

Job Title: **Employment Specialist**  
 Job Family: **Human Resources**  
 Pay Program: **Classified**  
 Typical Work Year: **12 months**

Job Code: **1305**  
 FLSA Status: **Non Exempt**  
 Shift Differential: **No**  
 Pay Range: **G 26**

**SUMMARY:** Responsible for employment and staffing-related duties for all applicants including: recruiting, advertising, screening applicants for minimum qualifications, and coordinating onboarding/orientation activities. Assist and advise administrators and employees through the hiring process including district, state, federal, board of education and district policies, laws and requirements. Monitor the attendance of staff, through the use of district information technology systems, and provide substitutes for absent teachers and classified staff. Provide technical support and expertise to schools, departments, substitutes, and staff with issues that affect absence management and employment related inquiries.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| Job Tasks Descriptions  | Frequency      | % of Time   |
|---|----------------|-------------|
| 1. Responsible for employment and staffing-related duties including but not limited to: recruiting, advertising, screening applicants for minimum qualifications, background/reference checks, and coordinating onboarding/orientation activities. Monitor the hiring process to verify that district policy and legal requirements are satisfied. Advise administrators, staff, and applicants on employment-related policies and procedures. Assist with the reduction-in-force and non-renewal annual process. Analyze, respond to and help resolve recruitment issues. Research, coordinate and participate in recruiting job fairs and substitute interview events. Provide technical support to customers with inquiries/issues affecting the Human Resource Management System (HRMS.).   | D              | 45%         |
| 2. Manage and provide support for the SMS system, including the technical and functional aspects, to ensure the district maintains a high absence fill rate. Provide customer service to all levels of stakeholders, including administrators, office managers, and substitute staff by receiving and responding to questions and requests regarding information and processes in the HRMS and SMS systems. Responsible for troubleshooting daily operations of the SMS; entering various types of absences; tracking leaves; assist school staff with creating, cancelling, and editing employee absences. Compile and manage employee data in the SMS. Create, run, and analyze report data. Responsible for the validation and verification of payroll data for all substitute employees and respond to inquiries about pay advices. Collect, analyze, calculate, update and enter extra class coverage information into the SMS. Manage long term substitute process including verifying eligibility for assignment, calculating retro pay and monitoring and submitting paperwork for start and end dates. | D              | 35%         |
| 3. Support pre-employment orientations for all new hires. Responsible for receiving, verifying and tracking new employee paperwork, and authorizing the start date for new hires. Oversee, facilitate and monitor the district fingerprinting program. Assist in maintaining the employment & substitute services website.  | D              | 15%         |
| 4. Perform other job-related duties as assigned.  | Ongoing        | 5%          |
|   | <b>TOTAL =</b> | <b>100%</b> |

**EDUCATION AND RELATED WORK EXPERIENCE:**

- High school diploma or equivalent.
- Bachelor’s degree preferred.
- Minimum of 3 years of experience in human resources, preferably in employment and recruitment.

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Personal computer and keyboarding skills.
- Presentation skills.

- Critical thinking and problem solving skills.
- Knowledge of internet recruiting, web-based databases and human resources information systems (HRIS).
- Ability to lead others in the work process.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to manage multiple priorities.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to keep up-to-date technically and apply new knowledge to your job. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cyber-security with respect to student and staff data, and related information systems.
- Ability to promote and follow Board of Education policies, Superintendent Policies and building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.
- Operating knowledge of and experience with Microsoft Office Suite.
- Operating knowledge of district information technology systems and any other department specific software and equipment required within 2 months after entering position.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                    | <b>POSITION TITLE</b> | <b>JOB CODE</b> |
|--------------------|-----------------------|-----------------|
| <b>Reports to:</b> | Employment Manager    | 061127          |

|                        | <b>POSITION TITLE</b>                                | <b># of EMPLOYEES</b> | <b>JOB CODE</b> |
|------------------------|--|-----------------------|-----------------|
| <b>Direct reports:</b> | This job has no direct supervisory responsibilities. |                       |                 |

