



SIEMBRA CHARTER HIGH SCHOOL POSITION DESCRIPTION

TITLE: Rehabilitation Counselor/ Transition Specialist

MINIMUM QUALIFICATIONS:

1. Bachelor's or Master's degree in Social Work, rehabilitation counseling, vocation evaluation, SPED, psychology, transition or a related field.
2. Valid Rehabilitation Counseling License issued by the New Mexico Public Education Department (level 2 or 3 preferred).
3. At least one year of experience in special education, vocational training, rehabilitation counseling, or a related area providing services to students ages 14-22 within the last ten years.

OVERVIEW OF JOB DESCRIPTION: The Rehabilitation Counselor / Transition Specialist provides rehabilitation counseling and transition services for students with disabilities, with a focus on preparing students for successful postsecondary education or training, employment, and independent living. Working collaboratively with students, families, school staff, and community and adult-service agencies, this position develops and coordinates transition plans, provides counseling and consultation, facilitates interagency connections, and supports students in navigating the transition from school-based services to adult services and community resources. The position provides technical assistance in the area of transition as defined by the Individuals with Disabilities Education Act (IDEA) and practices in accordance with applicable federal and state requirements.

PERFORMANCE RESPONSIBILITIES:

1. Follows local, state, and federal law and adheres to New Mexico Public Education Department requirements and Siembra Charter High School policies.
2. Provide rehabilitation counseling and transition services to students with disabilities, generally ages 14–22.
3. Develop and maintain transition plans that include measurable postsecondary goals, age-appropriate transition assessments, a coordinated set of transition activities, and an appropriate course of study.
4. Identify and coordinate connections with outside agencies and community resources when needed to support student transition goals.
5. Adhere to applicable IDEA transition requirements, including 34 CFR §300.43 and relevant New Mexico requirements.
6. Counsel students with disabilities regarding transition assessment results and postsecondary goals related to education and training, employment, and independent living, as appropriate.
7. Assist students in identifying strengths, interests, preferences, abilities, and support needs related to postsecondary planning.
8. Support students in developing realistic and individualized postsecondary goals and action steps.
9. Serve as a facilitator with agency representatives to provide information and support to students and families as they transition from public school services to adult services and agencies.
10. Coordinate and facilitate communication among students, families, school personnel, adult-service agencies, community partners, and other appropriate providers.
11. Provide consultation to special education staff regarding transition planning, assessment, services, and interagency linkages.
12. Participate in Individualized Education Program (IEP) meetings and other multidisciplinary meetings related to student transition planning.



13. Ensure transition services consider the individual needs of students with disabilities, including multicultural, diversity, family, community, and other outside factors that may affect transition outcomes.
14. Assist students and families in understanding available postsecondary education, vocational training, employment, independent living, and adult-service options.
15. Develop and maintain positive working relationships with community agencies, employers, vocational programs, colleges, training providers, and other organizations that support student transition outcomes.
16. Maintain current knowledge of community resources, adult-service systems, vocational rehabilitation services, postsecondary education and training opportunities, and employment resources.
17. Assist students with accessing and navigating appropriate adult services and community resources.
18. Monitor student progress toward transition goals and follow up with students, families, school staff, and agencies as appropriate.
19. Maintain accurate, timely, and confidential documentation related to student services, transition planning, referrals, assessments, and agency coordination.
20. Meet established deadlines and manage multiple student cases, projects, meetings, and transition activities effectively.
21. Communicate effectively with students, families, staff, and community partners through in-person, virtual, written, email, messaging, and telephone communication.
22. Provide technical assistance and professional development to school staff, as appropriate, regarding transition requirements, resources, and effective practices.
23. Collaborate with counselors, social workers, administrators, special education staff, teachers, Success Coaches, and other Student Support personnel to promote student success.
24. Support schoolwide initiatives that promote student engagement, postsecondary readiness, career exploration, and successful transitions.
25. Maintain professional knowledge of rehabilitation counseling, transition services, special education, vocational resources, and applicable legal and regulatory requirements.
26. Maintain all required licenses, certifications, and professional development requirements.
27. Maintain confidentiality of student and family information and comply with applicable student privacy requirements.
28. Demonstrate strong communication, organization, flexibility, decision-making, problem-solving, and interpersonal skills when working with diverse populations.
29. Build positive, respectful, and culturally responsive relationships with students, families, colleagues, and community partners.
30. Perform other duties as assigned by the Director of Student Support or school administration.

REPORTS TO: Director of Student Support

TERMS OF EMPLOYMENT:

The work year will be in accord with the current schedule for 191-day employees on a part-time basis (0.5 FTE). Salary to be determined by individual training and experience level on the current Certified Instructor/ Social Worker Salary Schedule.

EVALUATION:

Performance of this position will be evaluated annually

PHYSICAL RATING LEVEL: This position will require the employee to function at a “medium” physical capacity as defined by Workman’s Compensation statutes. “Medium” physical capacity indicates the ability to lift up to 50 pounds occasionally or up to 25 pounds frequently.

Rehabilitation Counselor/ Transition Specialist

Revised: 10/8/26



PHYSICAL REQUIREMENT DETAILS:

WORK ACTIONS:

Finger dexterity F
Sitting F Standing F Walking F

REPETITIVE MOTIONS:

Hand: right F left F both F
Foot: right F left F both F
Grasping: hand right F left F
Fine manipulation: right F left F

USE OF HEAD AND NECK:

Static F Flexing F
Rotating F

WORK POSITIONS:

Bending F Squatting F Crawling R
Climbing R Reaching F Vision C

ACTIVITIES:

Unprotected Heights R Driving automotive equipment O
Around machinery O Temperature extremes O
Noise and vibration F Hazards R
Dust, Fumes, Odors, Chemicals R

BALANCE AND COORDINATION: C

Definitions: R = rarely = 1% to 9% of an 8 hour day
 O = occasionally = 10% to 33% of an 8 hour day
 F = frequently = 34% to 66% of an 8 hour day
 C = continuously = 67% to 100% of an 8 hour day

This job description outlines the general responsibilities of the position and is not intended to be a complete list of all duties. The position may include other duties as assigned, and responsibilities may be modified as program needs change.

Head Administrator's Approval

Date

Employee Signature

Date