

Freshman Transition Coordinator

TITLE: Freshman Transition Coordinator

QUALIFICATIONS:

- I. Education/Certification: College degree or equivalent. Hold a valid State of Maine Criminal History Records Check Approval. Teaching certificate not required.
- II. Special Knowledge/Skills: Knowledge, understanding, and demonstrated aptitude or competence in the following skills: developing positive relationships with adolescents, including the ability to support and work patiently with challenging students; mentoring/coaching skills; the skills to think creatively and independently (with guidance); the persistence and empathy needed to win alliances with staff and constructively support creative, non-traditional educational pathways for students; the ability to work collaboratively with other professionals in a team-planned and team-taught classroom environment.
- III. Experience: Successful experience in leadership, working with adolescents and demonstrated human relations and organizational skills. Teaching experience and/or work in an educational setting with adolescents is preferred. Varied work experiences that allow the successful candidate to translate students; classroom learning into real-life application and reflection is also desirable.

REPORTS TO: High School Assistant Principal

JOB GOALS: To support the successful transition of adolescents who may need additional support to be successful in school in terms of development of work and organizational habits and self-insight.

PERFORMANCE RESPONSIBILITIES:

As Freshman Transition Coordinator, the employee will have the following responsibilities:

- I. Working under the leadership of certified teachers and administrators, to assist in planning a Freshman Academy class that will be collaboratively delivered by a team of teachers and others, including this employee, to a group of 8-15 students entering ninth grades to support them in their academic, organizational, social, emotional, and behavioral transitions to high school.
- II. To monitor the academic performance and engagement of entering ninth-grade students so that students who are struggling are quickly identified and to coordinate and facilitate, following the leadership of building administrators and the 9th grade School Counselor, the necessary parent, counselor student, teacher, and staff conversations to support the student's success.
- III. To plan, organize, coordinate, communicate, and offer any student training necessary for the *FreshLinks* program, a program in which each ninth grade student is assigned an older student in a mentoring relationship.

TERMS OF EMPLOYMENT: 5 hours per week/195 days per year (39 weeks)

WORKING CONDITIONS:

Mental Demands: calculating, reflecting, comparing, problem-solving, evaluating, interpreting, relating, organizing, planning, documenting, coordinating, networking, communicating, implementing, presenting

Physical Demands: The physical demands listed here are representative of those that are required to successfully perform the essential functions of this job: sitting walking, climbing stairs, operating computers and other equipment, driving, using tools, and lifting or moving up to 50 pounds

Environmental Conditions: inside, outside, slippery surfaces, potential minimal biological exposure (human waste, body fluids), working around moving objects, working with students, working with adults, and working alone

EVALUATION: The basis of the evaluation will be the extent to which the performance responsibilities of the job are successfully handled and the extent to which yearly action plans and job goals are met. The Assistant Principal will perform the evaluation.

The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally, and efficiently and in compliance with all district policies and procedures as well as all federal and state laws.

NOTE: The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: September 8, 2015

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