

POSITION TITLE: Teacher - Exceptional Education – Transition Mentor

QUALIFICATIONS: Licensed to teach in the Commonwealth of Virginia or eligible for licensure in Special Education. Master's Degree in vocational special needs, special education, and/or rehabilitation counseling preferred. Must have coursework in secondary programming and transition planning for students with disabilities. Requires a minimum of five years of experience in providing transition services for students with disabilities. Excellent oral and written communication, organizational, interpersonal, and public relations skills. Demonstrated in-depth knowledge of and practice in developing transition IEP's to include using formal and informal age-appropriate transition assessments for individual student's post-secondary goal development. Must be able to work with families, teachers, administrators, agencies, businesses, and other community partners to help promote successful transition of students with disabilities to post-secondary programs and services. Must have experience and knowledge of data collection and special education compliance, especially relating to transition outcomes for students with disabilities through reporting state indicators 13 and 14 for transition. Must have experience and knowledge in professional development procedures. Must have ability to work independently, as well as, collaboratively with a transition team. Must be able to effectively handle multiple assignments efficiently under minimal supervision and adapt to changing priorities. Must have experience with computers to include Microsoft Word, Excel, PowerPoint, Publisher, Internet/Intranet, and email applications.

PERFORMANCE EXPECTATIONS: Mentors and assists teachers and other staff in implementing the Transition IEP process. Identifies and develops strategies to assist school staff in the areas of transition planning, service provision, and compliance. Assists in completing State Performance Plan Reports for Indicators 13 and 14. Facilitates transition procedures to assist students with disabilities through the transition process. Plans, develops, and coordinates other transition related projects as assigned. Conducts transition related activities and workshops for students, parents, school staff, and community partners, including coordinating with the Parent Resource Center in developing specific support and training for students and families thorough the continuum of transition services. Assists in identifying students to participate in various work experience programs. Must be able to work a flexible schedule, including occasional evening and weekends. Performs other duties as assigned.

GENERAL DEFINITION AND CONDITIONS OF WORK: Plans, develops, and coordinates a systemic Transition IEP process to ensure compliance with Federal and State regulations. Work requires the exertion of up to 10 pounds of force occasionally. Work requires frequent standing, sitting, walking, vocal communication for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

REPORTS TO: Instructional Specialist

PAY SCHEDULE: Teacher Salary Schedule

LENGTH OF CONTRACT: 230 Days (11 months)

FLSA: Exempt