NORWIN SCHOOL DISTRICT
JOB DESCRIPTION

Transition Coordinator

JOB ANALYSIS

Under the supervision of the High School Principal and the Director of Special Education and Student Services, the Transition Coordinator is responsible for the coordination of transition activities within a team comprised of the student, parent/guardian, educators, and service providers, to ensure that transition activities and services are addressed and implemented for each eligible student.

ESSENTIAL FUNCTIONS

1. Facilitates transition programming (administrs career skill and interest inventories, conducts career exploration activities, and provides vocational programming) for students who are eligible for special education services and for whom the IEP team has established transition goals and objectives.
3. Works closely with High School and Middle School Administrators, teachers, and guidance counselors to facilitate transition programming.
4. Networks with all appropriate community agencies and organizations.
5. Attends IEP meetings in the role of Transition Coordinator.
6. Ensures that the IEP team develops and implements the transition outcomes, instructional areas, and services needed for students with disabilities.
7. Works closely with special education teachers and students to meet transition needs.
8. Conducts teaching responsibilities as needed.
9. Coordinates school and community work-based learning opportunities.
10. Identifies job placements.
11. Monitors student job performance based on student need as designated in the IEP.
12. Coordinates the teaching of daily living skills.
13. Develops and maintains a working relationship with businesses, agencies, and organizations which provide post-secondary services for students with disabilities.
14. Communicates with parents, students, staff, community/adult service providers and agencies about issues related to the successful transition of special education Middle and High School students, ages 14-21, into post-secondary adult life.
15. Serves as a resource to families, parents, and students in accessing transition services as well as providing information about transition topics.
16. Keeps records of appropriate documentation during the transition process.
17. Works with Office of Vocational Rehabilitation and guidance counselors to assist parents and students with the post-secondary enrollment process as requested.
18. Serves as the District liaison to the Central Westmoreland Career and Technology Center.
General

19. Attends administrative meetings and work sessions as required, and attends professional seminars, conferences, and workshops as required by the position.
20. Performs any other duties assigned by the Building Principal.

**COGNITIVE ABILITIES**

Ability to establish and maintain productive working relationships with staff, business associates, and general community.

Ability to work on multiple tasks and prioritize appropriately.

Ability to communicate effectively.

Ability to exercise initiative and make independent decisions to reschedule work to meet deadlines or to effectively handle emergency work.

**PROFESSIONAL QUALIFICATIONS**

Bachelor's degree in education.

Special education certification.

Experience in the field of special education and transition services.

Computer literate.

**REPORTS TO**

Building Principal and Director of Special Education and Student Services.

**POSITION REQUIREMENTS**

Physical Demands:

- Occasional travel to School District offices, buildings, classroom and grounds.
- Occasional traversing throughout various buildings.
- Often sitting for extended periods.
- Standing for periods of time.
- Moderate lifting from 15-30 pounds.
- Some moving of various items - up to 30 pounds.
- Manual dexterity to use office equipment.
- Repetitive operation of computer keyboard.

Sensory Abilities:

- Ability to communicate effectively in all aspects of the job.

Work Environment:

- Generally, office setting year round.
Temperament:
Ability to work as a leader, coordinator and a member of a team.
Must be courteous and able to effectively manage job responsibilities.
Must be cooperative, congenial, service oriented, and promote these qualities.
Ability to work in an environment with frequent interruptions.
Ability to be respectful and empathetic toward students.

Workplace Expectations:
Ability to follow directions and give direction to others.
Ability to complete assigned tasks without supervision.
Ability to communicate, comprehend and perform complex computations.
Ability to use correct grammar, sentence structure and spelling.
Ability to compose clear, concise sentences and paragraphs.
Ability to organize office setting to efficiently accomplish tasks.
Ability to multitask.
Ability to work independently and make work-related decisions.
Ability to exercise good judgment in prioritizing tasks.
Ability to communicate effectively at all organizational levels.
Ability to operate office equipment.
Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications.
Ability to appropriately handle confidential information in accordance with District policies.
Ability to use technology for group meetings, presentations (i.e. overhead, document camera, projector and video equipment).

Driver's License:
Must have a valid PA driver's license.

Clearances:
Must have valid Act 34 (Criminal Record Check), Act 151 (Child Abuse History Check) and FBI (Federal Bureau of Investigation) Criminal History Check. Must also complete and submit an Arrest/Conviction Report and Certification Form as required under Pennsylvania Act 24 of 2011.

TERMS OF EMPLOYMENT

Professional employee work year. Terms and conditions of employment shall be consistent with the Norwin Education Association Collective Bargaining Agreement.

EVALUATION

Performance will be evaluated annually by the Building Principal and Director of Special Education and Student Services in accordance with the provisions of the Norwin Education Association Collective Bargaining Agreement.

Approved by Administration and Provided to the Board of School Directors on April 16, 2012.