



PALISADES

CHARTER HIGH SCHOOL

CHIEF BUSINESS OFFICER

COVER SHEET FOR AGENDA ITEMS

May 17, 2022

TOPIC/ AGENDA ITEM:

VII. FINANCE

E. New Positions

PERSONNEL INVOLVED:

Board of Trustees, Executive Director/Principal, CBO, Human Resources, Administrative Team

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The purpose of this action is to approve the following new positions:

- Career and Technical Education (CTE) Coordinator
- Special Education Coordinator
- Substitute Teacher Coordinator

The CTE position is categorically funded (CTE/Perkins) and will help expand our CTE program and pathways. The Special Education Coordinator is funded out of Special Education funding (General Fund contribution). While this is an additional expense, it will ensure compliance and reduce risk/litigation. The Substitute Teacher Coordinator is an existing position (Senior Office Assistant).

Job descriptions and salary ranges are in the attached materials.

OPTIONS OR SOLUTIONS:

The expectation is that the board approve these new positions.

CHIEF BUSINESS OFFICER'S RECOMMENDATION:

The CBO recommends that the Board approve the new positions.

RECOMMENDED MOTIONS:

“To approve the CTE Coordinator Position”

“To approve the Special Education Position”

“To approve the Substitute Coordinator Position”

Juan Pablo Herrera
Chief Business Officer



PALISADES

CHARTER HIGH SCHOOL

Position	Funding	Length of Work Year	Salary Range
Career and Technical Education (CTE) Coordinator	Categorically Funded: CTE/Perkins	10 months	Certificated Salary Table
Special Education Coordinator	Special Education / General Fund	12 months	Unrepresented Salary Table: Annual: \$85,828.84 - \$120,769.63
Substitute Teacher Coordinator	General Fund	10 months	Classified Salary Table: Hourly: \$25.938 - \$37.9317

**PALISADES CHARTER HIGH
SCHOOL**

**Career and Technical Education (CTE)
Coordinator**

Department/Division:	Career and Technical Education Department
Reports To:	Director/Assistant Principal Academic Achievement
Provides Direction To:	NA
FLSA Exemption Status:	Certificated
Date Prepared:	May 16, 2022
Date Adopted by Board:	
Salary Range:	Certificated Salary Schedule: CTE Categorically Funded

Palisade Charter High School

DEFINITION

Under the supervision of the Director/Assistant Principal of Academic Achievement, the Career and Technical Education (CTE) coordinator has the chief responsibility to formulate and administer a comprehensive program of Career and Technical Education. The Career and Technical Education (CTE) coordinator will support the implementation of CTE subjects; facilitate and reinforce instructional frameworks for student-centered learning; assist in implementing programs and multiple pathways; collaborate with administrators, CTE Advisory Committee/Board, community members, student services personnel, and teachers to ensure the delivery of career development services. The CTE coordinator facilitates linkages with parents, business/industry, post-secondary institutions, and community organizations to support students' transition to postsecondary education and employment, and perform other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Career and Technical Education (CTE) coordinator through the successful integration of successful strategies and multiple technologies will promote CTE learning and pathways, which will help to ensure that students gain the necessary skills to compete and succeed in the global economy. A principal goal of the Career and Technical Education (CTE) coordinator is to have a positive impact on student learning by successfully facilitating the appropriate integration of CTE career and technical education in all learning environments.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Work with school site counselors to ensure all students have completed a career interest survey that is revisited annually.
- Recruit students for available CTE programs.

