

TITLE**Transition Coach - Special Education**

*funded by special grant for the 2016-17 school year
(with 70% re-imburement from state)*

QUALIFICATIONS

1. Minimum of high school graduation or equivalent – Associate Degree is preferred;
2. Experience working with students with disabilities;
3. Meet all applicable requirements of *Every Student Succeeds Act (ESSA)*;
4. Have strong written, verbal, presentation and interpersonal skills; and
5. Meet health and physical requirements.

JOB GOALS

To assist the Transition Case Manager with teaching occupational related skills to eligible applicants, or potentially eligible high school

WORK ACTIVITIES

1. Receive referrals from the LEA and inform applicable counselor and Transition Case Manager;
2. Provide basic information about vocational rehabilitation to parents and students;
3. Upon receipt of parental permission, gather and organize schools records (IEP, eligibility reports, medical reports, evaluations, assessments, etc.) to complete the eligibility process;
4. Assist in scheduling, coordinating, and completing evaluations needed for the eligibility process (vocational assistive technology, etc.)
5. Prepare for and attend student meetings in the absence of the counselor and/or Transition Case Manager;
6. Provide job readiness activities in both group and individual settings;
7. Conduct independent living, hygiene, and grooming training in both group and individual settings;
8. Prepare students for Work Based Learning/Work Adjustment Training (making sure they have a photo ID, wardrobe guidance, transportation, etc.) and communicate any reported/observed needs to the counselor;
9. Provide in-depth Career Exploration activities in both group and individual settings;
10. Provide and collect student progress on a monthly basis;
11. Inform counselor and Transition Case manager of any problems or complaints;
12. Monitor attendance and behavior of students to ensure progress toward measurable post-secondary and/or employment goals;
13. Help develop and assist with summer workshops (if applicable);
14. Provide asset development training to students;
15. Gather and inform students, counselor, and Transition Case manager of job leads and available internships;
16. Contact clients in post-secondary education placements to ensure clients are progressing and meeting all required milestones and benchmarks. Notify counselor of any issues;
17. If students are placed in a paying position, provide job retention services when needed; and
18. Perform other work-related duties as assigned.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Manual Dexterity*: The ability to move the hands easily and manipulate small objects with the fingers.
5. *Form Perception*: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. *Color Discrimination*: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment.

Does qualify for the benefits associated with the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

Any extension of work beyond the normal work hours must have the prior approval (written) of the immediate supervisor.

TERMS OF EMPLOYMENT

The employee is expected to work the typical 180 school days; seven hours a day are expected.

To work directly with the Transition Case Manager under the direct supervision of the Director of Exceptional Children Services.

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.