

SUMMARY

Under the general direction of the Director of Instruction or designate, provide encouragement, support, and holistic assessment of student transition needs to grades 10-12+ students with intellectual disabilities and their families in the community. Provide these services during vocational, recreational, and cultural activities and programs, and to support in the completion of required documentation and transition planning for life after high school.

DUTIES:

1. Identify social opportunities, work experience placements, and recreational services in the community that meet individual's needs and /or enhance individual's independence, community inclusion and quality of life.
2. Participate as a team member to explore student's vision for their future -- their goals, wishes, and needs -- and to develop action plans that address the goals and needs; to ensure that students and/or their families have the opportunity to actively participate in planning.
3. Work with government agencies and community social service agencies, on behalf of young people with disabilities and their families, so as to enhance their access to services and programs.
4. Participate as a team member and abide by district policies to recognize potential emergency situations; analyze situations to develop strategies to address in a respectful, efficient, and appropriate manner; report problems to Case Manager or Director of Instruction.
5. Maintain written records of interactions with students, including activities, transitions, goal acquisition and progress, and to ensure that all required documentation is complete and accurate.
6. Plan for recreational, social, cultural, and skills training events and opportunities.
7. Represent the district at stakeholder meetings.
8. Support families in accessing information, understanding and completing all documentation for the district and government ministries.
9. Provide transportation for students as required.
10. Work closely with School Psychologists as they identify students who meet Community Living BC eligibility requirements.
11. Create opportunities to build capacity within the district regarding the transition process for Community Living BC eligible students.
12. Work closely with Case Managers as they create goals and objectives for the students' IEP regarding their transition from high school onto adult services.
13. Attend meetings within the district as relevant/required.
14. Advocate for equitable access to programs, opportunities, and other resources for all students.
15. May, on occasion, be required to perform other related duties as assigned.

QUALIFICATIONS

- High school graduation or the equivalent.
- Successful completion of the Child and Youth Care diploma with a focus on individuals with developmental disabilities or, successful completion of the Community Support Worker or Social Services diploma program, or equivalent program.
- 2 years related work experience.
- Demonstrated knowledge of community agencies.
- Demonstrated ability to facilitate meetings both in person and online.
- Knowledge and understanding of the developmental needs and intersecting identities that adolescents have and how these impact the access to, and outcomes for, services and programs.
- Well developed interpersonal and written skills, including an ability to consult and work with a range of community agencies.
- Ability to work efficiently and effectively in a self-directed manner and in a team context.
- Capacity to acquire knowledge of policy and issues relevant to young people and their families in the target group.
- Ability to maintain the confidentiality of sensitive information seen or heard.
- Physical ability to perform job requirements.
- Valid BC Class 5 driver's license and access to use of a vehicle with business registration.