



FIRE SAFETY PUBLIC EDUCATOR

444

DEPARTMENT: Fire

NATURE OF WORK:

Performs specialized educational work in preparing and presenting fire prevention and fire safety education programs, and promotes life safety for the Fire Department. Exercises initiative and independent judgment in all phases of work; exercises tact and courtesy in frequent contact with school students and administrators, County officials, and the public; works closely with local, regional, and State fire safety organizations such as the Tidewater Fire Safety Educators Network and the Virginia Department of Fire Programs. Work is performed under the general supervision of the Fire/EMS District Chief or designee.

ESSENTIAL FUNCTIONS OF THE JOB:

Prepares and conducts a comprehensive fire prevention and fire safety education program in elementary school classrooms.

Prepares and presents fire prevention and fire safety programs to civic groups and social organizations; researches material, designs handout materials and visual aides.

Prepares, presents, and maintains slide presentations, visual and audio aids; programs promoting safety education and programs related to the County's CERT program; coordinates instructors and other resources for extra CERT training; maintains CERT records, promotes program to the public and coordinates events to maintain high level of interest in the program.

Purchases all materials used for public education; ensuring educational content of all publications are of the highest quality and reflect current data.

Researches and compiles data to determine the needs of life safety programs for various target groups; develops programs as needed.

Acts as liaison for the department in the community; develops and maintains relationships with other departments, citizens, and organizations.

Prepares necessary reports pertaining to fire education activities; maintains statistical data.

Schedules and coordinates fire station tours by the public, school groups, and youth organizations; coordinates the presentations, stand-bys and demonstrations by department personnel.

Coordinates with the Juvenile Court System and supervises a juvenile fire setter program for young people involved in setting fires; teaches youth about the dangers and destruction of fire setting.

Coordinates department sponsored activities during Fire Prevention Week; prepares station tours, presentations, poster contests, etc.

Coordinates public relations and educational events and activities.

Prepares fire prevention and safety brochures, as required; submits safety related articles to County's newsletter.

Conducts seminars and gives effective presentations concerning fire prevention and safety.

Performs work safely in accordance with departmental safety procedures and the County Safety Program. Operates equipment safely and reports any unsafe work condition or practice to supervisor.

Performs related work as required.

JOB LOCATION AND EQUIPMENT OPERATED:

Duties are generally performed indoors or outdoors in a variety of settings. Normally works in an office setting with frequent program delivery in the community.

Operates County vehicles and general office equipment.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of educational methodologies and instructional techniques.

Knowledge of basic principles and techniques of fire suppression, rescue, life support, and fire prevention.

Knowledge of fire prevention systems, including sprinkler systems, standpipe systems, fire pumps, hydrant systems, extinguishers, etc.

Knowledge of firefighting and basic/advanced life support emergency care evolutions, techniques, and ability to explain such information appropriately.

General knowledge of fire safety laws and methods, rules and regulations, and of State and local fire codes.

General knowledge of office administration, and be able to perform moderately complex clerical duties.

Knowledge of computers and software.

Knowledge of County geography and demographics.

Ability to recruit and train department personnel in any aspect of the education program to assist or take the lead in the presentation of prevention, safety, or any other programs which may be developed.

Ability to read and understand policies, rules, instructions, and written material pertaining to fire and rescue operations.

Ability to deal tactfully and effectively with the public, co-workers, and supervisors.

Ability to express ideas effectively orally and in writing.

MINIMUM QUALIFICATIONS:

Bachelor's degree in education, or a closely related field, and some experience in education work; or any equivalent combination or training and experience which provides the required knowledge, skills, and abilities.

NECESSARY SPECIAL QUALIFICATIONS:

Must obtain and maintain the following:

- Juvenile Fire Setter I and II certifications.
- CERT instructor certifications.
- Fire or EMS Instructor certification.
- A valid Virginia Drivers' license.

Must demonstrate competency in performing the essential functions of the job as evaluated by the Fire Chief or his/her designee.

If no previous experience as a Firefighter or Emergency Medical Technician, must be willing to participate in TRFA and ride as an observer on the ambulance.

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IDENTIFICATION OF GENERAL APTITUDES AND PHYSICAL REQUIREMENTS

Position Title: Fire Safety Public Educator
Department: Fire

Position Number: 444
Division: _____

The Americans with Disabilities Act requires that we identify the general aptitudes and physical requirements needed to perform the job listed above. Individuals who have the position must be able to perform all essential job functions unaided or with reasonable accommodation.

I. *Mental Abilities:* General learning ability. The ability to “catch on” or understand instructions and underlying principles.

