

JOB COACH (BOCES)

DISTINGUISHING FEATURES OF THE CLASS: The work involves responsibility for coaching students participating in the BOCES Community Based Work Program (CBWP) in order to help them learn appropriate workplace behaviors and habits. The Job Coach guides the participants in learning how to look for, attain and keep employment, as well as developing workplace socialization skills. The work is performed under the general supervision of the Career and Technical Education Program Transition Coordinator with wide leeway allowed in the exercise of independent judgment in planning and carrying out the details of the work.

TYPICAL WORK ACTIVITIES: *The typical work activities listed below, while providing representative examples of the variety of work assignments in the title, do not describe any individual position. Incumbents in this title may perform some or all of the following, as well as other related activities not described.*

Communicates with program supervisory staff to identify policies, goals and procedures of the
Community Based Work Program offered by BOCES;

Interviews program participants to explain program objectives;

Provides on-going support and feedback to participants regarding job performance and behavior at
the work site by re-affirming directions or re-demonstrating how the work should be done;

Compiles daily reports noting input by participant's work site supervisor, participant's behavior,
attendance, appearance and performance;

Assists participants in socialization at work site during breaks/lunch, etc.;

Ensures that participants board school transportation at the completion of the work period;

Acts as liaison between employers and program participants;

Evaluates participants' performance at work site through conferences with work site supervisors;

Prepares reports, correspondence and memoranda as necessary;

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Page Two

Maintains related files and records.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES, AND PERSONAL CHARAC-

TERISTICS: Good knowledge of employment needs and required skills; working knowledge of common office terminology and procedures; working knowledge of interviewing techniques; ability to communicate effectively, both orally and in writing; ability to establish and maintain effective working relationships with professionals as well as students with emotional, behavioral and/or learning problems; ability to prepare reports and correspondence; good judgment; and emotional maturity.

MINIMUM QUALIFICATIONS: Either:

- (A) Graduation from a regionally accredited college or university or one accredited by the New York State Board of Regents to grant degrees with a Bachelor's Degree; or
- (B) Graduation from a regionally accredited college or university or one accredited by the New York State Board of Regents to grant degrees with an Associate's Degree and two (2) years of experience providing teaching support services, employment or vocational counseling or guidance counseling; or
- (C) Graduation from high school or possession of a high school equivalency diploma and four (4) years of experience as described in (B) above; or
- (D) An equivalent combination of training and experience as defined by the limits of (A), (B) and (C) above.

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Last Reviewed: February 11, 2004

Jurisdictional Class: Competitive

Public Hearing: N/A

NYS Civil Service Commission Approval: N/A

Revised and Replaced in Classplan: 2/10/2023