- Train counselors and teachers in Standards for Career Ready Practices.
- Collaborate with Long-term Strategic Planning Committee, Curriculum Council committee, and various Board committees to communicate and advance CTE program goals.
- Collaborate with CTE department chair and other department chairs on the 11 High Elements of a High-Quality CTE program.
- Write and implement federal grants related to CTE (Perkins), CTE IG, and others.
- Serve as a liaison to community organizations.
- Arrange and direct professional development for CTE staff.
- Recommend growth for long-term adjustments, changes, additions, and deletions in the CTE programs to meet changing job trends and labor market needs.
- Monitor present course offerings for applicability to future job markets and build CTE programs of study.
- Assist in the recruitment and screening of CTE personnel.
- Market CTE programs and partnerships.
- Maintain regular and prompt attendance in the workplace.
- Assist and support teachers and students enrolled in the CTE classes with a variety of innovative and rigorous instructional content and materials, resources and experiences designed to enrich learning and reinforce courses and learning concepts.
- Facilitate, reinforce and engage students in CTE classes to ensure students are coached, guided and directed in learning experiences that are active, collaborative and meaningful.
- Assist students with the application of technology and 21st century learning skills
- Provide input in ordering, receiving and inspecting program materials, books, equipment; assist in the proper storage and handling of program and activity materials and resources; inventory materials and ensure adequate quantities are available for instructional use.
- Work collaboratively with a team of faculty, colleagues, administrators, and community members.
- Ensure that goals to maintain growth in the CTE program are met yearly.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Common Core State Standards, Curriculum Frameworks, Career and Technical Education courses and pathways, along with instructional methods of a comprehensive secondary school including knowledge of ways to use technology to support instruction.
- Principles, practices, procedures, terminology and equipment to implement programs and multiple pathways.
- Effective use of technology integration strategies and multiple technologies into curriculum and instructional practices across content areas.
- Instructional technology, including software and hardware; iPad and computer applications and operating systems.
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults.
- Educational trends and research findings pertaining to educational technology as it relates to systemic change, professional learning communities, student achievement, assessment, and instructional technology.
- Primary tenets of a Professional Learning Community.
- Health and safety regulations.
- Math and budgets.
- Proper methods of storing equipment, materials, resources and supplies.
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings.
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques.
- Organizational skills to manage multiple projects, prioritize work, keep and maintain accurate records, meet deadlines.
- Operate a computer, iPad, and other office equipment; experience with software packages and curriculum-based products and hardware.

Ability to:

- Perform all essential duties of the position.
- Demonstrate the knowledge, skills, technology skills, and instructional strategies necessary through professional learning to effectively impact instructional practices.
- Communicate effectively with students and adults.
- Create and lead the CTE Advisory Committee.
- Participate in the school improvement process through goal setting and implementation as well as data analysis for instructional improvement through the CTE courses.
- Establish and maintain effective working and cooperative relationships with others.
- Communicate openly and work productively with a community of diverse opinions and ideas.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions.
- Prioritize, plan, and coordinate work to meet deadlines.
- Communicated effectively both orally and in writing in English.
- Demonstrate growth mindset, optimism, and belief that all students can learn

- Innovate and think creatively regarding lessons, activities and instructional objectives.
- Inspire students and encourage creative thinking.
- Assist in the use, adaptation, and introduction of a wide array of technology as tools to support and deepen student learning and instruction.
- Operate a variety of technical computer equipment.
- Ensure the care and security of assigned equipment, specialized materials and supplies.
- Understand and follow oral and written directions.
- Work independently with little direction.
- Drive to various locations to attend meetings, attend trainings.
- Analyze situations accurately and adopt an effective course of action.

EDUCATION, TRAINING, AND EXPERIENCE

Bachelor's degree, including all courses needed to meet credential requirements. Master's Degree in education or related field preferred. A California Single Subject teaching credential required and a Career Technical Credential (CTE), preferred. Minimum of three (3) to five (5) years full time teaching experience at the secondary level. At least one (1) to two (2) years' experience in a lead position that demonstrated leadership ability and knowledge/experience in increasingly responsible roles in curriculum, staff development, instruction with an emphasis on working in Career and Technical Education.

Licenses/Certificates/Special Requirements:

Valid California Teaching Credential with appropriate authorizations

Career Technical Credential (CTE) or must apply for a CTE credential within one (1) year of hire

Designated Subjects Supervision and Coordination Credential or enroll in courses within one (1) year to obtain this credential

ESSA Compliant

English Language Learner authorization

Instructional technology skills

Valid California Class C driver's license and the ability to maintain insurability under the District's vehicle insurance policy.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees 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

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this job, the employee is regularly required to sit; stand and walk; hear and speak to exchange information in a proficient manner in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally; dexterity of hands and fingers to set up lab demonstrations and to operate lab equipment. The employee is occasionally required to bend, stoop, kneel, crouch or crawl, climb and balance. The employee must occasionally lift and/or move up to 30 pounds or more.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination, and be able to read printed material and computer or other technology screens. The employee must be able to see to observe the condition of the classrooms, the labs, and behavior of students.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with School personnel, school administrators, managers, staff, vendors, students, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals, including students, parents and School employees. Some stress may be encountered while performing the duties of this position.

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.

