

## JOB DESCRIPTION

TITLE           TEACHER/ESE CAREER EXPERIENCE/CAREER PLACEMENT

### QUALIFICATIONS

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

Education/ Experience	Bachelor's degree in Exceptional Student Education or Vocational Education from an accredited educational institution is required. Basic computer skills required (e.g. ability to use email).
Language Skills	Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations. Ability to write reports, business correspondence, and procedures manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
Mathematical Skills	Ability to calculate interest, commissions, proportions, percentages, area circumferences and volume. Ability to apply concepts of basic algebra and geometry.
Certificate/License	Florida ESE teaching certificate or vocational certification, and a Florida driver license.
Reasoning Ability	Ability to apply common sense while communicating options and solutions when several exist. Ability to synthesize information in order to assess student potential in a particular work setting.
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 functions. While performing the duties of this job, the employee is required to sit, talk and hear; stand and walk; use hands to finger, handle, or feel; reach with hands and arms. The employee occasionally lifts and/or moves up to 25 pounds. Specific vision ability required by this job includes close vision, distance vision, and the ability to adjust focus. The employee shall remain free of any alcohol or non-prescribed controlled substance while on duty. In addition, the employee shall be free of any substance, prescribed or otherwise, that impairs the employee's work performance or the safety of others while on duty.

Work Environment      The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

REPORTS TO              Principal

#### GENERAL RESPONSIBILITIES

1. Organizes and coordinates the training/supervision of students with disabilities in the classroom and/or work site.
2. Works with students with disabilities in the classroom, providing generalized work skills, and providing training and work skills acquisition at the work site.

#### SPECIFIC RESPONSIBILITIES

1. Attends IEP meetings and assists the team to focus attention on how the student's educational program can be planned to help the student make a successful transition to his or her goals for life after secondary school.
2. Assists the IEP team in the development of work skill goals.
3. Works with students in the learning of employability and job-specific skills through supervision/interaction in the classroom and community participation at a job site.
4. Assists students to achieve IEP work skill goals.
5. Monitors and evaluates student progress toward achieving progress on IEP work skill goals.
6. Maintains knowledge of disability characteristics for diverse student populations.
7. Provides for bus monitoring of students transported to and from a job site as needed.
8. Trains and provides immediate supervision of the Job Coach.
9. Identifies and develops job site opportunities for students with disabilities.
10. Provides assistance to employers in dealing with workers with similar special needs as ESE students/employees.
11. Visits job site a minimum of two times per grading period (additional visits if there develops a need for further assistance and counseling).
12. Implements the goals and objectives of the students' individual education plans for vocational training.

13. Develops Diploma Option II paperwork.
14. Assists with transition services.
15. Functions as part of the problem-solving team(s) at assigned school(s) when appropriate.
16. Performs other duties as assigned.