



Workplace Readiness Mentor

Job Overview

The job of the workplace readiness mentor was established for the purpose of assisting and instructing High School students to in order to prepare them for paid or non-paid workplace learning experiences.

This job reports to the Student Support Services High School & Transition Specialist.

Job Functions

- Works with students with a disability in on-the-job training experiences in order to prepare them for paid or non-paid workplace learning experiences.
 - Assists students with acquiring volunteer, apprenticeship, or internship experiences, job shadowing, job sampling, summer work, and/or other work-based learning opportunities.
 - Assists students in establishing an appropriate working relationship with co-workers and supervisors.
 - Teaches students how to perform specific tasks and understand workplace policies while modeling appropriate workplace behavior.
 - Assesses student(s) ability to independently perform a learned skill.
 - Assists students in determining priorities and goals for the work experience which will be reviewed to ensure that the essential functions of the job are being successfully performed.
 - Researches job requirements and discuss with students and teachers.
 - Completes transition assessments with students (as requested) and prepare summaries of completed student assessments for teachers.
 - Employs workplace safety procedures while monitoring the progress of students to ensure that safety policies are being followed.
- Consults with management/HR of WBL sites to ensure student(s) and staff are working according to expectations of job site supervisor and look for opportunities to improve.
- Attends community events and post-secondary programs to learn about employment and post-secondary resources for students and share information with teachers, students, and families.
- Contacts and visits local businesses to explore the possibility of Work-Based Learning, job shadowing, internships, and/or paid job opportunities for students.
- Contacts local businesses to secure guest speakers for classes.
- Collects and documents student progress data for students receiving pre-employment transition services.
- Keeps up to date with new technology, community resources, and assistive devices available to people with disabilities.
- Attends meetings with IEP teams, teachers, Vocational Rehabilitation, and community partners.
- Uses various forms of communication to update and coordinate with teachers/school staff, supervisors, Vocational Rehabilitation, and community partners.
- Helps develop and assist with summer workshops and/or summer employment (if applicable).
- Assists with research, planning, and execution of district events/trips promoting employment, vocational, and independent living skills for students.

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.



Working Environment

This job is performed in a standard office environment.

Generally, the job requires 33% sitting, 33% walking, and 33% standing.

Physical Requirements: occasional lifting, carrying, pushing, and/or pulling, climbing, and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine dexterity.

Travel

This job requires frequent traveling within the district, usually multiple times per day.

Qualifications

Minimum experience: 1 year in teaching or providing services to individuals with disabilities.

Minimum education: High school diploma or equivalent.

The ideal candidate will have the following education, experience, skills, knowledge, abilities and/or competencies:

- Working knowledge of methods, procedures, and practices used in teaching job tasks.
- Skill in problem solving and research.
- Skill to perform multiple tasks with a need to periodically upgrade skills in order to meet changing job conditions.
- Skill in developing creative methods of teaching job tasks and modifying processes to accommodate students' barriers to employment.
- Skill to work with a wide range of ability levels and be able to communicate in numerous methods.
- Ability to assess students' ability to independently perform a learned skill.
- Ability to make independent decisions based on various factors to resolve any problems at the work site.
- Ability to use technology to enter data and operate software as needed to perform the essential functions of the job.
- Ability to be patient and explain steps and procedures numerous times to assist individuals in learning new skills.
- Ability to communicate effectively, both orally and in writing and in numerous methods.
- Ability to maintain a high level of confidentiality, a professional demeanor, and to represent both Vocational Rehabilitation and Williamson County Schools in a positive manner at all times.
- Ability to establish and maintain effective working relationships.

Required Testing: None Specified

Continuing Education/Training: 14 hours Professional Development credits required on an annual basis.

Required Certificates and/or Licenses: Valid Tennessee Driver's License

Clearances Criminal Justice Fingerprint/Background Clearance

FLSA Status: Non-Exempt

Employee Type: Classified

Pursuant to the Williamson County Board of Education's policy of non-discrimination, Williamson County Schools does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, sexual orientation, age, disability, or military services in its policies, or in the admission of, access to, treatment, or employment in its programs, services, or activities.