Employees regularly work in an office or classroom environment, and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will mainly work under typical classroom conditions, but will encounter a loud, noise level both indoors and outdoors, occasionally. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training programs.

PALISADES CHARTER HIGH SCHOOL

SPECIAL EDUCATION COORDINATOR

Department/Division:	Special Education
Reports To:	Director/Assistant Principal—Student Support Services
Provides Direction To:	Certificated/Classified Staff
FLSA Exemption Status:	Management
Date Prepared:	May 8, 2022
Date Adopted by Board:	
Salary Range:	\$85,828.84 - \$120,769.63

Palisades Charter High PCHS

DEFINITION

Under the direction of the Director/Assistant Principal—Student Support Services assists with coordination of Palisades Charter High PCHS (PCHS) Special Education Services to students in alignment with state and federal mandates; provides leadership in the planning, implementation of all special education programs serving PCHS students; assists in the planning, development, and conduct of staff development and staff training programs; participates in staff, student and community activities; provides program specialist support to secondary special education students; organizes, directs, evaluates and supervises assigned certificated and classified staff.

DISTINGUISHING CHARACTERISTICS

The Special Education Coordinator is directly responsible to the Director/Assistant Principal—Student Support Services and assists with the supervision and implementation of all program components to ensure total program compliance. The Special Education Coordinator classification requires that the incumbent has current expertise in Special Education, subject matter expertise in educational programs, curriculum, instructional strategies and technology. The Special Education Coordinator position requires the ability to make decisions that have a critical impact on the goals, organization and administration of the Special Education program and services. An effective Special Education Coordinator will facilitate students, teacher, parents and the local community in building a PCHS environment that maximizes student learning, academic performance and positive social growth.

ESSENTIAL DUTIES AND REPSONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assists with supervision and implementation of all program components to ensure total program compliance.
- Coordinates with campus testing coordinator and Special Education teachers to ensure that Individualized Education Plans (IEP) testing accommodations are implemented.
- Assists with supervision of Extended School Year (ESY).
- Assists with coordination of SDP classes, SELPA Regionalized Programs, nonpublic schools (NPS) and residential treatment center (RTC) placements.
- Coordinates Educationally Related Intensive Counseling Services (ERICS) and coordinates visits to residential treatment facilities.
- Coordinates, facilitates and evaluates the entire IEP development and implementation process; serves as administrator at IEP meetings as needed.
- Designs, implements and evaluates comprehensive training and professional development programs for special education teachers, general education staff and parents; identifies instructional techniques and strategies that improve the achievement of special education students in both special education and general education classes; provides classroom support.
- Analyzes data and applies the analysis in assisting Director/Assistant Principal of Academic Achievement and special education staff in implementing age/grade appropriate programs and services for special education students.
- Participates in the design, coordination and implementation of collaborative programs that support Least Restrictive Environment (LRE).
- Monitors the implementation and compliance of student IEPs.
- Monitors staff activities to ensure that all mandated timelines are met.
- Enforces state laws, policies and rules relating to student discipline and attendance, and
Interprets such laws, policies and rules to teachers, parents, students and community; assists with suspension/expulsion procedures for special education students.
- Assists with publication of newsletters, brochures, and other communications that

describe special education programs and services; assists in the development of a special education website; participates in an active public information and public relations program as it relates to special education.

- Keeps current with laws and regulations regarding special education procedures and the placement of students in programs both in and out of the PCHS.
- Develops and revises departmental forms and procedures as needed.
- Coordinates special education services and activities with other school districts, including feeder schools, general education teachers and staff.
- Attends, prepares, and actively participates in all PCHS grade level meetings as set by PCHS staff.
- Serves on PCHS, local, county and state committees as assigned.
- Coordinates with the Director/Assistant Principal—Student Support Services to screen, select, assign, supervise, and evaluate performance of certificated and classified Special Education staff members in accordance with PCHS-adopted guidelines for evaluation; recommend performance improvement strategies, discipline, reassignment, or termination action, as appropriate; document evidence of substandard performance.
- Serves as the liaison to the Deans' Office regarding special education issues and student behaviors.
- Serves as the SSD coordinator.
- Maintains a caseload for NPS/RTC students and legal cases.
- Attends workshops and conferences to enhance leadership and management capabilities; shares and exchanges information and maintains current knowledge of Special Education and the educational field.
- Operates a personal computer, experience with Special Education programs and software, working understanding of common student devices and other office equipment.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Applicable state and federal laws, regulations, and compliance requirements governing special education programs in California
- State funding allocation methods
- Learning theory and techniques of instruction to support effective implementation of Common Core State Standards and Curriculum Frameworks, including knowledge of ways to use technology to support instruction and other functions for Special Education students
- Primary tenets of a Professional Learning Community

