



CLASSIFICATION SPECIFICATION

CLASS NUMBER 70151

EDUCATION SPECIALIST

OHIO COUNTY DEPARTMENTS OF JOB AND FAMILY SERVICES

EFFECTIVE 1/29/01

Duties are arranged in order of importance. However, the specific duties and the frequencies listed may vary across counties depending on such factors as the number of other incumbents within this job classification, related classifications, and/or the size of the CDJFS. Therefore, an Education Specialist may not perform all of the duties listed. However, it is mandatory that the first (I) duty be performed a minimum of 20% of the time.



Summary of Essential Duties

The primary purpose of the Education Specialist position is to coordinate and oversee the provision of all resources and services necessary to fulfill the educational requirements of all children in the custody of children's services. The incumbent coordinates the educational efforts of Teachers, Tutors, and children to ensure that all work is completed in a timely and correct manner.

Duties

Frequency: 55% +/-15%

- I. Oversees and coordinates educational needs for all children in the custody of county children's services on a daily basis.
 - A. Monitors academic and behavioral progress of assigned children.
 - B. Meets with other care givers, teachers, counselors, and probation officers to discuss actions to be taken on child's behalf.
 - C. Ensures that children have necessary school supplies, athletic supplies, medication, approval forms and other items.
 - D. Oversees administering of needed testing and other services.

Frequency: 35% +/- 10%

- II. Meets with other care givers, teachers, counselors, and probation officers to discuss long term educational plans and actions to be taken on the children's behalf.

Frequency: 5% +/-2%

- III. Transports children to and from school as needed.

Frequency: 5% +/-2%

- IV. Serves on a variety of educational committees and/or task forces.



**KSA'S FOR THE
JOB CLASSIFICATION OF
EDUCATIONAL SPECIALIST**

DUTY	KNOWLEDGE	SKILLS	ABILITIES
I	State and County Educational system (e.g., policies and procedures for enrolling students, etc.); County Children's Home's policies and practices; Behavioral problems of children; Educational needs of children; Administrative practices; Learning principles; Teaching principles; Academic subject matter; Counseling practices; Tests and measurements (e.g., proficiency tests); Psychological principles and practices (e.g., child psychology); Writing (e.g., completing daily reports on children); Forms required for educational purposes; Inventory practices (e.g., ordering supplies); Education principles.	Writing; Organization; Oral communication.	Work with others; Give or exchange facts and information (e.g., sending or obtaining case histories of children); Listen for problems and provide responses; Counsel (comfort or nurture) others involving complicated matters; Maintain accurate records; Complete forms (e.g., school enrollment, field trip and medical forms); Work with children; Monitor the school work of children; Order school supplies for children.
II	Educational curriculum for children; Individual Educational Plans (IEP); Counseling practices; Vocational/career issues; Educational principles; Treatment plans for problems children have; Probation policies and procedures; Psychological principles and practices (e.g., recognizing behavioral problems and determining corrective actions to be taken); Screening processes performed before child is admitted into Home; Administrative practices.	Oral communication; Organization.	Meet with Care Givers, Teachers, Counselors and Probation Officers to discuss cases; Develop long term plans and actions for children; Develop Individual Educational Plan (IEP); Attend staff meeting to discuss individual children; Understand and discuss child's proficiency test scores; Attend formal screenings with Therapists, Youth Leaders, Parents, Social Worker and Probation Officer to determine feasibility of admitting new child into home; Give or exchange facts and information; Work with others; Maintain accurate records of action plans; Work with children.
III	Automotive operations; Locations of schools.	Driving.	Operate an automobile (e.g., car or van); Transport children to and from school; Practice safe driving; Read and understand maps or directions; Protect others from injury.
IV	Vocational educational programs; Advisory board for Board of Education; Program policies and procedures; Various educational committees and task forces; Administrative practices; Educational issues.	Oral communication; Organization; Public speaking.	Work with others; Attend meetings regarding educational issues; Serve on various committees and task forces; Provide suggestions regarding procedures to change or programs to eliminate; Give or exchange facts and information.



Minimum Qualifications

- Completion of graduate major core coursework in education, social work, child psychology or similar field that included field practice.

- Or completion of undergraduate major core coursework in education, social work or psychology that included field practice. Also requires one year of experience in one of the following areas: classroom teaching, or providing educational guidance and counseling to school age children, or handling caseload of school age children with special educational needs or behavioral problems.

Or education, training and/or experience in an amount equal to the Minimum Qualifications stated above.

Unusual Working Conditions/Hazards

Due to behavior problems of children, there may be some risk of physical harm involved. There is a exposure to contagious diseases.