



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

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**Instructional Programs Assistant, Title I Programs**

**Class Code: 1188  
Work Days: 225**

**GENERAL PURPOSE**

Facilitate and coordinate Title I programs that provide comprehensive instructional support and guidance transition services for students in institutional settings; and provide responsible support to higher level management staff.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives direction from higher level management staff
2. Exercises direct supervision over technical, and/or clerical staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*This position description is intended to describe the general nature and level of work 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; implement policies and procedures.
  2. Facilitate communication between facilities and educational staff to coordinate services based on the assessed needs and goals of the students.
  3. Facilitate the delivery of curriculum in reading, language arts, math, and life skills.
  4. Assist in the development and administration of program, documentation, and evaluation components.
  5. Troubleshoot problem issues between instructional staff, support staff, and students.
  6. Facilitate meetings between teachers and support staff to further program goals and objectives.
  7. Assist with the recruitment, training, and supervision of instructional assistants.
  8. Assist staff with the transition of students from institutional educational services to community based social and educational programming.
  9. Implement assessment tools that provide multiple measures to student progress and program success.
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### **ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)**

10. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
11. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
12. Plan, prioritize, assign, supervise, and review the work of staff responsible for providing Title 1 services; prepare work schedules for appropriate staff.
13. Demonstrate attendance sufficient to complete the duties of the position as required.
14. Perform related duties similar to the above in scope and impact as required.

### **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

#### **Knowledge of:**

1. Basic operations, services, activities, and guidelines of youth correctional facilities.
2. Title I regulations.
3. Principles of effective supervision, leadership, training, coaching and performance evaluation.
4. Appropriate educational alternatives and resources.
5. Modern principles and techniques of teaching high risk students.
6. Materials and resources in the educational community, high school equivalency test preparation, vocational education, and community college opportunities.
7. Recent developments, current literature, and sources of information related to guidance training, prevention services, and youth education planning administration.

#### **Ability and Skill to:**

1. Select, train, lead, coach, direct the work of, supervise, and evaluate technical and clerical employees; effectively delegate authority and responsibility.
2. Elicit multiple agency support for education programs.
3. Establish and maintain effective working relationships with various constituencies.
4. Interpret and explain laws, codes, contracts, policies, and procedures.
5. Develop and present training materials.
6. Prepare clear and concise correspondence, reports, and other written materials.
7. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
8. Communicate clearly and concisely, both orally and in writing, in English.

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### **Education, Training and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is Bachelor's degree from an accredited college or university with major course work in counseling, alternative education, social work, or a related field, and two years of educational experience working in an alternative educational program.

### **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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

#### **Physical Demands**

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

#### **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 the essential functions.*

Employee typically works in an office environment that is variably paced with moderate to high pressure.

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