- Quality supervision, effective instruction, models of teaching and instructional strategies to address the needs of Special Education students
- Management and leadership styles
- PCHS safety, discipline, and supervision
- Education Code, local policies, state, and federal laws relating to minors
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints
- Analyze complex situations and prepare response alternatives for consideration by decision-making groups
- Plan, direct, and supervise the work performed by teachers, professional staff, and others
- Establish and maintain an effective, collaborative learning climate
- Interact effectively with advisory councils and PCHS/community groups
- Communicate openly and work productively with a community of diverse opinions and ideas
- Advise and counsel students, staff, and parents
- Design, develop, implement, and evaluate curriculum and instruction as it pertains to special education students
- Demonstrate effective instructional, organizational, and administrative leadership.
- Provide instructional leadership and high-quality staff development.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions
- Train, supervise and evaluate certificated and classified personnel
- Prioritize, plan, and coordinate work to meet deadlines
- Participate in staff and student activities
- Communicated effectively both orally and in writing in English
- Drive a car
- Travel to various locations; travel to residential facilities throughout California and outside of California

EDUCATION, TRAINING, AND EXPERIENCE

Bachelor of Arts or Bachelor of Science degree required. Master's degree or above in educational administration from an accredited institution, preferred. Minimum of three years full time teaching experience in a special education classroom, preferred or special education related services experience in a special education program. At least two years' experience in a lead position that demonstrated leadership ability and knowledge/experience in increasingly responsible roles in curriculum, staff development, instruction with an emphasis on working with special needs students.

Licenses/Certificates/Special Requirements:

Valid California Administrative Services Credential

Valid teaching credential in special education or other related services credential

Valid California driver's license and the ability to maintain insurability under the PCHS's vehicle insurance policy
ESSA Compliant
English Language Learner authorization
Instructional technology skills

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees 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

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this position, the employee is regularly required to sit for extended periods of time; hear and speak to exchange information in a proficient manner, in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee may frequently be required to stand and walk, bend, stoop, and kneel. The employee must occasionally grasp, lift and move records and documents typically weighing as much as 20 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with School and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including School employees, students and parents. Some stress may be encountered while performing the duties of this position.

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.

Employees regularly work in an indoor office environment, a classroom environment, and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical office conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. The employee frequently drives to other sites, schools, training facilities, community meetings and other locations as needed. The employee must travel within the state of California and outside the state of California. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.

Substitute Coordinator

Department/Division:	Human Resources
Reports To:	Director of Human Resources
Provides Direction To:	NA
FLSA Exemption Status:	Classified
Date Prepared:	May 8, 2022 Updated
Salary Range:	Classified Salary Schedule Range 22

Palisades Charter High School

DEFINITION

Under the direction of the Director of Human Resources monitor, operate and maintain the substitute calling system for certificated and classified employees; receive messages, emails, and phone calls directly from employees reporting an absence; call and secure qualified substitutes; prepare and maintain a variety of records and reports; notify Human Resources Department of absences and respective substitutes.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Perform a variety of technical duties in support of Human Resources operations and activities.
- Arrange for available substitutes to ensure proper coverage for teachers and other personnel, including classified staff, using the PCHS substitute software system; monitor and oversee the placement of substitutes; ensure substitutes possess necessary permits and certifications; coordinate substitute process including long term substitutes.
- Provide training to all users of automated substitute system to ensure correct utilization.
- Work cooperatively with payroll and Human Resources staff to ensure accuracy of leave reports and substitute assignments and pay.
- Receive and respond to inquiries; interpret, explain and provide information and assistance to personnel and staff.
- Operate the automated substitute system, including data entry and generating reports, including substitute lists, absence reports and utilization reports.
- Input a variety of employee information and other personnel data into an assigned computer system.; maintain automated employee records and files; generate computerized lists and reports; ensure accuracy of input and output data; train others in the proper operation of the automated substitute system.
- Call and secure qualified substitute personnel according to PCHS policies and procedures; receive phone calls and emails from substitute personnel.

