computer Skills:** Required to successfully complete essential functions of the job.

* Internet and email
* Spreadsheet Software
* Word processing Software

**Tools & Equipment (Other than general office equipment):**

* General Office Equipment

**CONTACTS** typically incurred while performing the essential functions of this position.

* Coworkers within the same department
* Coworkers in other departments
* Mid-management level employees
* Members of the general public
* Employees of peer organizations
* Community Employers and Volunteer Sites

**MENTAL DEMANDS** typically required to perform the essential functions of this position.

* Respond to Unpredictability – Appropriately adapt to a work schedule or job requirements that regularly change without notice or do not follow a set schedule.
* High Level of Record Keeping – Enter, transcribe, record, store, or maintain information in written or electronic/magnetic form. (i.e., legal documents, blueprints, employee files, etc.)
* High Pressure for Results – Complete job duties in a timely and efficient manner under demanding working conditions. Appropriate use of emotions; level-headed under pressure.
* Independent Judgment and Discretion - Accountable for comparing and evaluating possible course of conduct and acting/making a decision (without immediate director or supervision) after various solutions have been considered. More than use of skill in applying well-established techniques, procedures or specific standards described in manuals or other sources. Ability to maintain confidentiality.
* Organize and Prioritize – Organize information, processes and/or prioritize work to meet demands/deadlines.
* Manage Multiple Projects/Tasks – Work on multiple projects/tasks concurrently, in order to meet varied deadlines.
* Respond to Angry/Upset Individuals – Appropriately respond to unpleasant, angry or anxious individuals as part of the job requirements.
* Read, Comprehend and Follow Instructions/Work Orders – Listen to and understand information and ideas presented through spoken or written form.
* Relate to Others – Regular day-to-day contact with internal/external customers. Possess and demonstrate excellent interpersonal relationship skills.

**PHYSICAL DEMANDS** typically required to perform the essential functions of this position.

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| **CONSTANTLY**  (more than 75% time on job) | **FREQUENTLY**  (25 – 75% time on job) | **OCCASIONALLY**  (up to 25% time on job) |
| * Ability to communicate orally * Ability to hear conversation | * Ability to sit * Ability to stand * Ability to walk * Ability to use both legs * Ability to lift, carry, push, pull up to 25 lbs. * Ability to use both hands * Ability to balance, stoop * Use of depth perception * Use of color vision * Ability to operate a computer and other office equipment | * Ability to pull hand over hand * Ability to climb stairs * Ability to reach high or low * Repetitive finger movement * Repetitive twisting or pressure involving wrists or hands * Ability to operate truck/motor vehicle * Ability for rapid mental/muscular coordination simultaneously * Ability to kneel, stoop, bend * Specific visual requirements |

**WORKING CONDITIONS** under which the essential functions of this position are typically performed.

* This position typically requires work in a normal office environment.
* Occasionally work outside.
* Contact with patients.
* This position requires some evening and weekend work.

**PERSONAL PROTECTIVE EQUIPMENT** typically required to perform the essential functions of this position.

* This position typically does not require the use of Personal Protective Equipment.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily, with or without reasonable accommodation. The list of requirements, duties, and responsibilities is not exhaustive but is representative of the current job. The knowledge, skills and/or abilities listed are typically required to perform this job successfully. Reasonable accommodations may be made to enable otherwise qualified individuals with disabilities to satisfactorily perform the essential functions. Management reserves the right to revise the job description and to require that other tasks be performed when the circumstances of the job change (for example: emergencies, changes in personnel, workload, or technical development).

***I have read the above position description and understand the requirements set forth therein. I acknowledge that I can perform the essential functions of this position with or without reasonable accommodation.***

Employee’s Signature: Date:

Supervisor’s Signature: Date:

**Human Resources Review**

Signature: Date: