

MATAWA FIRST NATIONS MANAGEMENT



Matawa

Job Description

Transition Coordinator

PURPOSE OF THE POSITION

Reporting to the Executive Director of Education, the Transition Coordinator will work closely with Matawa First Nation's students and Matawa Administrators acting as a liaison between students, their home education authority and their receiving school. The position will conduct and monitor the implementation of transition services on a student's Individual Education Plan and will further provide support and mentorship to students through building professional networks, identifying and coordinating learning opportunities and working with staff to develop strategies to address individual student needs.

SCOPE

The Transition Coordinator will support smooth transitions of junior students to high school, while introducing secondary education options. They will provide assistance to grade school and junior high school students, individually and in groups to support in the transition process. This assistance will also include a focus on after-school and parent engagement as well as the identification and removal of any potential barriers to student success. The position will further assist with the creation of student profiles that highlight a student's strengths, needs and interests. Customized timetables will also be developed for grade 9 students that identify tailored strategies and interventions.

As a member of Matawa Education, the Transition Coordinator shall develop strategies and support for the development and implementation of effective student success plans, and the review the existing school success plans within the MECC. In addition, the Transition Coordinator will assist with the collection and use of data obtained through these methods of assessment to ensure informed decision-making related to student success.

The Transition Coordinator will continue to stay up-to-date on current research and best practices related to student and school success in order to support improved performance. This will include on-going networking with other First Nation organizations, provincial ministries, the federal government, and other outside professional agencies and organization

The Transition Coordinator will be subjected to highly confidential material in relation to the MECC, student information, assessment results etc. The Transition Coordinator shall conduct themselves in a highly professional manner and must adhere to the appropriate guidelines regarding confidentiality as per Matawa First Nations policies and procedures.

RESPONSIBILITIES

1. Primary Responsibilities:

- Implement assigned students' transition plans and activities as outlined in their IEP, providing all necessary individual supports so assigned students can meet transition goals
- Support youth with the transition to secondary school and ensure completion of assigned students' transition plans
- Track, report on and participate in the assessment of all transition activities, including attendance and program outcomes
- Collaborate with all other team members, including teachers, administration, school advisors, counsellors, social workers, parents and boarding home parents
- Attend transition meetings with school staff, parents, students and other stakeholders
- Educate and train students, parents, school staff and community members on the transition process
- Establish relationships with students through modeling, mentoring, advocating and one-on-one meetings

5. Network with external agencies and organizations

Main Activities

- Maintain and continue building relationships, both formal and informal, with universities, government departments, publishers, and external organizations to support the development of effective school success planning in the MECC
- Maintain and continue building effective relationships with the MECC and Education Authorities
- Collaborate with feeder elementary schools to identify incoming at-risk students, providing support and outreach to the parents/guardians of those students

6. Perform other related duties as required

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge

The incumbent must have proficient knowledge in the following areas:

- A degree in Education, Native Education and/or 5 years' experience, or equivalent combination of education and experience
- OTC qualifications and successful experience as a school teacher, preferably in a First Nation school
- Knowledge and understanding of First Nation and Ontario education systems
- Experience in school success planning and development of School Success programming
- Knowledge of strategies to support school success in School Success and learning
- Experience and understanding of school success strategies and intervention models to support student success and learning at elementary and secondary levels
- Demonstrated ability to work effectively with school staff, parents, administration, government and First Nation organizations
- Ability to maintain a high level of confidentiality
- Knowledge of Ojibway, Oji-Cree and Cree is an asset

Skills

The incumbent must demonstrate the following skills:

- Excellent oral and written communication skills
- Demonstrated interpersonal and leadership skills
- Valid Ontario driver's license

Personal Attributes

The incumbent must maintain strict confidentiality in performing the duties of a Transition Coordinator. The incumbent must also demonstrate the following personal attributes:

- Must be able to perform work duties with minimal supervision
- Must be willing to travel as required
- Must provide a current Criminal Record Check and tuberculosis skin test
- Must be a current member in good standing with the Ontario College of Teachers

WORKING CONDITIONS

Physical Demands

The Transition Coordinator may have to travel throughout the community in all weather. They may have to lift, carry and manage equipment and supplies. They may have to work odd or long hours at a time to complete special requests or projects. The Transition Coordinator may have to spend long hours sitting and using office equipment, computers and attending meetings.

Environmental Conditions

The Education Building may be a busy facility. The Transition Coordinator may have to manage a number of projects at one time, and may be interrupted frequently. The Transition Coordinator may find the environment to be busy, noisy and will need excellent organizational and time and stress management skills to complete the required tasks.

Sensory Demands

Sensory demands can include reading and use of the computer, which may cause eyestrain and occasional headaches.

Mental Demands

The Transition Coordinator will have to manage a number of requests and projects at one time. They must be aware of Tribal Council business in the communities and any and all relevant legislation, policies and procedures. They may have to complete a number of tasks and responsibilities at one time, and must be prepared to deal with emergencies and stressful situations at any time.

CERTIFICATION

<hr/> Employee Signature	<hr/> Supervisor's Title
<hr/> Printed Name Date	<hr/> Supervisor's Signature Date
I certify that I have read and understand the responsibilities assigned to this position.	I certify that this job description is an accurate description of the responsibilities assigned to the position.
<hr/> Chief Executive Officer's Signature Date	
I approve the delegation of responsibilities outlined herein within the context of the attached organizational structure.	

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.