

Sacramento County Office of Education Job Description

Classification Title: Vocational Specialist

DEFINITION

Under general direction of an Area Principal, Special Education, provides information and coordination of vocational and transition programs for students enrolled in SCOE special education programs and participates in county-wide coordination of transition programs for students with exceptional needs.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

SUPERVISION OVER

Trains and assigns the work of other support staff and provides input into the performance evaluation process.

DUTIES AND RESPONSIBILITIES

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Develops, implements, and evaluates transitional and vocational programs for students with exceptional needs; participates as a member of the Individual Education Program (IEP) team for students with an Individual Transition Plan (ITP); consults with teachers regarding student transition and vocational needs and provides assessments, goal writing, and related curriculum; collaborates with teachers on development of ITPs; provides resources and professional development to district and county office educators related to transition supports and services; provides information to students regarding independent living, education and employment programs and opportunities; provides pre-employment and vocational support services, such as counseling, tutoring, and job coaching for students, as needed; works with individual and groups of students in grades middle school through post high school; coordinates with community agencies to assist students and families in planning for post-secondary vocational training, work, and education; networks with community organizations and business groups; writes grants, proposals, and applications related to transition services; participates in a community of practice related to transition and Career Technical Education; coordinates with districts participating in transition programs and grants; develops relationships, coordinates work, and meets with program and grant funding agencies; maintains accurate records regarding student participation in transition activities and vocational training programs; generates reports and ensures reporting requirements are met; performs other related duties as assigned.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid California Special Education teaching credential. Preference will be given to individuals with experience in the development and implementation of Individual Transition Plans for students with exceptional needs.

Knowledge of:

Principles and techniques of individualized instruction and behavioral intervention and supports; assessment methods, techniques, and tools for supporting all students; principles of educational equity, access, and inclusion; theory, principles, and current best practices related to adolescent development; environmental and social/emotional issues that impact student success; programs that support student transition, including vocational opportunities for students; State, Federal, and local laws, codes and safety regulations related to areas of responsibility, including transition, career education, student employment, and special education; IEP and ITP requirements, processes, and procedures; recent developments, current literature, and sources of information related to transition services; effective communication and collaboration meth-

ods and strategies; goal setting techniques including needs assessment and program evaluation; procedures, methods, and techniques of project and workflow management and organization; data collection and reporting methods; and standard software applications, including videoconferencing platforms.

Skill and Ability to:

Provide IEP and ITP input and appropriate suggestions to support student transition and vocational opportunities; tutoring and job coaching to students; identify and develop connections with vocational programs; establish and maintain effective communication and working relationships with individuals and groups; demonstrate interpersonal skills necessary to collaborate effectively with partners and stakeholders; demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socioeconomic group, sexual orientation, and other identifiers; initiate and facilitate interaction with individuals and among group members; communicate concepts and information clearly, concisely, and accurately orally in front of both large and small groups and in writing, including preparation of written correspondence and statistical reports with proper grammar usage; effectively adapt and adjust program services to meet changing priorities and student-specific needs; assess program needs, develop training materials, and deliver professional learning to educators; develop grants, proposals, and applications to support vocational training and transition opportunities; work independently and demonstrate initiative; plan and coordinate activities, organize work, develop measurable goals and objectives, document program activities, and evaluate progress toward achievement; set priorities and timelines; interpret and apply rules, regulations, and standards; maintain records and submit required reporting; operate a computer and utilize student database and other standard office software applications.

Other Characteristics

Possession of a valid California driver's license and be able to provide own transportation in conduct of work assignments (mileage reimbursed).

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