

# **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

## **JOB TITLE: TEACHER-TRANSITION EXCEPTIONAL CHILDREN SERVICES**

### **GENERAL STATEMENT OF JOB**

Under limited supervision, facilitates the preparation of exceptional students for the successful transition between school programs and post-school environments. Works with school staff, community agency staff, parents and others to assess existing transition services and needs. Participates in all school level transition team meetings and completes related paperwork. Employee is also responsible for assisting the efforts of school-based vocational rehabilitation counselors, vocational educators, and teachers or paraprofessionals providing transition services for exceptional students. Reports to the Program Administrator for OCS/Life Skills and Executive Director of Exceptional Children.

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

#### **ESSENTIAL JOB FUNCTIONS**

Provides information to families and teachers on employment opportunities, living alternatives and community resources for students with disabilities.

Recruits and establishes cooperative relationships with community sites in which the school staff may conduct training in vocational, domestic, and recreation/leisure skills.

Assist with the establishment and oversight of the school-based enterprise at their assigned school. Provide routine reports to the Program Administrator of OCS/Lifeskills regarding issues related to the school-based enterprise.

Attend Occupational Course of Study Portfolio reviews for assigned schools.

Periodic review of Career Portfolio for all students enrolled in the Occupational Course of Study to ensure that adequate records are maintained regarding completion of vocational training requirements for the OCS.

Participates in initial ITP/IEP meetings to ensure appropriate transitional goals and objectives.

Coordinates and monitors quality program indicators in each school Transition Program.

Ensure that all parents are informed of their child's participation in vocational training activities (in- school and community based).

## TEACHER – EXCEPTIONAL CHILDREN TRANSITION

Schedules students training/work participation with consideration given to individual schedules, as well as that of the school and business/agency.

Provides follow-up with school personnel, employers, parents, etc. to discuss the progress of the student.

### **ADDITIONAL JOB FUNCTIONS**

Facilitate the use of the PAES Lab. Monitor to ensure that it is organized and well stocked.

Monitors the completion of all transition related paperwork (e.g. student contracts, parent permissions, employment papers etc.)

Provides information to the business community regarding community based training, employment, and expected student outcomes to promote the employment of students with disabilities.

Assist in arranging on-campus jobs and developing training site assignments (in- school and community).

Assist with job development activities as needed.

Analyzes the specific training needs of the student in relation to the proposed work requirements and designs and implements appropriate accommodations. Participates in applicable staff development activities as well as OCS/Life Skills monthly meetings.

Performs other related work related to transition as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Must hold a teaching license in special education or be eligible for licensure and 3-5 years of experience working in transition services or any equivalent combination of training and experience which provides the required combination of knowledge, skills, and abilities.

### **SPECIAL REQUIREMENT**

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO  
PERFORM ESSENTIAL JOB FUNCTIONS**

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Work involves walking or standing for periods of time.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English and government terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

## TEACHER – EXCEPTIONAL CHILDREN TRANSITION

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Considerable knowledge of the Occupational Course of Study requirements

General knowledge of areas of eligibility of students with disabilities.

Ability to facilitate and maintain communication with a variety of individuals (parents, school staff, business representatives and agency representatives.

Ability to express ideas both orally and via written communication.

Ability to establish and maintain effective working relationships with students, school staff, parents and community representatives as necessitated by work environment.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.