

## VOCATION AND TRANSITION ASSISTANT

### DEFINITION

A Vocation and Transition Assistant provides a variety of career and vocational opportunities to secondary and post-secondary school students or adults with disabilities, and works with students at on-the-job training sites, under the direction of a transition teacher, in order to assist them in learning vocational, social, and independent living skills.

### TYPICAL DUTIES

- Provides individual and group work-readiness skills training to students in areas including resume development, interview skills, networking, employer expectations, independent living skills, positive work attitudes, developing initiative, motivation, and responsibility under the direction of certificated staff.
- Provides training and job coaching as needed in community-based work environments by assisting employers with the orientation of students to work methods, specific assignments, work rules, and providing scaffolding in preparation for fading supports.
- Works with students and employers to identify student strengths and needs as related to vocational skills, job accommodations, and solutions to employment barriers.
- Initiates discussions with students regarding post-secondary career, educational and independent living options and goals, and may assist with linkages to community agencies and resources.
- Places students in appropriate work environments and accompanies students to job sites or transition activities.
- Assists students with becoming aware of personal appearance and developing personal care self-sufficiency.
- Collects data on student progress and performance in accordance with the Individualized Transition Plan goals and activities, and reports findings to teachers and parents.
- Maintains records of hours and funds expended for work-based learning programs.
- Assists with completing work applications for students.
- Observes and documents student behavior in the community or job site, and reinforces acceptable behavior.
- May schedule and visit various employers to identify potential positions for students, survey employment needs and outlook, educate on employer incentives designed to help students with disabilities, and promote the District's work based learning programs.
- May supervise students in the temporary absence of the responsible teacher when necessary.
- May attend Individual Education Plan (IEP) meetings, as requested.
- Performs related duties as assigned.

### DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Vocation and Transition Assistant provides support to secondary and post-secondary school students with disabilities in vocational employment and transitional activities, and monitors progress at work sites to ensure that students acquire vocational, social, and independent living skills.

A Special Education Assistant assists teachers in the presentation and positive reinforcement of instructional materials and cares for the physical needs of students with disabilities.

A Special Education Trainee performs entry-level work of gradually increasing responsibility in assisting in meeting the physical and educational needs of students in special education schools and classes. A Special Education Trainee (Restricted) is hired in accordance with the provisions of Education Code Section 45259.

## SUPERVISION

General supervision is received from a certificated administrator or teacher. No supervision is exercised over District employees, but work direction may be exercised over student workers.

## CLASS QUALIFICATIONS

### Knowledge of:

- Applicable District, City, State, Federal laws, rules, and regulations pertaining to child labor, Social Security, training, placement of the disabled, nondiscrimination, safety, and other employment matters
- Language, grammar and writing skills necessary to prepare professional correspondence
- Educational programs and career opportunities available to secondary, continuation, and adult school students
- Physical and emotional needs of children at various age levels
- Disability awareness in order to analyze accommodation requests during the placement process
- Trends in local employment
- Record keeping and performance evaluation techniques
- Interviewing techniques
- Microsoft Office, Word, and Outlook

### Ability to:

- Work effectively with students with disabilities, teachers, parents, employers, school personnel, community groups, and the public
- Establish and maintain professional and collaborative working relationships with members of a diverse community, including employers, students, school staff, and outside agencies
- Operate a computer (including word processing, spreadsheet and database software programs), fax machine, scanner, copier, printer and specialized equipment intended to assist with the instructional needs of students
- Speak and write English clearly and concisely, using proper grammar, punctuation and spelling
- Work independently with minimal direction
- Determine basic skills required to perform specific jobs
- Communicate program and services available and facilitate discussions in individual and small group settings
- Interpret, apply and explain rules and regulations governing student employment and vocational job placement
- Assist students in a variety of moderately active work environments
- Act calmly and appropriately in emergencies
- Understand and follow oral and written instructions accurately

### Special Physical Requirements:

- Sit or stand for extended periods of time

## ENTRANCE QUALIFICATIONS

### Education:

Graduation from high school or evidence of equivalent educational proficiency, and completion of 9 semester units or 12 quarter units from a recognized college or university in courses such as sociology, psychology, special education, or a related field. An additional year of experience may substitute the 9 semester units or 12 quarter units.

### Experience:

Two years of paid experience in an educational setting performing either transitional guidance, vocational guidance, or reinforcing instruction as a paraprofessional. It is preferred that the aforementioned experience includes working with students with special needs.

### Special:

A valid California Driver License.  
Use of an automobile.

## SPECIAL NOTES

1. A First-Aid Certificate issued by a recognized First Aid training program must be obtained within 60 days after appointment and must be kept valid during the term of employment.
2. A CPR Certificate issued by a recognized CPR training program must be obtained within 60 days after appointment and kept valid during the term of employment.
3. Ability to communicate in a language in addition to English may be required for some positions.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by relevant law, management retains the discretion to add or change typical duties of the position at any time, as long as such addition is reasonably related to existing duties.

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JXC