



Job Title: Transition Programming Instructor – Intervention Specialist (IS)

Job Status: Non-Exempt, Full-Time, up to 38 hours/week

Department: Whole CommUNITY Academy

Direct Report: Executive Director

Summary: Provides instruction and support for students with special needs ranging from age 18-22. Facilitates transition instructional skills for the acquisition of daily living and vocational skills that lead to a successful transition to adult life within the community. Emphasizes functional skills, communication, social skills, maximum independence, and opportunities to generalize skills in natural settings. Delivers instruction both in school setting and across community settings in collaboration with community partners. Engages in the development, implementation, and evaluation of special education Individualized Education Plans and Transition Services.

Minimum Qualifications:

- Bachelor's degree in education from an accredited college or university.
- Secure and maintain a valid K-12 Intervention Specialist Ohio Educator License or comparable credential.
- Preparation and field / intern experience includes focus on high school transition programming.

Preference given to candidates with an Ohio K-12 Moderate-Intensive Intervention Specialist License or comparable credential, and teaching experience with high school / adult transition programs.

- Hold or complete a current Ohio BCI / FBI background check, free of disqualifying infractions
- Comply with drug-free workplace rules and board policies
- Participates in all required training, including but not limited to: continuing education (CEUs), CPR / FA, Bloodborne Pathogens, Crisis Intervention, Education Ethics, etc.
- Embody high ethical standards, integrity, and accept responsibility for decisions and conduct
- Efficiently operate Google Applications including Gmail, Drive, Sheets, Docs, etc.
- Adhere to Governing Whole Latte Love Café's board policies / administrative guidelines / staff handbook, policies of the assigned district / worksite, and to the Licensure Code of Professional Conduct for Educators
- Promote the proper use, care, and security of Whole CommUNITY Academy property and report misconduct, vandalism, equipment malfunctions and other concerns to the Executive Director
- Advance the professional image of Whole CommUNITY Academy
- Establish and maintain professional relationships with coworkers and colleagues promoting a cohesive working environment, both in the school and in the community.
- Report suspected child abuse and neglect to supervisor and civil authorities as required by law
- Ensuring safety of students both in the classroom, as well as in the community.
- Maintain confidentiality of student related information.

Essential Functions:

- Maintains a demonstrated philosophy that all students can and will learn
- Prepares and maintains the classroom as student-centered, age-appropriate learning space
- Plans, implements, and evaluates daily learning activities based on curriculum and individual student needs, including Transition Plans and IEPs.
- Develops and implements behavior management plans that meet student needs
- Works cohesively with district professionals, as well as referral sources when applicable.
- Provides professional communication with individual students, families, classroom aides, college interns and WLLC staff in support of self-determination, addressing soft skills training, job accommodations and independence with job tasks.
- Promotes leadership abilities when coordinating with support agencies
- Strives to ensure congruence with employer’s job description, expectations, as well as an individual’s skills, and based upon Individualized Education Plan.
- Produces, manages, and completes necessary documentation for educational progress monitoring
- Assists in coordinating all support services to meet student needs
- Adheres to the rules and regulations that relate to IDEA and/or other state/federal programs as applicable
- Provides direction and training to paraprofessional, aides, direct support professionals / job coaches, and university students involved in the curriculum.
- Performs other specific duties as assigned.

Work Environment: The work environment characteristics described here are representative of those an employee may encounter while performing the essential job functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Working Conditions: Promotes safety, exercise caution, and comply with safety regulations and Whole CommUNITY Academy policies / procedures when involved in the following situations:

- Risk of exposure to blood-borne pathogens, bodily fluids, and/or communicable diseases
- Balancing, bending, crouching, kneeling, reaching and standing for extended periods of time
- Lifting, carrying, and moving work-related supplies and / or equipment
- Operate and/or ride in a vehicle
- Work in the community with students exploring vocational interests
- Report misconduct or violations of policy and procedures to the Executive Director

Performance Evaluation: Job Performance is evaluated according to the policies, procedures and expectations adopted by Whole CommUNITY Academy.

Important Qualities Defined and Expected:

- Demonstrates a calm demeanor
- Promotes a positive and team-based working environment
- Exhibits integrity, respect, cultural sensitives, quality service, and excellent communication skills

How to Apply: Submit an application, resumé with references, and cover letter to Executive Director, Beth Humbert at cafe@wholelattelovecafe.org

I acknowledge that I have read and understand the above job description in its entirety and am capable of performing all of the stated requirements.

SIGNATURE

DATE