

City of San José
CLASS SPECIFICATION

Title: Literacy Program Specialist FT/PT (6238/6237)

DEPARTMENT	ACCOUNTABLE TO	FLSA STATUS
Library	Varies	Exempt/Non-exempt

CLASS SUMMARY

Under general supervision, assists and executes programs and projects for the adult literacy program, early education program or family learning centers of the San José Public Library. Identifies and analyzes the needs of a community area; gathers, organizes, and evaluates data; maintains effective relationships with schools, agencies, and community groups. Performs related work as required.

DISTINGUISHING CHARACTERISTICS

The Literacy Program Specialist classification is responsible for performing administrative functions in an assigned operations and/or program area. Incumbents regularly work on tasks that are varied, requiring considerable discretion and independent judgment. Positions at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit. Incumbents are responsible for establishing objectives, timelines, and methods to deliver services. This class differs from more general staff support classifications in that an incumbent of this class coordinates, integrates, and conducts varied administrative assignments involving adult literacy, early education and/or family learning centers, assists with program evaluation, and must be knowledgeable about literacy methodologies, techniques, and materials.

QUALIFICATIONS

(These qualifications are typically required. An equivalent combination of education and experience sufficient to satisfactorily perform the duties of the job may be substituted.)

Minimum Qualifications

Education and Experience

A Bachelor's Degree from an accredited college or university in literacy, education, social or human services, or related field AND one (1) year experience working in a literacy program.

Other Qualifications

(Incumbents may be required to have different combinations of the listed qualifications, or more specific job-related qualifications depending on the position.)

Basic Competencies

(Needed at entry into the job in order to perform the essential duties.)

- Job Expertise – Demonstrates knowledge of and experience with applicable professional/technical principles and practices; including literacy materials, techniques, methodologies and/or principles and practices of adult literacy programs; tutoring techniques and assessment; handling sensitive and confidential information; Citywide and departmental procedures/policies and federal and state rules and regulations.
- Communication Skills - Effectively conveys information and expresses thoughts and facts clearly, orally and in writing; demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts.
- Computer Skills - Experienced with common business computer applications including but not limited to: MS Outlook, MS Word, MS PowerPoint, MS Access, and MS Excel.
- Team Work and Interpersonal Skills - Develops effective relationships with co-workers and supervisors by helping others accomplish tasks and using collaboration and conflict resolution

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skills.

- Collaboration - Develops networks and builds alliances; engages in cross-functional activities.
- Customer Service - Demonstrates the ability to anticipate customers' needs and deliver services effectively and efficiently using professional demeanor.
- Initiative - Exhibits resourceful behaviors toward meeting job objectives; anticipates problems, is proactive, and avoids difficulties by planning ahead; displays willingness to assume extra responsibility and challenges; pursues continuing education opportunities that promotes job performance.
- Multi-tasking - Can handle multiple projects and responsibilities simultaneously; has handled a wide variety of assignments in past and/or current position(s).
- Reliability- Completes quality work assignments in a timely and efficient manner; fulfills responsibilities and maintains confidentiality as appropriate.

Additional Competencies and/or Desirable Qualifications

(Competencies, knowledge, skills and abilities that are more position specific and/or likely to contribute to more successful job performance.)

- Analytical Thinking - Approaches a problem or situation by using a logical, systematic, sequential approach.

DUTY NO.	<u>TYPICAL CLASS ESSENTIAL DUTIES:</u> (These duties and estimated frequency are a representative sample; position assignments may vary depending on the business needs of the department.) Duties may include, but are not limited to, the following:	FREQUENCY*
1.	Identifies, evaluates, and analyzes the needs of a targeted community area through meetings with community members, educational institutions, and public and private servicing agencies.	Daily/ Several Times
2.	Conducts surveys and needs assessments; analyzes the information to assist in developing programs to meet the needs and interests of the neighborhoods served on a continuing basis.	Daily/ Several Times
3.	Plans, coordinates, conducts, and evaluates programs, events, and human services for children and youth, adults, seniors, and/or special populations in a citywide or specific community service area; gathers, organizes and evaluates data related to literacy issues, projects, programs, or reports.	Daily/ Several Times
4.	Assists manager with the administration of the program; may provide lead direction to support and volunteer staff and assist in training less experienced staff in methods and procedures of work as assigned.	Daily
5.	Matches learners and tutors, monitors the progress of each learner/tutor match; develops and administers learner assessments; trains new tutors in a variety of literacy methodologies, plans and implements workshops and meetings for learners and tutors; maintains accurate records on learners and tutors.	Daily

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6.	Develops and presents lessons that demonstrate planning and preparation with performance objectives/competencies using a variety of instructional techniques and materials which are appropriate to the audience.	Daily
7.	Identifies and provides information and referral for needed resources and services in assigned targeted areas.	Daily
8.	Initiates, develops, and maintains effective working relationships with schools, agencies, businesses, and community groups. Develops programs that are designed to encourage co-sponsorship of activities.	Weekly
9.	Develops and coordinates a volunteer community program in conjunction with community activities including recruiting, training, and supporting volunteers.	Weekly
10.	Coordinates agencies and service providers' program activities, keeping them informed and actively involved in program formulation.	Weekly
11.	Attends conferences and seminars to develop tutoring strategies and effective methods of literacy and family learning center service delivery methods, including tutoring strategies.	Intermittent
12.	May serve on Library Committees, as needed.	Intermittent
13.	Performs other related duties as assigned.	As Required

*Frequency defined as Daily/Several Times, Daily, Weekly, Intermittent, or As Required

PHYSICAL/ENVIRONMENTAL ELEMENTS

The following is a general statement for the classification. Individual positions may have additional or different physical/environmental elements.

In an office environment, possess ability to:

- Operate, access, enter, and retrieve data using standard office equipment, including but not limited to a computer or tablet;
- Read printed materials and a computer screen;
- Communicate in person and over the telephone;
- Lift, carry, push, and pull materials and objects up to 25 pounds, or heavier weights, in all cases with the use of proper equipment;
- Move between/within work areas, including but not limited to sitting, walking, and standing on various surfaces, turning, bending, grasping, and making repetitive hand movements;
- Be exposed to moderate noise levels and controlled temperature conditions;
- Maintain professional demeanor during interactions with staff, customers, and the public.

CLASSIFICATION HISTORY Created 06/95, Rev. 07/95, Rev. 08/01(added PT classification), Rev. 04/17; s003