

WARREN COUNTY PUBLIC SCHOOLS

210 North Commerce Avenue Front Royal, Virginia 22630

Phone (540) 635-2171

Work Based Learning Coordinator Position Description

LOCATION: Blue Ridge Technical Center

JOB CATEGORY: Part - Time

PAY GRADE: Miscellaneous Scale

FSLA: Non-Exempt

IMMEDIATE SUPERVISOR: High School Building Administrator(s) / CTE Director

GENERAL DEFINITION AND CONDITIONS OF WORK

An ideal Work-based Learning (WBL) Coordinator candidate should be professionally Competent, be knowledgeable about careers and job-experience placements, and/or have business/industry experience. In addition, WBL coordinators should have an understanding of technical, career, transition, and college opportunities. The candidate must be able to work collaboratively, motivate others, and develop relationships with business and industry.

ESSENTIAL FUNCTIONS/TYPICAL TASKS

The minimum performance expectations include, but are not limited to, the following functions/tasks:

- Guiding and selecting students
- Enlisting and coordinating with WBL partners
- Administering WBL experiences
- Maintaining good public relations
- Representing the school effectively in the community
- Carrying out school policies
- Gaining the confidence of the business and school communities
- Assisting students in adjusting to the work environment and making personal adjustments
- Motivating students and employers

Examples of job tasks that could be carried out to complete the above aim include but are not limited to the following. The WBL Coordinator would also be encouraged to innovate new ways to meet the above aims.

- Meet with middle and high school counselors to explain CTE course offerings and discuss career opportunities in the field. The WBL coordinator should work with school counselors at both the middle and high school levels to recruit students.
- Prepare a WBL brochure. The brochure should explain WBL and its benefits for the

school, students, employers, and community.

- Present WBL at a faculty meeting. Explain to the faculty the available WBL experiences.
- Prepare an annual performance report. This report, containing performance indicators about the success of WBL experiences and goals for continuous improvement, may be distributed to the faculty and administrators before the end of the school year.
- Talk individually with students interested in exploring the various WBL experiences to determine whether WBL would offer what they need for career preparation and to answer their questions.
- Assist students participating in WBL in preparing exhibits, presentations, or publications illustrating aspects of WBL experiences and encouraging students to apply.
- Coordinate career awareness activities for students (e.g., career day).
- Recruit students participating in WBL and graduates as guest speakers in CTE classes and at appreciation luncheons/banquets, assembly programs, and CTSO meetings.
- Send a letter to parents, explaining the WBL experience and asking for their support or permission for the student to be enrolled in a WBL experience.
- Make presentations about WBL experiences at parent-organization meetings.
- Hold personal conferences with parents of students who have expressed an interest in CTE programs that incorporate WBL.
- Involve parents as resource speakers and WBL employers.
- Display various promotional materials for WBL in visible locations at local businesses.
- This is especially effective during CTE Month.
- Make presentations to civic organizations such as the local chamber of commerce.
- Consider joining community and professional organizations and attending meetings.
- Personal contact with community leaders and business representatives will lead to individual discussions with potential employers.
- Use the local news media—newspapers, radio, television, and Internet—to distribute News releases and gain publicity about WBL.
- Conduct employer appreciation functions, such as an open house, breakfast, luncheon, or banquet.
- Invite employers to tour CTE programs at the school.
- Maintain WBL booths at local and state fairs, festivals, and exhibitions.

KNOWLEDGE, SKILLS AND ABILITIES

The WBL Coordinator is responsible for the maintenance, promotion and growth of the current WCPS WBL Program. Recruitment of qualified and interested students is a primary responsibility of the WBL coordinator. This necessarily includes maintaining communication and relationships with all WBL stakeholders - school personnel, students, parents, and the business community. Additionally, this includes tracking and reporting all WCPS WBL activity in accordance with VDOE requirements.

EDUCATION AND EXPERIENCE

Candidate with a degree from an accredited college or university and experience in the education field, preferred.

SPECIAL REQUIREMENTS

Must possess demonstrated leadership qualities and personal characteristics necessary for working effectively with students, parents, staff members, administrators, and community members. Candidate must possess good moral character and is expected to be a role model, in and out of the school.

PHYSICAL DEMANDS/REQUIREMENTS

Duties performed typically in school and community settings to include: classroom, gymnasium, cafeteria, auditorium, laboratory, community job sites, and recreational areas. Frequent walking, standing, lifting, up to approximately 30 pounds, and occasional lifting of equipment and/or weighing up to approximately 40 pounds may be required. Other limited physical activities are required. Travel with students on field trips and/or student job sites will be necessary. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions, noise, and hazards. Occasional movement of students by wheelchairs and other mechanical devices may be required. Regular instruction to special needs students may be necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, building administrators and parents is required. Contact with parents and community contacts by phone and in person is necessary. Occasional contact with medical professionals may be required.

EVALUATION

The CTE Director will evaluate performance on ability and effectiveness in carrying out the above responsibilities.