1411 VOCATIONAL TRAINING ASSISTANT

Classification Summary
1. Work with all special needs students focusing on positive career outcomes, college success and independent living.
2. Assist students ages 15-22 that have a range of disabilities with the development of career plans and/or train and monitor students in the development of marketable job skills. Provide vocational assessments and evaluate current student skills.
3. Work independently in the community and in the schools. Exercise appropriate judgment and decision making while working independently with students in the community.
4. Collaborate with, but not limited to, the Special Education team and or principal/administrator at assigned school, Vocational Rehabilitation case manager as well as families, staff from post-secondary institutions, community resources, government agencies and private businesses.
5. Maintain accurate student records. Compile data and report it to grant funders as required by contract.
6. Performs other clerical office duties as assigned.

Distinguishing Characteristics
Positions in this class work with and train students that have a range of disabilities ages 15-22. Incumbents must have the ability to exercise appropriate judgment and make sound decisions while working in the community with students and employers.

Supervisory Relationships
Works under general direction of the Education Support Services (ESS) Administrator for high school programs. May supervise students on work crews. May assign work to and review work of ESCAPE students, or parent and student volunteers.

Examples of Duties
1. Attend IEP meetings for transition-aged students.
2. Assessment and evaluation of students work readiness, academic level and social skills for appropriate placement in the community for employment.
3. Work with Special Education team, principal/administrator to provide transition classes and support.
4. Engage students in obtaining critical Career Related Learning Experiences and assist students in meeting the Career Related Learning Standards required for high school graduation.
5. Collect and report data to Vocation Rehabilitation Services case manager (VRS) and Youth Transition Program (YTP) technical assistance provider (University of Oregon).
6. Establish and maintain student files. Is confidential about all student data and information.
7. Identify and refer students to VRS and support students in securing school documentation of disability and relevant anecdotal information to assist in determining eligibility for VRS.
8. In collaboration with VRS counselors, provide a variety of transition services such as: development of work experiences, job shadows, career exploration activities and job coaching, and assistance in gaining paid employment consistent with the vocational goal of the student.
9. Monitor student progress for 12-months after YTP program completion.
10. Develop community and business partnerships that help further education and career opportunities for students.
11. Facilitate eligibility and college placement testing for students’ post graduation needs.
12. Identify career accommodations, supports and services with students and families

13. Attend statewide trainings and meetings provided by the VRS-designated technical assistance provider.

14. Meet with VRS case managers to provide updated information on student progress and status for completion of secondary school, employment, or post-secondary education activities.

**Required Knowledge, Skills and Abilities**

1. Strong and effective communication skills both oral and written required.

2. Strong and effective interpersonal skills.

3. Knowledge of government regulations concerning students with disabilities: Individuals with Disabilities Education Act (IDEA), Adults with Disabilities Act (ADA) and Section 504(504) desirable.

4. Possession of job development skills and the ability to effectively interact with staff from businesses and community agencies.

5. Ability to make independent decisions while working in the community with students and employers.

6. Familiarity with local employment market, vocational options and employment support services.

7. Knowledge of the OSHA (Oregon Occupational Safety and Health), BOLI (Bureau of Labor and Industry) and child labor laws and regulation concerning students in the workplace.

8. Knowledge of the elements of instruction and the ability to deliver effective training and instruction.

9. Ability to work harmoniously, cooperatively and effectively within an integrated teamwork environment that includes teachers, other classified staff, parents, administrators, students and external agencies.

10. Ability to exercise independent and appropriate judgment while working with students in the community.

11. Understanding of self-advocacy and ability to impart the associated skills.

12. Knowledge of high school graduation options and requirements including Oregon’s Career Related Learning Standards.

13. Ability to record, compile, maintain and report accurate records pertaining to all aspects of the program and student progress.

14. Ability to record, compile and maintain accurate records and files.

15. Ability to manage difficult student behavior.

**Minimum Qualifications for Class Entry**

Two years of previous work experience in direct care and instruction of students with a range of disabilities. Strong oral and written communications. Strong interpersonal skills. Ability to interact with a broad and diverse group of stakeholders.

**Work Environment**

Incumbents in this position work in a variety of settings in an office and with community agencies. Some travel is required.