

## **Glendale Union High School District Job Description**

**Job Title:** Transition Specialist  
**Department:** Special Education  
**Reports To:** Local Administration and Special Ed Department Chair  
**Prepared By:** Department of Special Education  
**Prepared Date:** 03/31/2026  
**Approved By:**  
**Approved Date:**

### **Terms of Employment**

Ten-month contract

### **Salary:**

Salary determined by the Classified Salary Placement Schedule as approved by the GUHSD Governing Board, Schedule 2. Work Calendar aligns with the Career Center Specialist.

### **Summary:**

The Transition Specialist supports case managers and students with disabilities in preparing for successful post-high school outcomes, including employment, vocational training, independent living, and community involvement. This position provides site case managers with transition assessments in order to better create meaningful transition plans. This position also assists the case manager by providing students with career exploration, and individualized experiences to assure strong post high school outcomes.

**Essential Duties and Responsibilities** include but are not limited to, the tasks listed below:

- 1. Student Support & Transition Planning Under the Direction of Campus Special Education Teachers**
  - a. Provide direct transition services to students with disabilities in the areas of employment, training, and postsecondary readiness
  - b. Conduct transition assessments, and interpret results of PAES lab assessments to guide planning via a SPIN report
  - c. Facilitate workplace skill development, career exploration activities, and job-readiness instruction
  - d. Transport students to community-based instructional sites using a district minibus
  
- 2. Collaboration & Communication**
  - a. Communicate effectively with case managers, students, and community agencies
  - b. Collaborate directly with the campus Career Specialist, sharing resources and student support strategies

- c. Coordinate communication with Vocational Rehabilitation, DDD, and other external partners to support student transition goals
- d. Prepare clear and professional written communication, including reports, documentation, and emails.

### **3. Program Coordination & Compliance**

- a. Maintain an assigned office space on the school campus
- b. Work under district oversight to support consistency of transition practices across all campuses
- c. Participate in district-wide professional development and monthly meetings with the District Office of Special Education
- d. Maintain accurate documentation, support IEP transition components, and manage program data

### **Supervisory Responsibilities:**

#### **Qualifications:**

- Strong verbal and written communication skills
- Demonstrated interest in supporting post–high school success for students with disabilities
- Ability to safely drive and operate a district minibus
- Knowledge or background in Vocational Rehabilitation, DDD, or job coaching
- Strong writing ability, including report writing and professional email communication
- Active collaboration with the campus Career Specialist
- Dedicated office space on campus for student support and planning
- Oversight by district administration to ensure consistency across campuses
- Training in PAES Labs, including data collection and interpretation
- Ability to analyze and apply transition assessment data to student planning via a SPIN report

#### **Language Skills:**

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the school system.

#### **Mathematical Skills:**

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

**Reasoning Ability:**

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

**Certificates, Licenses, Registrations:****Physical Demands:****Work Environment:**

- Campus-based office dedicated to transition support
- Regular travel to community employment sites and instructional settings
- Frequent collaboration with district staff, campus teams, families, and community agencies

**Evaluation:**

Performance of this position will be evaluated in accordance with provisions of the Governing Board policy on evaluation of certificated personnel.

- Evaluations will be conducted by site administration and the District Office of Special Education
- Additional input will be provided by Department Chairs and School Psychologists
- Monthly meetings with the District Office of Special Education are required for alignment and ongoing development