

## **EMPLOYMENT ASSISTANT I (SCHOOLS)**

**DISTINGUISHING FEATURES OF THE CLASS:** This is work involving responsibility for proctoring self-directed vocational assessments to at-risk\* students and developing a register of job placement opportunities. Incumbents of this position may not perform instructional duties or supervise or administer instructionally-related activities, which include, but are not limited to, interpreting or summarizing test results, making suggestions to students or certificated personnel about career choices or curriculum or participating as a member of a transition or education plan team. Supervision is received from a program administrator and/or Director of Occupational Education. Does related work as required.

### **TYPICAL WORK ACTIVITIES:**

Meets with students in BOCES or in various school districts to conduct self-directed vocational assessments such as the Harrington-O'Shea Level I, II, or the Reading-Free Vocational Interest inventory;

Distributes said tests, clarifies written instructions and questions, and collects tests;

Scores tests using an answer key and gives results to school counselors for interpretation and discussion with students;

Reads classified ads to identify part-time, after school employment opportunities for students;

Calls and/or visits prospective employers to ascertain particulars of existing job openings and/or to develop new ones;

Compiles and/or updates a job opportunities list and gives it to teachers and/or counselors for communication to students and determination of appropriate placements;

Provides particulars of jobs to counselors and teachers and explains same as necessary;

Calls employers to determine if students are meeting their needs;

Advises counselors of any problems employers may be having with students then follows through with the students and/or employers;

Meets regularly with Diversified Work Coordinator to learn of job placements made and to determine which employers require follow-up;

Prepares periodic activity reports of tests given and job opportunities identified.

### **FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:**

Working knowledge of self-directed vocational assessment tools; working knowledge of labor laws as they relate to minors; working knowledge of rules, regulations and guidelines of the BOCES as they pertain to vocational assessment and job placement; sympathetic understanding of at-risk students; ability to communicate effectively both orally and in writing; ability to secure the cooperation of others.

### **MINIMUM QUALIFICATIONS:**

1. Possession of an Associate's degree or higher; or
2. Graduation from high school or possession of an equivalency diploma and two (2) years of paid work experience which involved public contact\*\*.

\* At-risk students are English as a Second Language, learning disabled, emotionally handicapped or disadvantaged students.

\*\* Public contact shall be defined as direct contact (i.e., in-person or telephone interactions) with clients, customers or members of the public that involves persuasion, negotiation, counseling, gathering disseminating, or clarifying information, and inspection activities that include contact with individuals, or similar activities. The nature of the contact is such that it requires judgment and independent thinking on the part of the individual in dealing with or responding to another person.