



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Dean – Transition Pathways Academy (TPA)** FLSA Status: **Exempt**
Job Family: **Licensed** Pay Range: **T Salary Schedule**
Prepared/Revised Date: **March 10, 2026** Job Code: **21300**

SUMMARY: Responsible for overseeing the day-to-day operations of the building and ensuring a safe, structured, student-centered learning environment for young adults ages 18-21 with disabilities. Serve as the on-site instructional and operational leader, and assist the TPA administrator with implementing the vision, programming, and systems that promote meaningful postsecondary outcomes in employment, independent living, and community engagement. Ensure daily consistency, strong staff support, effective behavior systems, and responsive family communication while advancing TPA’s mission of preparing young adults for life beyond high school.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Serve as the primary on-site building leader for daily building functions. Oversee supervision schedules, arrival/dismissal, transitions, and community-based logistics. Ensure building safety protocols and crisis response procedures are implemented effectively. Coordinate substitutes and daily staffing adjustments as needed. Support implementation of district policies and procedures.
2. Lead proactive behavior support systems aligned with adult learning expectations. Facilitate problem-solving meetings related to student conduct and support plans. Support development and implementation of individualized behavior intervention plans. Oversee restorative practices and skill-building approaches to learning disruptions. Monitor attendance and engagement, collaborating with families and case managers when concerns arise.
3. Support fidelity of transition services including employment, community access, independent living skill development, and postsecondary planning. Collaborate with transition teachers, job coaches, and community partners to ensure coordinated service delivery. Monitor documentation related to IEP transition goals and student progress. Support compliance with IDEA requirements as they relate to 18-21 programming.
4. Provide real-time coaching and feedback to teachers and paraprofessionals. Support onboarding of new staff and substitutes. Promote a collaborative, solutions-oriented team culture. Facilitate building-based meetings in partnership with the administrator. Help develop systems that maximize instructional time and student independence.



5. Serve as a consistent and responsible point of contact for families. Support facilitation of IEP meetings as needed. Collaborate with outside agencies (DVR, adult service providers, community employers). Support smooth transition planning from high schools into TPA and from TPA into adult services.
6. Monitor student progress data related to employment, independence, attendance, and behavior. Assist in tracking postsecondary outcomes. Support program evaluation and continuous improvement efforts.
7. Demonstrate commitment to inclusive practices and adult-centered learning environments. Participate in district leadership meets as assigned. Engage in professional growth related to transition services and special education leadership.
8. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree required
- Master's degree in Educational Leadership, Special Education, or related field preferred
- Experience in Special Education and instructing students in a classroom setting required
- Experience in transition services (18-21 programming) strongly preferred
- Demonstrated leadership experience preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid Colorado teaching license with appropriate endorsements required
- Administrative license preferred
- CPE or crisis prevention training required
- CPR and First Aid certifications encouraged

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Knowledge of IDEA, ECEA, and transition compliance requirements
- Understanding of community-based instruction models
- Strong organizational and systems-thinking skills
- Ability to manage multiple priorities in a dynamic environment
- Skilled in collaborative problem-solving and conflict resolution
- Ability to build strong relationships with young adults, families and staff
- Commitment to equity and culturally responsive practices
- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Math and accounting skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills preferred
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment



- Ability to communicate with students, parents/guardians, staff, and community members
- Ability to be a part of and work with a team
- Ability to always maintain confidentiality and professionalism
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Office and/or other department software packages
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Administrator-Transition Pathways Academy	
Direct reports:	This job has no direct supervisory responsibilities.	

STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS: *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feed		X		



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	