- Ability to understand and follow oral instruction
- Ability to understand and follow written instruction
- Ability to guide and/or give instructions
- Ability to make decisions in accordance with established procedures and policies
- Not essential to job function

II. *Verbal Abilities:* Ability to understand meanings of words and ideas associated with them and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

1. Speaking/Talking:

- Answer telephone, radio or switchboard
- Communicating with County officials
- Communicating with general public
- Communicating with vendors
- Communicating with supervisors and/or with other employees
- Communicating with other _____
- _____
- Not essential to job functions

2. Hearing/Listening:

- Ability to distinguish between different tones
- For communication with County officials, public, vendors, supervisors and/or other employees
- Not essential to job function.

3. Reading: (ability to read and understand text)

- Essential to job function
- Not essential to job function

III. Numerical: Ability to perform arithmetic operations quickly and accurately.

- Ability to mentally perform accurate two digit calculations
- Ability to perform accurate calculations aided by a calculator, adding machine or measurement device

IV. Spatial Abilities: Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blue print reading and in solving geometry problems. Frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually of geometric forms.

- Essential function
- Not essential function

V. Motor Coordination: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

1. Manual Dexterity: Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Use telephone | <input checked="" type="checkbox"/> Manipulate computer keyboard and mouse |
| <input type="checkbox"/> Use switchboard | <input type="checkbox"/> Use postage machine |
| <input checked="" type="checkbox"/> Use radio/console | <input type="checkbox"/> Use hand tools |
| <input checked="" type="checkbox"/> Use a calculator | <input type="checkbox"/> Use power tools |
| <input checked="" type="checkbox"/> Use a copy machine | <input type="checkbox"/> Other: _____ |
| <input checked="" type="checkbox"/> Use a fax machine | <input type="checkbox"/> Not essential to job function |

2. Finger Dexterity: Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately. For example: electrical wiring.

- Essential to job function
- Not essential to job function

Explain: Ability to demonstrate skills to operate fire extinguishers, medical equipment, etc.

VI. Physical Demands:

1. Strength: The quality, state or property of being strong. The power to withstand strain, force, or stress.

Please check (✓) in appropriate boxes below.

Ability to manipulate materials and/or equipment (lbs)							Frequency of Manipulation		
	5-	5-10	10-15	15-25	25-50	50+	Occasionally	Frequently	Continuously
Lift				✓				✓	
Push/Pull				✓			✓		
Hold/Carry				✓			✓		

Manipulation done from: ground to waist waist level waist to shoulder above shoulder
(Check all that apply)

Not essential to job function: Lift Push/Pull Hold/Carry (Check all that apply)

2. Climbing: To move up or mount by using the hands or feet.

Ladders

Stairways

Steps

- | | | |
|---|--|--|
| <input type="checkbox"/> Step stool | <input checked="" type="checkbox"/> 1 flight | <input checked="" type="checkbox"/> 1-2 |
| <input type="checkbox"/> 8' to 10' step ladder | <input type="checkbox"/> 2 flights | <input type="checkbox"/> 2-3 |
| <input type="checkbox"/> Extension ladder | <input type="checkbox"/> 3 or more flights | <input type="checkbox"/> 3-4 |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |
| <input checked="" type="checkbox"/> Not essential to job function | <input type="checkbox"/> Not essential to job function | <input type="checkbox"/> Not essential to job function |

3. Ability to Stand, Sit, Walk, and Run:

Please check (✓) in appropriate boxes below.

	Duration (hours/day)						Occasionally	Frequently	Continuously
	0-1	1-3	3-5	5-7	7-9	9+			
Stand		✓						✓	
Sit		✓						✓	
Walk		✓					✓		
Run	✓								

If walking or running, over what type of terrain? flat rough both

Not essential to job function: Stand Sit Walk Run (Check all that apply)

4. Stooping, Kneeling, Crouching, and /or Crawling:

To bend forward or down from the middle of the waist or the middle of the back, to bend downwards, to lower oneself and/or to move freely on hands and knees.

Daily Amounts

- 0-5x 5-20x 20-50x 50+x
- Other _____ Not essential to job function

5. Reaching, Handling, Fingering, and/or Feeling:

To stretch out, extend, or put forth a bodily part. To touch or grasp something, by extending or stretching. To touch, lift, hold or operate with the hands.

Daily Amounts

- 0-5x 5-20x 20-50x 50+x
- Other _____ Not essential to job function

6. Seeing: To perceive or comprehend by the sense of sight.

Essential to job function: These characteristics are necessary (Check all that apply)

- Peripheral vision
- Night vision
- Focus (distinctness or clarity)
- Color perception (discriminate between colors)
- Depth perception (determine distance relationship between objects)

VII. Driving: The ability to transfer or convey in a vehicle.

Transmission	Standard	Automatic	Multi-Gears
Car	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Van	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Small Truck	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Medium Truck	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Large Truck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truck w/Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heavy Bus Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not essential to job function	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (list) _____			