

**GRANITE SCHOOL DISTRICT
Hourly Employee Job Description**

Title Transition Program Leader

Supervisor's Title Administrator, Granite Transition Services

Date Prepared 12/00 **Date Reviewed** _____ **Date Reviewed**

Employee/Incumbent Review _____ **Immediate Supervisor Review**
Dept April _____ **HIM April** _____ **Superintendent April**

Location _____ **Lane**

Implementation Date _____ **ADA Review**

Job Summary

Provides training, screens, interviews, processes paperwork and manages the daily operation of the program. Supervises employment specialists and instructional assistants.

Essential Functions

1. Coordinates and conducts bi-weekly formal training for specialists/assistants and informal training at school sites. Training includes explanation of Child Labor Laws, IDEA and ADA requirements, District W.L. policies and procedures, opening business sites, methods to link with agencies, setting up supervisors/mentors in business, role plays of all aspects of employment specialist role.
2. Orients administrators, school teams, parents, and business leaders.
3. Facilitates problem solving sessions with administrators, school teams, parents, and business leaders when issues arise.
4. Monitors and reviews job performance, effectiveness and dependability of students. Identifies areas of needed improvement and trains and monitors progress.
5. Interviews and makes recommendations regarding potential hires for program.
6. May assist with daily tasks involved in transition programs in the district (GIFTS, JAVA, Jones Center and Employment Specialists).
7. Represents district on committees such as the region Workforce Investment Act Team.

Non-Essential Functions

Occasional other duties as assigned (within skill level).

Required Knowledge, Skill and Ability

Must have thorough knowledge and the ability to train and monitor adherence to federal and state employment laws and district work-based learning policies and procedures. Must communicate effectively while developing positive relationships with students, administrators, co-workers and agencies.

Needs leadership and organizational skills.

Must be able to monitor employees and develop plans for improvement and follow through to see that plans are implemented and completed.

Must be an effective trainer and facilitator.

Minimum Entrance Requirements for Training

High School diploma or equivalent with demonstrated skills in reading, writing, record keeping, basic math and computer input and retrieval.

Minimum Entrance Requirements for Prior Experience

Must have two years of job related work experience with demonstrated competence.

Note: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior experience, some exchanges can be made between training and experience.

Decision Making Authority

Must make daily decisions within program guidelines, district policy and procedures and state and federal laws. Works with minimal supervision. Provides important input into team decisions regarding student planning and placement on work sites. Provides input into administrative decisions related to employment specialists program.

Interaction With Others (Non-Supervisory)

Must interact and effectively communicate with administrators, counselors, teachers, parents, employers and other transition program staff while building positive relationships.

Supervision

Supervises and evaluates performance of specialists and instructional assistants. Determines needs to improve performance.

Working Environment

Works within a school setting. Planning, training, follow through with specialists and instructional assistants can be stressful and demanding.

Physical Demand Characteristics

Physical demands are minimal.