Southern Vermont Community Action (SEVCA)

JOB DESCRIPTION

**Position Title:** Child Development Support Specialist/Practice-Based Coach

**Effective date: 8/2024**

**Department:** Head Start

**Supervisor:** Head Start Program Director

**Job Classification: S**alaried/Exempt; Full-Time (45 weeks)

**Job Objectives and Job Summary:**

The Behavior Specialist will provide behavioral support within a typical Head Start classroom setting to individual children with developmental delays and/or social-emotional/behavioral concerns. Provide behavioral strategies to help strengthen the children’s social-emotional skills and improve their ability to learn. Monitor, collect and analyze data to evaluate the effectiveness of implementation. Support teaching staff in the establishment and maintenance of positive and productive partnerships with families.

The Practice-Based Coach will implement the Coaching program to fidelity by following the system establish to select, support and mentor up to six Coachees’ per program year. Through observation, use of videoing segments of a classroom day and reflection of teaching practices will be strategies used to work with selected Coachees to develop and work on established goals.

Teaching Practices Needs Assessment.

**Primary Functions:**

       Work with SEVCA Head Start leadership team to implement program wide positive behavior support strategies.

       With guidance and support from the leadership team assist selected teaching teams to assess and improve practices relative to general classroom management and in response to individual children’s needs.

       Support Head Start teachers and teaching teams to develop individualized Behavior Support Plans for children, when necessary, including: defining and measuring behavior, using data to determine the meaning of the behavior, teaching new skills and replacement behavior.

       Lead or participate in individual child support teams, inclusive of parents, special educators, local mental health providers and other community supports.

       Promote family engagement and involvement in classroom-based behavior support planning; Identify ways to assist parents in addressing behavior concerns and challenges in the home environment.

       Conduct classroom observations using evidence-based tools; Provide feedback to teaching teams.

* Implement Positive Behavior Intervention Support (PBIS) or researched based intervention strategies with assigned children in the classroom using one on one support, as needed;
* Assist children in learning appropriate social and emotional skills by planning Positive Behavior Support activities to intentionally teach these skills, as well as using naturally occurring situations in the classroom as teaching moments;
* Keep a written daily log of behavioral interventions/strategies/teaching tools used in the classroom;
* Monitor use and effectiveness of instructional supports, such as weighted vests, adaptive seating, tablets, etc. Discuss with Mental Health Consultant and Education/Disability Manager to maximize effectiveness or determine need for change;
* Collect, organize, and analyze child-related ensure in order to generate meaningful records and reports of activities and outcomes;
* In collaboration with Mental Health Consultant, Education/Disabilities Manager and classroom staff, assure that the needs of assigned children are met by assisting with the implementation of an Individualized Guidance Plan, Behavior Intervention Plan, Behavioral Health Treatment Plan, and Individualized Education Plan (IEP);
* Support, mentor, and coach education team members on individual and group management strategies, and the implementation of behavior and management plans for children, including data collection and analysis, monitoring, feedback, parent collaboration;
* Provide parent training as appropriate or as requested;
* Utilize the Inventory of Practices tool for each classroom observation to ensure consistency throughout the program of classroom set-up and operation.
* Attend meetings, trainings, and conferences as required;
* Utilize camcorders to record classroom sessions to use with mentored staff to assist with improvement in classroom practices.
* Meet at least twice a month with each Coachee to work on established goals.
* Attend trainings to remain current and up-to date in early childhood education and Head Start standards.
* Submit a monthly report to the Program Director by the 10th of each month.
* Meet monthly with the Head Start Director to share how your content area is doing.
* Ability to multi-task and prioritize.
* Represent the program at local, state and regional meetings and conferences.
* Work closely with the Management team to determine who will be in the Coach/Mentorship program for the program year. Establish a schedule of when meetings will be scheduled to meet with the staff selected and share general feedback of how things are going with “coachees” during Management Meetings.
* Other duties as assigned.

**Job Standards/Accountability:**

The Behavior Specialist/PBC reports directly to the Head Start Program Director. He/she will follow the Head Start Performance Standards, NAEYC Standards, Vermont Early Learning Standards, and the State of Vermont Early Childhood Program Licensing Regulations. The BS/PBC is expected to adhere to the standards set in the SEVCA Personnel Policies.

**Working Conditions:**

* This is a full-time, regular employee position.
* The BS/PBC is based at the 15 Pine Street (Pine Street Preschool), but will travel to all other classrooms on a regular basis to provide support, guidance and supervision.
* There is frequent travel to other sites, meetings, and training. Carpooling is encouraged whenever possible.
* Training and continuing education may be supported in part by the program.
* An evaluation of employee performance will be performed annually.

**Qualifications:**

* A Baccalaureate or advanced degree in early childhood education or related degree is required for the position.
* Ability to communicate effectively with others (both verbally and written), including giving and receiving feedback on the quality of services.
* Experience providing staff training and development, including on-site consultation, coaching, and mentoring to other staff.
* Completion of the Practice-Based Coaching Training offered by OHS.
* Experience planning and implementing a preschool curriculum.
* Experience working as part of a team.
* Valid driver’s license and appropriate insurance coverage.
* Ability to maintain confidentiality regarding children, families, and staff at all times.
* Positive attitude