

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

Position/Job Description

TEACHER, Transition Resource-ESSS

QUALIFICATIONS

- Master's Degree with certification in Exceptional Education.
- Three (3) years successful teaching experience in area of Vocational Instruction and/or Exceptional Student Education.

KNOWLEDGE, SKILLS, ABILITIES

- Knowledge of computer applications, as related to specific job functions.
- Skill in problem solving and human interaction.
- Effective skills in oral and written communications.
- Ability to plan, organize and prioritize.

SUPERVISION

REPORTS TO Executive Director of Exceptional Student Support Services/Designee
SUPERVISES No supervisory duties

POSITION GOAL

To improve training and job placement for exceptional students and to plan, coordinate, deliver and evaluate transition education and services at the school level, in conjunction with other educators, families, students and agencies.

PERFORMANCE RESPONSIBILITIES

1. * Arrange opportunities for non-paid job experience in the community for students with special needs.
2. * Work closely with guidance personnel and job coaches to implement instruction through the continuum of career courses.
3. * Provide training and assist teacher in using a variety of formal and informal transition assessments.
4. * Follow up on Exceptional Student Education students, families and agencies who participate in transition planning and implementation.
5. * Collaborate with teachers, students, and parents to identify appropriate career goals and educational plans with respect to measurable post-school goals.
6. * Facilitate career and vocational assessment with community agencies, ESE students, and their families.
7. * Participate in conferences with students and teachers to evaluate and modify transition goals on an ongoing basis.
8. * Identify and facilitate appropriate modifications and/or accommodations within work sites.
9. * Support teacher in the planning, designing, and implementation of instruction in the areas of self-determination and self-advocacy to increase student involvement in the transition process.
10. * Provide information to families about transition-related education and services, and post-school options in specific outcome areas.
11. * Collaborate with and participate in transition-focused interagency council.
12. * Follow up with Exceptional Student Education students who have left school to evaluate success of school programs, as it relates to job success.
13. * Participate in in-service training and staff development.
14. * Implement local policies and procedures in order to uphold District regulations.
15. Perform other duties as assigned by the Executive Director of Exceptional Student Support Services/Designee.

**Denotes essential job function/ADA*

TEACHER, Transition Resource-ESSS, Page 2

EQUIPMENT / MATERIALS

Computer, A-V Equipment, Car, Current Technology

PHYSICAL REQUIREMENTS

Light Work

Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITIES

Sitting

Resting with the body supported by the buttocks or thighs.

Standing

Assuming an upright position on the feet particularly for sustained periods of time.

Walking

Moving about on foot to accomplish tasks, particularly for long distances.

Bending

Lowering the body forward from the waist.

Kneeling

Bending legs at knee to come to a rest on knee or knees.

Reaching

Extending hand(s) and arm(s) in any direction.

Lifting

Raising objects from a lower to a higher position or moving objects horizontally from position to position through the use of the upper extremities and back muscles exerting up to 20 pounds of force.

Finger Dexterity

Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.

Talking

Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.

Hearing Acuity

The ability to perceive speech and other environmental sounds at normal loudness levels.

Visual Acuity

The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

WORKING CONDITIONS

Indoors

The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.

TERMS OF EMPLOYMENT

PAY GRADE

T \$42,075 - \$73,750
District Salary Schedule

Months 10
Annual Days 196
Weekly Hours 35
Annual Hours 1372

POSITION CODES

PeopleSoft Position	TBD
Personnel Category	7
EEO-5 Line	43
Function	5200
Job Code	1128T
Survey Code	63012

FLSA

Applicable
 Not applicable

Previous Board
Approval

ADA Information Provided by MaryAnn Kaesberg
Position Description Prepared by MaryAnn Kaesberg

BOARD APPROVED

June 11, 2013
February 26, 2002

June 8, 1988