



## **TRANSITION SPECIALIST**

### **GENERAL RESPONSIBILITIES**

Under the direction of the Principal, the Transition Specialist will work to improve the educational services for neglected, delinquent, and at-risk students assigned to State Operated Program (SOP) institutions. The position will take steps to ensure that these students receive the support necessary to assist them in meeting the challenging academic content standards and student academic achievement standards that all children are expected to meet; and provide students with the services needed to make a successful transition from the SOP institution to their home school, higher education, or employment. Finally, the position will collaborate with the home school and court service unit personnel to facilitate the transition from secure detention to public school in order to maintain continuity of services and to earn a graduation credential.

### **ESSENTIAL FUNCTIONS**

(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.)

- Prepare and implement a daily schedule for instruction.
- Establish weekly planning times with all core teachers to ensure that the students are receiving the appropriate instructional services.
- Provide an orderly and attractive learning/classroom environment.
- Communicate regularly with parents to ensure an effective transition for the students upon their release.
- Prepare and submit Title I Part D reports and documentation.
- Develop and implement effective daily lesson plans.
- Maintain an organized program of instruction based on long-range as well as short-term plans for transitioning students back into the public school setting, an adult education program, an advanced studies program, or a community college certification program.
- Participate in program placement discussions.
- Network with all appropriate community agencies and organizations.
- Work closely with High School and Middle School Administrators, teachers, and school counselors to facilitate transition programming.
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- Attend IEP meetings in the role of Transition Specialist.
- Work closely with special education teachers and students to meet transition needs.
- Serve as a resource to families, parents, and students in accessing transition services as well as providing information about transition topics.
- Keep records of appropriate documentation during the transition process.
- Coordinate the teaching of daily living skills.
- Work with the Office of Vocational Rehabilitation and guidance counselors to assist parents and students with the post-secondary enrollment process.
- Develop and maintain a professional working relationship with all other personnel within the school setting.
- Continue professional growth by taking classes, participating in professional development programs, attending in-services and conferences, and reading professional journals and related materials.
- Possess physical and mental capabilities necessary to properly supervise students.
- Perform other duties as required.



**KNOWLEDGE, SKILLS, AND ABILITIES**

Must have knowledge of VBCPS curriculum and techniques for integrating curriculum, VBCPS policies, and effective instructional practices, and a thorough understanding of the teaching and learning process. Must have strong oral and written communication and human relations skills. Must have the ability to provide instruction that reflects multiple perspectives and multicultural education; ability to provide instructional support to at-risk students in the areas of reading and mathematics; ability to work with students in alternative or at-risk settings; ability to assist students in transitioning back into the public school setting; and the ability to assist students with enrolling into Community College Adult GED programs. Must have the ability to infuse technology into the curriculum; and the ability to work effectively with administrators, colleagues, central office, school-based staff, students, parents, and the community. Must have the ability to maintain an unquestionable degree of confidentiality, multi-task, work with interruptions, and work under pressure.

**EDUCATION AND EXPERIENCE**

**Required:** Bachelor's Degree from an accredited college or university. Have or be eligible for a teacher license from the Virginia Department of Education.

**Preferred:** Master's Degree. A background in working with students in alternative or at-risk settings.

**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, standing, bending, grasping, fingering, repetitive motion, and reaching. Occasional stooping and kneeling. 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.

FLSA Status: Exempt	Description: 7/22
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