



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Vocational Education Consultant

Class Code: 1073

Work Days: 210

GENERAL PURPOSE

Provide comprehensive vocational education consultation services to special education teachers, students, and parents; and provide responsible support to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. Exercises technical and functional supervision over assigned special education staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; and implement policies and procedures.
 2. Conduct activities designed to increase public awareness of the employability of students, including presentations, integrated work tours, and fund-raising efforts.
 3. Participate in interagency committees designed to increase future options for students with severe disabilities and conduct surveys to determine job placement opportunities for adults with severe disabilities.
 4. Develop vocational assessment procedures for students; consult with teachers responsible for assessing secondary-level and graduating students.
 5. Provide consultation to teachers, staff, students, and families related to transition services; assist in developing transition goals for students' Individual Education Plans (IEP); and develop and implement school-to-work individual transition plans.
 6. Develop and coordinate community-based work training opportunities for special education students and provide ongoing communication with existing worksites.
 7. Consult with families and other care providers regarding referral and placement of Orange County Department of Education (OCDE) graduates in adult services and provide follow-up support to past graduates.
 8. Conduct training activities for staff, parents, and the public to educate and raise awareness of the employability of students, including presentations, integrated work tours, and fund-raising efforts.
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9. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
 10. Provide staff development services in the areas of vocational training, integrated work opportunities, and adult services; provide in-service training to parents, care providers, and adult service agencies on OCDE vocational programs and transition services.
 11. Demonstrate attendance sufficient to complete the duties of the position as required.
 12. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Vocational education and evaluation techniques.
2. Performance capabilities of students with special needs.
3. The process of formalized individual transition planning.
4. Curriculum development, instructional techniques, and behavioral intervention practices related to work training.
5. Local job market, supported employment, and adult services.
6. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
7. Procedures, methods, and techniques of project and workflow management and organization.
8. The OCDE and state work experience plan, including pertinent labor laws and legislation.
9. Adult learning styles and staff development techniques.

Ability and Skill to:

1. Assess the vocational potential of students with severe disabilities using standardized and adapted materials.
2. Develop work experience programs that comply with State Education codes and State and Federal labor laws.
3. Conduct needs assessments, make recommendations, and advocate on behalf of OCDE students.
4. Identify vocational placements for students with special needs.
5. Promote employment for persons with severe disabilities and promote and organize inter-agency cooperative efforts.
6. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
7. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
8. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
9. Establish and maintain effective working relationships with various constituencies.

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10. Interpret and explain laws, codes, contracts, policies, and procedures.
 11. Develop and present training materials.
 12. Prepare clear and concise correspondence, reports, and other written materials.
 13. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 14. Communicate clearly and concisely, both orally and in writing, in English; and present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a bachelor's degree in human resources, psychology, business, or a related field and two (2) years of experience conducting career workshops or an equivalent combination of training and experience.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Employee typically works in an office environment that is moderately paced with variable pressure.