

TITLE**TSW – Workplace Readiness Assistant****QUALIFICATIONS**

1. Not less than a high school diploma or general equivalency diploma (copy of diploma or transcript must be submitted upon employment), **and demonstrable proficiency in reading and writing skills.**

Preferred - Associate Degree, or a minimum of 48 semester hours of college credit.

2. One year or more of experience working with students with disabilities;
3. Meet all applicable requirements of Every Student Succeeds Act (ESSA);
4. Have strong written, verbal, presentation and interpersonal skills; and
5. Meet health and physical requirements.

JOB SUMMARY

To assist and instruct high school students in the five pre-ETS services to prepare for paid or non-paid work and/post-secondary learning.

DUTIES AND RESPONSIBILITIES

1. Work with the Local Education Agency (LEA) Transition School to Work (TSW) grant team members to decide on the skills that will be taught at the high school level, including developing resumes, developing a reference contact list, filling out applications, mock interviews, etc.
2. Work with high school students to improve their skills in seeking, preparing for, and maintaining competitive, integrated employment in both group and individual settings to increase and enhance skill development.
3. Assist each student in determining what workplace and life skills that are needed for becoming and staying employed.
4. Implement chosen curricula selected by the LEA TSW team.
5. Assist each student in both individual and group activities in completing career interest inventories and in-depth Career Exploration activities to determine employment opportunities.
6. Identify strengths and deficiencies that each student is experiencing in the areas of professional work behavior, communication, teamwork, problem solving and critical thinking and develop ways to help the student enhance their strengths and correct the deficiencies.
7. Conduct independent living, hygiene, and grooming training in both group and individual settings.
8. Prepare students for Work Based Learning and communicate any reported/observed needs to the teacher, Transition Case Manager, Transition Coach and/or the VR Transition Specialist.
9. Understand and employ workplace safety procedures and ensure that students follow safety procedures at the worksite.
10. Teach recipients how to perform specific tasks and understand workplace policies while modeling appropriate workplace behavior.
11. Assist recipients in establishing an appropriate working relationship with co-workers and supervisors at the Work Based Learning Site.
12. Monitor attendance and behavior of students to ensure progress toward measurable job readiness goals. Provide feedback to the student and Transition Case Manager.

13. Demonstrate creativity in developing methods of teaching job tasks and modifying processes to accommodate the student's barriers to employment.
14. Document recipient services monthly. Assist with completing Pre-ETS Individual Service Reports to report Pre-ETS services provided monthly.
15. Assist with the development and implementation of summer workshops (if applicable). Notify the VR Transition Specialist of recipients attending any scheduled summer workshops.
16. Understand and keep up to date with new technology, community resources, and assistive devices for people with disabilities.
17. Maintain a high level of confidentiality, a professional demeanor, and represent both Vocational Rehabilitation and the Local Education Agency in a positive manner at all times.
18. Perform other work-related duties as assigned.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.

4. Manual Dexterity: The ability to move the hands easily and manipulate small objects with the fingers.
5. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment in the classroom, as well as local workplaces, which have agreed to utilize the qualifying students. Some traveling may be required due to working directly with local governmental agencies and local business/industries.

Does qualify for the benefits associated with the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

Any extension of work beyond the normal work hours must have the prior approval (written) of the immediate supervisor.

TERMS OF EMPLOYMENT

The employee is expected to work the 180 student work days; seven and a half hours a day are expected.

To work directly with the TSW – Case Manager, under the direction of the school principal and the Supervisor – SPED.

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.