**BUDGET AND/OR RESOURCE RESPONSIBILITY:**

- None

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| <b>PHYSICAL ACTIVITIES:</b>         | <b>Amount of Time</b> |                  |                   |                 |
|-------------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                     | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Stand                               |                       | X                |                   |                 |
| Walk                                |                       | X                |                   |                 |
| Sit                                 |                       |                  |                   | X               |
| Use hands to finger, handle or feed |                       |                  |                   | X               |
| Reach with hands and arms           |                       |                  | X                 |                 |
| Climb or balance                    | X                     |                  |                   |                 |
| Stoop, kneel, crouch, or crawl      |                       | X                |                   |                 |
| Talk                                |                       |                  | X                 |                 |
| Hear                                |                       |                  | X                 |                 |
| Taste                               | X                     |                  |                   |                 |
| Smell                               | X                     |                  |                   |                 |

| <b>WEIGHT and FORCE DEMANDS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|----------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                  | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Up to 10 pounds                  |                       |                  |                   | X               |
| Up to 25 pounds                  |                       | X                |                   |                 |
| Up to 50 pounds                  |                       | X                |                   |                 |
| Up to 100 pounds                 | X                     |                  |                   |                 |

| <b>WEIGHT and FORCE DEMANDS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|----------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                  | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| More than 100 pounds             | X                     |                  |                   |                 |

| <b>MENTAL FUNCTIONS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|--------------------------|-----------------------|------------------|-------------------|-----------------|
|                          | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Compare                  |                       |                  | X                 |                 |
| Analyze                  |                       |                  | X                 |                 |
| Communicate              |                       |                  |                   | X               |
| Copy                     |                       | X                |                   |                 |
| Coordinate               |                       |                  | X                 |                 |
| Instruct                 |                       | X                |                   |                 |
| Compute                  |                       |                  | X                 |                 |
| Synthesize               |                       |                  | X                 |                 |
| Evaluate                 |                       | X                |                   |                 |
| Interpersonal Skills     |                       |                  |                   | X               |
| Compile                  |                       |                  | X                 |                 |
| Negotiate                | X                     |                  |                   |                 |

| <b>WORK ENVIRONMENT:</b>              | <b>Amount of Time</b> |                  |                   |                 |
|---------------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                       | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Wet or humid conditions (non-weather) | X                     |                  |                   |                 |
| Work near moving mechanical parts     | X                     |                  |                   |                 |
| Work in high, precarious places       | X                     |                  |                   |                 |
| Fumes or airborne particles           | X                     |                  |                   |                 |
| Toxic or caustic chemicals            | X                     |                  |                   |                 |
| Outdoor weather conditions            |                       | X                |                   |                 |
| Extreme cold (non-weather)            | X                     |                  |                   |                 |
| Extreme heat (non-weather)            | X                     |                  |                   |                 |
| Risk of electrical shock              | X                     |                  |                   |                 |
| Work with explosives                  | X                     |                  |                   |                 |
| Risk of radiation                     | X                     |                  |                   |                 |
| Vibration                             | X                     |                  |                   |                 |

| <b>VISION DEMANDS:</b>   | <b>Required</b> |
|--|-----------------|
| No special vision requirements.                                      |                 |
| Close vision (clear vision at 20 inches or less)                     | X               |
| Distance vision (clear vision at 20 feet or more)                    |                 |
| Color vision (ability to identify and distinguish color-coded files) | X               |
| Peripheral vision  |                 |
| Depth perception   |                 |
| Ability to adjust focus  | X               |

| <b>NOISE LEVEL:</b> | <b>Exposure Level</b> |
|---------------------|-----------------------|
| Very quiet          |                       |
| Quiet               | X                     |
| Moderate            |                       |
| Loud                |                       |
| Very Loud           |                       |