



1001 Boone Ave North | Minneapolis, MN 55427

## Employment Support Specialist

*Last updated 1/11/24*

|                                      |                             |
|--------------------------------------|-----------------------------|
| <b>Reports to</b>                    | Director of Adult Education |
| <b>Employment Status</b>             | Full-Year                   |
| <b>Number of Hires for this Role</b> | 1                           |

### Job Summary

To provide guidance, assistance, and foster accountability to/with young neurodiverse adults to maintain employment status, explore employment possibilities, develop and hone workplace readiness, self-determination, self-advocacy, and executive functioning skills, and to assist the Capstone Program in a supportive role. Maintain responsibility for the scheduling, coordination of services, documentation, and communication for all external and internal persons served.

### Summary of Essential Job Functions

- Provide employment and pre-employment services and support to young adults in a 1:1 capacity;
- Use best practice strategies and scope and sequence to develop skills and mindsets necessary to promote job retention, promotion, and advancement consistent with each person's abilities and vocational aspirations;
- Work with young adults, staff, and family to identify areas of improvement and interests, particularly as it pertains to acquiring and maintaining employment;
- Assist young adults in understanding their neurodifferences. Teach strategies and problem-solving skills;
- Facilitate the development of young adults' vocational and independent living goals;
- Interact with client supervisors, managers, and coworkers to seek feedback, build natural support, and problem-solve situations that may arise;
- Schedule and coordinate services internally and externally for all persons served in the areas of job coaching, self-advocacy, social coaching, and other related social, vocational, and executive functioning key areas;
- Maintain a positive and calm demeanor when dealing with clients;
- Conduct oneself as a positive role model for participants in terms of appearance, socialization, time management, organization, and teamwork;
- Keep accurate records and work hours;
- Participate in staff meetings and development programs;

**Case Load:**

- Twin Cities area (travel expenses are reimbursed) Client input and availability are considered

**Minimum Requirements, Credentials, and Experience**

- Demonstrated interest or expertise in working with young adults with autism spectrum disorder and/or related neurodiversities
- 2-year or 4-year degree in Human Services, Vocational or Workforce Development, Social Work, Special Education, Career and Technical Education, Counseling, Communication Sciences and Disorders or related field OR at least 2-years work experience with young adults with neurodifferences
- Valid driver's license, automobile insurance, working vehicle, and clean driving record
- A flexible schedule that will allow for varied work hours
- Flexible and adaptable traits for different environments
- Ability to work effectively as a team member
- Willingness to be held accountable for results
- Successfully pass a criminal background check
- Strong communication skills;
- Detail-oriented;

**Preferred Credentials, and Experience**

- 2-year or 4-year degree in Human Services, Vocational or Workforce Development, Social Work, Special Education, Career and Technical Education, Counseling, Communication Sciences and Disorders or related field AND at least 2-years work experience with young adults with neurodifferences
- Experience in coordination of services, project management, budget management or other related management experience.
- A developed professional network
- Knowledge of 245D licensure, Vocational Rehabilitation Services, and/or Disability Waivers

**PHYSICAL REQUIREMENTS:****Physical Demands:**

The physical demands described here represent those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The employee frequently is required to walk; use hands to finger, handle, or feel; stoop, kneel, crouch, or crawl; reach with hands and arms and to sit. The employee must regularly lift and/or

move up to 25 pounds and may occasionally lift up to 50 pounds. Specific vision abilities required by this job include close vision, color vision, depth perception, and the ability to adjust focus.

**Frequency Key: Never - 0 hours; Rare - up to 1 hour; Occasional - 1-3 hours; Frequent - 3-6 Hours; Constant - 6-8 hours**

| <b><u>Physical Activity</u></b> | <b><u>Frequency</u></b>  |
|---------------------------------|--------------------------|
| · Sitting                       | Frequent                 |
| · Walking                       | Frequent                 |
| · Climbing stairs               | Occasional               |
| · Standing                      | Frequent                 |
| · Crouching/Bending/Stooping    | Frequent                 |
| · Reaching                      | Frequent                 |
| · Pushing/Pulling               | Occasional up to 50 lbs. |
| · Near Vision                   | Constant                 |
| · Far Vision                    | Constant                 |
| · Hearing                       | Constant                 |
| · Talking                       | Constant                 |
| · Lifting/carrying (#50 lbs)    | Occasional               |
| · Travel                        | Frequent                 |

#### **Additional Working Conditions, Work Environment**

Because our students with autism spectrum disorder and related learning differences require consistency and structure, the employee must be able to work on all days assigned unless approved by their supervisor. Supervisors reserve the right to decline paid time off requests for any reason and it is preferred that planned vacations be taken over-scheduled school breaks.

The employee is continuously responsible for the safety, well-being, and work output of students. There may be:

1. Occasional exposure to blood, bodily fluids, tissue and noxious odors.
2. Occasional exposure to unruly students/adults.

3. Occasional operation of a vehicle in inclement weather.

## **GROOMING**

All team members must maintain a neat, clean, and well-groomed appearance.

### **Disclaimer**

*The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.*