

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM  
CLARKSVILLE, TENNESSEE  
JOB DESCRIPTION**

**Job Title:** Transition Specialist

**Department:** Instruction

**Date:** August 2018

**Reports To:** Coordinator/Director of  
Special Populations

Grant Funded- One year position only, 2018-2019 School year

**Purpose of Job**

The purpose of the Transition Specialist position is to provide support and guidance to teachers, parents, students, and administration regarding appropriate transition plans for students with disabilities. Duties and responsibilities include; providing transition information to faculty, staff, families and general public, processing and reporting student information, assisting in planning and implementing students' transition plan from their Individualized Education Plans (IEPs).

**Essential Duties and Responsibilities:**

**The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.**

Assist Coordinator of Special Populations in the coordination of Transition Services for students with special needs in middle and high schools.

Provide transition assessments (interest and career inventories, aptitudes, work skills) to Secondary Special Education teachers.

Model appropriate transition assessments for Secondary Special Populations teachers.

Work with teachers, students, and parents on developing, implementing, and monitoring an appropriate IEP transition plan.

Establish and maintain a transition assessment and services resource file to be utilized by special education staff

Attend IEP meetings to discuss transition plans/options as needed

Collaborate with IEP teams to write meaningful transition plans, determine post-secondary goals and transition services, and/or serve as a resource to special education case managers

Work closely with guidance department and the career and career curriculum coordinator on post-secondary options

## Transition Specialist

Provide guidance and instructional resources for the Alternate Academic Diploma and Occupational Diploma.

Gather information and provide a Post-Secondary Planning Pamphlet to students with special education needs

Serve as a resource for administrators, teachers, students, parents and others for transition plan development.

Assist in coordinating career/agency fairs & special events related to high school transition.

Supervise interns and students under special populations, as needed

Provides guidance on appropriate transition assessments to use for evaluating each student for strengths and weaknesses utilizing a battery of tests and other instruments at his/her discretion.

Work cooperatively with all CMCSS staff.

Keep accurate, up-to-date records pertinent to the program for students served by special populations.

Provide small group instruction to students on employability skills and other areas noted as exceptional in the area of Transition

Report to assigned locations at designated times.

Take all necessary and reasonable precautions to protect students, equipment, materials, facilities, and confidentiality of records.

Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulation.

Assist the administration in implementing all policies and rules governing student life and conduct.

Other duties as assigned

### **Terms of Employment:**

210- day Contract Calendar. Certified Salary Schedule

### **Evaluation:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

### **Minimum Training and Experience Required to Perform Essential Job Functions**

- A minimum of a Bachelor's Degree with TN Teacher Certification. Due to the shortage of special education teachers and the need for certified teachers in the classroom setting, the

Special Populations department is willing to accept Special Education experience for this one-year position only.

- Teacher must hold valid driver's licenses

### **KNOWLEDGE OF JOB**

- Displays considerable knowledge of the policies, procedures, and activities of the school system, as well as state and federal requirements pertaining to the performance of duties.
- Develops and implements long-term goals.
- Stays current on any changes in statutes, policies, procedures, and methods as they pertain to public education.
- Effectively communicates and interacts with supervisors, members of the general public, and other stakeholders involved in the operation of the school system.
- Collects and disseminates information in a concise, clear, and effective manner.
- Exhibits strong organizational, management, interpersonal, and technical skills.
- Uses sound independent judgment and discretion in daily activities.

### **(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**PHYSICAL REQUIREMENTS:** Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

**DATA CONCEPTION:** Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**INTERPERSONAL COMMUNICATION:** Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

**LANGUAGE ABILITY:** Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

**INTELLIGENCE:** Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision

**NUMERICAL APTITUDE:** Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

**FORM/SPATIAL APTITUDE:** Requires the ability to inspect items for proper length, width and shape visually.

**MOTOR COORDINATION:** Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

**MANUAL DEXTERITY:** Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

**COLOR DISCRIMINATION:** Requires the ability to differentiate colors and shades of color.

**INTERPERSONAL TEMPERAMENT:** Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

**PHYSICAL COMMUNICATION:** Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

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**Employee's Signature**

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**Supervisor's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**