

TITLE: Special Education Transition Coach

- QUALIFICATIONS:**
1. Valid Alabama Certification in the appropriate teaching area(s).
 2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
 3. Ability to work with individuals with disabilities.

REPORTS TO: Executive Director of Federal Programs and Special Education Coordinator

SUPERVISES: Students and teacher aides as assigned

JOB GOAL: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible members of society.

JOB DUTIES:

1. Provide coordination of individual programming of students both on and off campus.
2. Plan programs of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
3. Attend and participate in IEPs as appropriate.
4. 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.
5. Collaborate with case manager to develop and review annual transition plan and related goals.
6. 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 in order 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. Develop work-based learning sites that fit individual areas interests and talent for students with Disabilities.
13. 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.
14. Record, collect, and analyze student performance data from work-based learning sites to make data-driven decisions for instruction and workplace supports.
15. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
16. Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulation.
17. Assist administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules for classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
18. Make provisions for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.
19. Plan and supervise purposeful assignments for teacher's aide(s) and volunteer(s) in cooperation with the principal and supervisors.

20. Exhibit human relation skills.
21. Demonstrate proficiency in written and oral communication.
22. Maintain professional growth and competence through professional development **as per Board Policy 5.5 Personnel – Professional Development**
23. Attend staff meetings and serves on staff committees as required.
24. Assist in daily duties, of which may be car duty, extra curricular duties whenever students are involved in school activities.
25. Adhere to school system rules, administrative procedures, local board policy, and state and federal rules and regulations.
26. Perform other duties as may be assigned.

Essential Duties

Job descriptions are designed and intended only to summarize the essential duties, responsibilities, qualifications, and requirements for clarifying the general nature and scope of a position's role as part of the overall organization. Job descriptions do not list all tasks an employee might be expected to perform and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed – even if seemingly unrelated to the basic job. Every employee has a duty to perform all assigned tasks (an employee who is assigned a duty or task believed to be unlawful should report the assignment to their direct supervisor). It should also be noted the order of duties/responsibilities as listed in the job description is not designed or intended to rank the duties in any order of importance relative to each other.

TERMS OF EMPLOYMENT: 9-Month 10-Month 11-Month 12-Month

EXPECTED WORK DAY: 8 Hours

SALARY: According to Albertville City School Board approved salary schedule and determined by rank and experience **as per policy 5.1.2 – Personnel – Special Requirements for the Position**

EVALUATION: Shall be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel and State Requirements

FLSA STATUS: **EXEMPT**

Reviewed and agreed to by: _____ Date _____
Employee

Principal/Program Coordinator _____
Initials

Human Resource _____
Initials

BOARD APPROVED: 9/2/22