

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
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Job Title: Transition Coordinator (18-21)

Department: Special Education

Reports To: Pupil Personnel Services Director

Prepared Date: 1/21/15

Approved By: Dover School Board

Approved Date:

Summary:

The Transition Coordinator needs to have an extensive background in theoretical aspects of human development and disabilities and a wide range of instructional strategies to match methodology to student profiles. The individual should have a theoretical background in diagnostic procedures and practical experience in the administration and interpretation of evaluative measures of young adults with global disabilities.

Essential Duties and Responsibilities:

Essential duties and responsibilities include the following. Other duties may be assigned.

- Organize transition team and monitor the effectiveness of service delivery
- Coordinate and provide transition services within the school and broader community
- Collaborate with other members of the staff in planning instructional goals, objectives, and methods
- Develop and maintain a strong working relationship with community adult services programs and businesses in order to facilitate transitions
- Facilitate planning needs for students transitioning to adult services and living
- Maintain all special education records and documentation for student files
- Assist Pupil Personnel Services Director in formulating the program budget
- Assist Director of Pupil Personnel Services in reporting on transition services and programming to the Administration, School Board and State and Federal agencies
- Meets expectations of supervisory model
- Provide for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning
- Make provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms
- Attend and participate in all faculty meetings

Supervisory Responsibilities:

- Supervision of assigned students
- Supervision of program support staff (paraeducators, related service providers while at program site, etc.)

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Competencies:

To perform the job successfully, an individual should demonstrate the following competencies.

- Knowledge of appropriate evaluations for young adults with global delays
- Knowledge of current evaluation methods
- Flexibility to adapt to the changing needs of the program
- Knowledge of teaching techniques and methodology
- Excellent organizational skills
- Ability to work effectively with parents, staff members & community members
- Consultation skills, in a variety of settings (home, adult service agencies, businesses)

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The School Board reserves the right to select personnel found to be qualified in their judgment but not meeting all criteria listed.

Education and/or Experience:

This position requires a minimum of Bachelor's degree in the field of Special Education or Adult Services from a four-year college or university. Experience in working with young adults with global delays in school and community settings is preferred.

Technology Skills:

To perform this job successfully, an individual should have an ability to use word processing and job-embedded software.

Certificates, Licenses, Registrations:

NH certification or ability to be certified in General Special Education is required. Specialty certification in **I can't remember the name of the certification for global delays that would apply...**

Physical Demands:

The physical demands described here 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.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. **Is this enough, given that some students would possibly need lifts to/from chairs, etc.?**

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Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate.

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