

Job Title:	Transition to Career Specialist	Wage/Hour Status:	Exempt
Reports to:	Director Special Education Support Services	Pay Grade:	TBA
Dept/School:	Special Education Support Services	Date:	October 14, 2024

Primary Purpose

Work with the transition program for students with disabilities under the special education department. Assist with the implementation of the IEP transition goals and objectives for the students with disabilities. Prepare students for out-come based results in the areas of school to work, post-secondary education, vocational education, integrated employment, adult services, community living and self-advocacy.

Qualifications**Education/Certification**

Bachelor's Degree
Valid Texas Teacher Certification in Special Education
Valid Texas Driver's License

Special Knowledge/Skills

- Ability to work with individuals with disabilities
- Model appropriate communication and social skills
- Ability to serve as a liaison between local businesses and student's campus or school
- Familiarity with local job market
- Ability to educate local businesses about agency programs, goals, and employment incentives
- Provide own transportation
- Knowledge of IEP secondary transition requirements
- Strong organizational, communication, public relations and interpersonal skills
- Understanding of Transition Law and Transition service requirements
- Ability to work collaboratively with agency representatives and community partners in Transition Services

Experience

Three (3) years teaching experience in special education

Major Responsibilities and Duties

1. Provide coordination of individual programming of students both on and off campus.
2. Review every initial Transition Plan prior to age 14.
3. Work with the ARD committee in writing and reviewing educational plans.
4. Attend and participate in ARDs as appropriate.
5. Collaborate with school counselor to ensure that students with disabilities have graduation plans, including a program of study and assessments for college and career readiness.
6. Collaborate with case manager to develop and review annual transition plan and related goals Teach and coordinate the teaching of pre-vocational and vocational subjects to a level acceptable for entry into the vocational education program or for students in work-based learning; is responsible for group or individual instruction, monitoring progress, assigning grades, and taking attendance.
7. Make appropriate agency connections and referrals providing information to parents and students with disabilities.
8. Provide technical assistance to students with disabilities to develop job skills such as interviewing techniques, dressing appropriately, completing applications, soft skills, and writing resumes.
9. Assist students in understanding appropriate attitudes, behaviors and communication skills necessary for success in educational and work environments.
10. Support student understanding of their disability and how it can affect their learning.
11. Support student development of self-advocacy skills by instructing, modelling, and role-playing with them on how to communicate with others regarding what he/she needs to learn successfully.

- 12. Train and supervise job coaches in task analysis, identifying and creating workplace supports, recording and collecting student performance data.
- 13. Train and supervise job coaches in safe and effective community mobility practices for students with various disabilities.
- 14. Conduct formal and informal transition assessments.
- 15. Conduct SPP 13 audits every nine weeks to ensure state compliance and collaborate with the Special education PEIMS staff to gather and collect appropriate data for SPP 13 submission.
- 16. Develop work-based learning sites that fit individual areas interests and talent for students with disabilities
- 17. Meet with employers at work-based learning sites, prior to placing students, to establish a meaningful and collaborative schedule and learning environment, conduct task analysis, and determine appropriate supports.
- 18. Record, collect, and analyze student performance data from work-based learning sites to make data-driven decisions for instruction and workplace support.
- 19. Ensure vertical alignment with elementary and middle schools to provide information, training, and technical assistance in transition services.
- 20. Perform other duties assigned by supervisor (s).

Staff Development

- 21. Provide professional development and technical assistance on transition service requirements and its appropriate implementation by campus staff, case managers and administration.
- 22. Attend local and state transition trainings, staff developments, and networks on transition service requirements and appropriate implementations.

Policy, Reports and Law

- 23. Uphold and enforce school rules, administrative regulations, and Board policy.
- 24. Remain current with the Transition legal updates to ensure compliance.

Professional Growth

- 25. Participate in local and state staff development activities to improve job-related skills.

Supervisory Responsibilities

None

Physical and Mental Job Requirements

Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress. Frequent standing, stooping, bending, kneeling, pushing and pulling. Move small stacks of textbooks, media equipment, desks, and other classroom or adaptive equipment. Occasional prolonged and irregular hours; occasional districtwide and state travel.

Terms of Employment

190 days; salary to be established by the Board of Trustees

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: _____

Job Title: _____

Date: _____

Approved: _____

Job Title: _____

Date: _____

My supervisor has reviewed this job description with me and has provided me a copy

Employee: _____

Date: _____

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