- Coordinate with outside employment agencies to ensure that absences are covered by qualified substitutes; establish and maintain a PCHS substitute pool.
- Develop and maintain a handbook for substitute personnel; participate in substitute orientation programs.
- Work with Human Resources to monitor TB expirations on all School staff; notify employees; monitors and maintains files.
- Assist staff in the copy room with copy/print requests and queue management.
- Perform technical duties requiring knowledge of personnel policies, procedures, rules, and regulations related to employees.
- Interact in the processing of paperwork related to certificated and classified leave of absences and the placement of qualified long-term substitute teachers
- Provide specialized reports to Human Resources and administrators in the recruitment of qualified substitutes for leave of absence positions.
- Communicate with Human Resources employees and other departments regarding certificated and classified leave of absences.
- Process reasonable assurance letters for substitute certificated personnel who work less than 12 months.
- Prepare and maintain appropriate records and reports of absences; ensure that timecards and substitute assignments match; submit reports to management and payroll as directed.
- Maintain files and records regarding substitute personnel; notify appropriate personnel of need for additional substitutes, resignations or other related issues.
- Operate a variety of office machines including a computer, multiple-line telephone system, copier, other office equipment; perform a variety of clerical duties related to assigned activities.
- Communicate with personnel and various outside agencies to exchange information and resolve issues or concerns.
- Assist substitutes with daily attendance reporting in the student information system.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Human resources office functions, practices and procedures
- Practices and procedures related to classified and certificated personnel
- Applicable laws , codes, regulations, policies and procedures
- Operations, policies and objectives relating to human resources activities
- Applicable credential requirements and restrictions
- Operation of a variety of office equipment including a computer and assigned software
- Record-keeping and report preparation techniques
- Telephone and email techniques and etiquette
- Modern office procedures and record-keeping techniques
- Oral and written communication skills
- Technical aspects of field of specialty
- Data entry and retrieval techniques
- Mathematical computations
- Computer applications and operating systems
- Oral and written communication skills in English; effective oral communication to conduct meetings.

- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques.

Ability to:

- Perform all essential duties of the position
- Operate and manage the automated substitute management system
- Perform a variety of responsible clerical duties related to certificated and classified staff
- Coordinate and locate available substitutes to assure proper coverage
- Participate in the screening, hiring and processing substitute personnel
- Establish and maintain substitute employee files
- Perform a variety of technical duties in support of Human Resources operations and activities
- Provide information and assistance to employees, job applicants
- Participate in the recruitment, screening and processing of PCHS personnel
- Prepare and maintain a variety of manual and automated personnel files, records and reports
- Distribute, screen and process employment applications and other personnel-related documents
- Maintain confidentiality of sensitive and privileged information
- Type or input data at an acceptable rate of speed
- Establish and maintain cooperative and effective working relationships with others
- Complete work with many interruptions
- Determine appropriate action within clearly defined guidelines
- Plan, organize and lead orientation for substitutes
- Communicate openly and work productively with a community of diverse opinions and ideas.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes
- Analyze problems and issues and develop appropriate solutions
- Prioritize, plan, and coordinate work to meet deadlines
- Communicate effectively both orally and in writing in English
- Drive to various locations to attend meetings, conferences, and workshops

EDUCATION, TRAINING, AND EXPERIENCE

High school diploma or GED required. Associate’s degree in human resources or related field, preferred. Any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position; two (2) years of responsible and varied clerical experience; previous experience at a school site and/or Human Resources experience, preferred.

Licenses/Certificates/Special Requirements:

Valid California Class C driver's license and the ability to maintain insurability under the PCHS vehicle insurance policy.

Must attend training in the automated substitute program; attend other trainings, as needed.

Work early morning hours.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees 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

The employee is regularly required to hear and speak to exchange information in a proficient manner, and taste and smell.

While performing the duties of this job, the employee is regularly required to sit; stand and walk; hear and speak to exchange information in a proficient manner in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee is occasionally required to bend, stoop, kneel, crouch or crawl, climb and balance. The employee must occasionally lift and/or move up to 30 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; meet deadlines; demonstrate judgment and professionalism when interacting with School and program personnel, school administrators, managers, staff, students, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals, including students, parents and School employees. Some stress may be encountered while performing the duties of this position.

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.

Employees regularly work in an indoor office environment and occasionally in an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will usually work under office conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to blood borne pathogens. The employee occasionally drives to various sites, training facilities, and other locations as needed. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and retraining programs.