

MIDD-WEST SCHOOL DISTRICT**Job Description****TRANSITION COORDINATOR****I. BASIC FUNCTION**

The primary purpose of the Transition Coordinator will be to develop and facilitate services to ensure that disabled students make a successful transition from school to community and/or workplace settings and from student life to adult life.

II. PRINCIPAL ACTIVITIES

The Transition Coordinator shall:

1. Actively network within business and industry associations and organizations to develop transition partnerships with the District and to identify the entry-level skill requirements of various local employers.
2. Demonstrate the ability to assist with the interest and aptitude assessments of students with disabilities. This enables the coordinator to be more effective in the location and coordination of job placements for disabled students.
3. Ensures the management of students assigned to community based job sites by monitoring their performance, through on-site visits and ongoing communication with participating employers.
4. Be effective in working with teachers, guidance counselors, parents and community stakeholders to coordinate an effective transition program for disabled students at the secondary level.
5. Develop awareness materials for presentations regarding the transition program; conduct orientation sessions for businesses and industries; serves on business generated committees as requested; and, assists in the development and dissemination of informational literature for all stakeholders (students, parents, community members, teachers, counselors, administrators, and business and industry members).

III. PRIMARY RELATIONSHIPS

A. Principal/Supervisor of Special Education

The Transition Coordinator will report to the High School Principal and the Supervisor of Special Education.

B. Parents, Teachers, Guidance Counselors

The Transition Coordinator will maintain communication with parents, teachers, guidance counselors and related service providers to ensure that students are receiving the support they need for them to be successful after leaving high school.

C. Community Stakeholders

The Transition Coordinator shall continually strive toward a relationship with community stakeholders that are conducive to the effective implementation of all District programs and services.

IV. QUALIFICATIONS

A. Educational and/or Experience Level

1. Bachelor's degree in special education and experience as a classroom teacher.
2. Expertise in both spoken and written communications, ability to positively communicate with the public and ability to work with lay persons, students, teachers, administrators, parents and Board members, and ability to keep abreast of current policies and procedures.
3. Knowledge of the policies, procedures and activities of the school district which pertain to the specific duties and responsibilities of the position; in the methods for developing relationships with outside sources to assist special education students in transition to work and adult life; of the records, forms and reports which must be prepared and maintained; of transition issues and strategies to support transition; and, of counseling methods necessary for handling student academic and adjustment issues.

B. Specific Characteristics or Qualities

1. Proficient in the use of relevant technologies.
2. Ability to utilize strategies for supporting student adjustment in a variety of situations.
3. Ability to work with families of transition students in a supportive manner.
4. Ability to make decisions in non-routine situations requiring good judgment.
5. Ability to network, in order to generate contacts and job placements.
6. Excellent people skills.
7. Flexible work schedule to accommodate site visits.
8. Basic knowledge of a variety of work environments.
9. Supervision and evaluation of skills in a work setting.

V. WORKING CONDITIONS

1. A variety of environmental conditions both indoors and outdoors requiring exposure to heat, cold, rain, dusts, noise, fumes, etc.
2. Physical demands are restricted to general office activities that require walking, standing and the ability to complete light physical tasks. (May require the movement/lifting of items weighing up to fifty pounds.)
3. Requires the ability to work under a degree of stress related to duties that require constant attention and meeting tight deadlines.
4. Duties of the job require frequent use of a computer monitor and related equipment.
5. Local travel is required.

Board Approved: January 25, 2010