

# SCHOOL DISTRICT OF SARASOTA COUNTY

## JOB DESCRIPTION

### TRANSITION/EMPLOYMENT TRAINER

**SALARY SCHEDULE: SSP-7**

**COST CENTER: DISTRICT-WIDE**

**QUALIFICATIONS:**

- (1) Associate of Arts/Associate of Science Degree or sixty (60) hours from an accredited institution.
- (2) Experience working with students with disabilities.
- (3) Demonstrate effective communication and presentation skills.
- (4) Available and willing to work flexible hours as needed.
- (5) Possess a valid Florida Driver's license.
- (6) Proof of insurance for private vehicle to be in accordance with District guidelines.
- (7) Experience with job placement / coaching activities.

**KNOWLEDGE, SKILLS AND ABILITIES:**

[Basic knowledge of students with disabilities. Knowledge of adult service providers and federal, state, and local programs that provide transitional services. Ability to network in the community to create successful worksites for disabled students for individualized placement and training models of supported employment. Ability to build collaborative relationships with all transition resources.] Knowledge of current trends, research and best practices related to the exceptional student education and at risk populations. Ability to collaborate with IEP team members, school staff, community agencies and business partners. Implement individual intervention strategies to increase the likelihood that these students will stay in school, graduate, and connect with post-secondary or employment opportunities. Ability to plan, organize, prioritize and work effectively. Ability to use computer hardware and software, as well as communicate effectively orally and in writing.

**REPORTS TO:**

Principal or designee  
District Administrator

**JOB GOAL**

To support and to work with at risk students AND STUDENTS WITH DISABILITIES IN BOTH THE ACADEMIC AND EMPLOYMENT SETTINGS. [with moderately and severe disabilities in job training programs, assisting in the eligibility, placement and training of students in community employment settings; to provide a smooth transition from school to post school employment activities for designated exceptional education students.] To create linkages between students with disabilities, staff, family members, and community resources that promote movement from school to desired post-school activities.

**SUPERVISES:**

NA

**PERFORMANCE RESPONSIBILITIES:**

- \*(1) Support teachers and staff in academic courses, career technical education courses and designated electives.
- \*(2) Provide individual or small group instructional intervention to at risk students and students with disabilities.

## **TRANSITION/EMPLOYMENT TRAINER (continued)**

- \*(3) Mentor assigned students at risk of dropping out or not graduating.
- \*(4) Identify, link and connect students and families to community resources programs and employment and post-secondary options.
- \*(5) Support state/district initiatives to increase graduation for all students.
- [\*(1) Participate in the Transition IEP meetings as directed by ESE Liaison.]
- [\*(2) Conduct job development through employer networking, contacts, interviews, and presentations.]
- [\*(3) Give regular and systematic feedback to student's employer, student, parent, and department staff regarding student's progress.]
- \*([4] 6) Structure efforts to find and develop jobs for students, matching student's strengths and interests to job needs. Support student during application/interview process.
- \*([5] 7) Communicate, advocate, and work with employers and co-workers on behalf of students employed at job site to provide support and environmental and equipment modifications as needed. Encourages integration with non-disabled co-workers.
- \*([6] 8) Monitor, supervise, and evaluate student's work performance at job sites, collecting observable data and gathering feedback from employer/supervisor and co-worker to determine training needs. Provide regular and systematic feedback to student, parents and staff
- [\*(7) Assist student with work techniques and break jobs down to fit individual student capabilities.]
- \*([8] 9) Assist with coordinating student transportation, providing student transportation if necessary.
- \*([9] 10) Maintain required job training documentation [in student files.] and transition records in student file
- [\*(10) Verify compliance of child labor laws.]
- [\*(11) Support students during job application and interview process as deemed necessary.]
- [\*(12) Collaborate with ESE staff, parents, and employers to coordinate classroom instruction with work expectations.]
- [\*(13) Provide on-site assistance to students and employers as needed.]
- [\*(14) Attend monthly Transition team meetings.]
- [\*(15) Monitor students attendance and punctuality via time cards / employer feedback.]
- [\*(16) Attend recommended local, state, and federal conferences, workshops, and training sessions.]
- [\*(17) Communicate the student's transition services needs to community resource representatives.]
- [\*(18) Follow-up with resource providers to ensure that transition services are being provided in accordance with the Transition IEP.]
- [\*(19) Request that the Transition IEP team reconvene if a resource fails to provide agreed upon transition services specified on the Transition IEP.]
- [\*(20) Assist in the identification of community or adult service agencies and application for service.]
- [\*(21) Network with local business owners to identify possible job shadowing sites and assist teachers with student placement.]
- \*([22] 11) Administer career interest inventories and provide career resources and referral information.
- [\*(23) Provide career resource and referral information.]
- [\*(24) Communicate transitional activities to ESE Liaison/ESE Teacher on a regular basis.]
- [\*(25) Keep transitional records relating to all activities for each student.]
- \*([26] 12) Maintain confidentiality with regard to student /school matters.
- \*([27] 13) Demonstrate initiative in the performance of assigned responsibilities.
- \*([28] 14) Provide for a safe and secure workplace.
- \*([29] 15) Model and maintain high ethical standards.
- \*(16) Positive attitude and people skills.
- \*([30] 17) Follow attendance, punctuality and proper dress rules.
- \*([31] 18) Follow all School Board policies, rules and regulations.
- \*([32] 19) Exhibit interpersonal and communication skills to work as an effective team member.
- \*([33] 20) Demonstrate support for the School District and its goals and priorities.
- \*([34] 21) Perform other incidental tasks consistent with the goals and objectives of this position.

## **PHYSICAL REQUIREMENTS:**

Light work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

**TRANSITION/EMPLOYMENT TRAINER (continued)**

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.  
Length of the work year and hours of employment shall be those established by the District.

**EVALUATION:**

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

**Job Description Supplement No. 11**

\* Essential Performance Responsibilities