



INSTRUCTIONAL SPECIALIST SPECIAL EDUCATION (SPE) TRANSITION

GENERAL RESPONSIBILITIES

Under the leadership of the Director of Compliance & Special Education, the position is responsible for coordinating transition planning and service delivery for students with disabilities in Virginia Beach City Public Schools as they prepare to move between school levels and high school to adult life. In addition, the position serves as a liaison between the school, community, and the assigned office or department.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Coordinate district transition planning and services for students with disabilities in Virginia Beach City Public Schools.
- Oversee activities of high school transition chairs in implementing transition planning, services, and activities.
- Assist case managers, as needed, to develop appropriate measurable postsecondary goals for students of transition age based upon age-appropriate transition assessments.
- Support high school transition chairs to maintain and acquire new work experience sites.
- Collect data and monitor postsecondary outcomes of students with disabilities to assure quality in transition programs and service delivery within VBCPS and the local community.
- Conduct workshops and training opportunities for VBCPS staff in collaboration with the Office of Programs for Exceptional Children (OPEC) instructional specialists and coordinators.
- Assist with the planning and delivery of parent workshops and informational sessions.
- Serve as a liaison between OPEC and other departments providing transition and related services within VBCPS and other school divisions involved in transition planning.
- Serve as VBCPS representative for OPEC on local and state committees involved in transition planning or related activities.
- Work with the Parent Support and Information Center to assist students with disabilities and their families in accessing services needed to prepare for the transition from school to adult life by connecting them to appropriate agencies.
- Attend professional development activities in order to stay abreast of changes in legislation, policies, procedures, and best practices related to transition planning. ☐
- Other duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES

Demonstrate considerable knowledge of the principles of post-secondary transition planning; demonstrate the ability to deliver and articulate oral presentations and written communication and interact effectively with staff, parents, students and the community; demonstrate a working knowledge of the English language in written and verbal content; demonstrate the responsibility for own professional growth by seeking continuing education and in-service training programs; demonstrate professionalism by working cooperatively with other staff members, using support services when needed, ensuring that oral communications are clear, accurate, and grammatically correct, respecting the confidential nature of professional information, submitting reports accurately and punctually and complying with administrative directives, individual school guidelines and school board policy; demonstrate self-control in the interaction with the school community; demonstrate good work habits to include punctual and regular attendance and efficient use of time.



EDUCATION AND EXPERIENCE

Required:

Bachelor’s Degree.
Minimum of five years teaching experience.
Special Education assignments require an endorsement in the field.

Preferred:

A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing, stooping, crouching, and driving. Ability to lift up to 20 pounds frequently and up to 50 pounds rarely. Requires timely and regular adherence to established work schedules.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver’s license.
Regular and reliable attendance is an essential function of this position.

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| FLSA status: Exempt | Description: 5/17, 7/20 |
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