

JOB CLASS DESCRIPTION



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| Job Class: Classroom Coordinator - COACH |
| Department: Head Start- Early Head Start |
| Supervisor: Education Support Manager |
| FLSA Status: Non-Exempt |
| Revision Date: February 2018 |
| Prepared by: BI-County CAP, Inc. |

Job Summary

The Primary role of the Classroom Coordinator – Coach is coordination and support of classroom staff and family coaches to further children’s development toward their kindergarten readiness goals. The purpose of the Head Start program is to promote the school readiness of low income children through education and support of all areas of development. The coordinator will monitor and provide assistance to teachers in the implementation and adaptation of curricula for the group and individual needs of children in each Head Start Classroom.

Scope of Responsibility

- Coordinate and support services for children and families with disabilities/mental health through consultation with parents and staff to ensure children’s development toward the overall goal of school readiness.
- Provide direct support for classroom teaching staff and family coaches in the area of special needs and mental health concerns
- Build relationships with families and partner with parents.
- Support parents and guardians to become involved in the Head Start program.
- Directly monitors the delivery of special educational/mental health coaching and direct support in Head Start and Early Head Start classrooms.
- Ensure classrooms and sites meet Head Start and other licensing regulations.

Essential Duties and Responsibilities

1. Educational Support for assignments:
 - 1.1. Monitors overall program performance standards, participant involvement, licensing requirements and cooperative agreements; takes action as needed to ensure standards are met;
 - 1.2. Integrates early childhood mental health and special needs programming into the Head Start program through day-to-day relationships with managers and administrative staff;
 - 1.3. Consults with internal and external professionals in identifying and referring children with special needs, learning or behavior issues;
 - 1.4. Conducts ongoing feedback, coaching and mentoring for staff;
 - 1.5. Assists with annual self-assessments, community needs assessments and planning processes and development of policies and procedures related to mental health and special needs;
 - 1.6. Assesses staff development needs and coordinates the provision of staff training;
 - 1.7. Attends meetings as appropriate;
 - 1.8. Serves as a resource for staff and program participants;
2. Coaching duties which may include:
 - 2.1. Observation, reflective feedback and modeling of effective teaching practices with emphasis on tools and techniques for teachers to work with behaviors and identified needs of children;
 - 2.2. Provide researched based professional development opportunities aligned with program school readiness goals as needed;

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3. Assist with supporting family and community partnerships:
 - 3.1. Advocate for families through connections with other service providers and community agencies;
 - 3.2. Create partnerships and collaborations with local education agencies (LEA) and other child advocacy programs;
 - 3.3. Refer individual case management and transition services as appropriate;
4. Provide screening and support services to children:
 - 4.1. Conduct developmental and social emotional screenings for children to determine strengths and needs as needed;
 - 4.2. Assist staff in making referrals to receive appropriate services;
 - 4.3. Coordinate with classroom teachers to provide follow up on all special services and referrals;
 - 4.4. Assist staff to schedule regular consultations with Mental Health Consultant and Classroom Coordinator- Coach to support classroom staff and families of children with social/emotional needs;
 - 4.5. Coordinate intervention services for children with special needs and/or behavioral issues;
5. Management of reports, records and documentation:
 - 5.1. Monitor, assist and support timely dissemination of required reports;
 - 5.2. Follow up on classroom and home visit attendance per attendance policy with families and Family Support Coordinator;
 - 5.3. Maintain classroom/client records as required by program plans;
 - 5.4. Monitor online child assessments per requirements;
 - 5.5. Assist and support timely documentation of mental health and special needs referral processes;
6. Communicates courteously and professionally and maintains working relationships with others in carrying out job functions.
 - 6.1. Frequently interact with program and agency staff and families to exchange basic fact information as well as detailed and/or technical information;
 - 6.2. Responsible for effective negotiations with vendors or across departments in order to achieve work related objectives;
 - 6.3. Coordinate, at least monthly, staffing with Coordinators, to discuss questions, concerns, goals and progress, options and ideas to assist families in reaching goals. Work to develop a positive team approach to meeting the needs of children and families;
 - 6.4. Receive and respond to routine and/or confidential issues requiring knowledge of departmental policies, procedures, activities, and rules;
 - 6.5. Participates in community outreach, advocacy and inter-agency committees and events.
 - 6.6. Refer issues and concerns to the appropriate party for resolution as necessary;
 - 6.7. Adhere to agency's policies concerning confidentiality and data privacy;
7. Perform all job duties in compliance with safety guidelines and an ongoing awareness of safety practices:
 - 7.1. Know and follow department and BI-CAP rules as well as sound work and safety practices in order to accomplish the job objectives and avoid injury or loss;
 - 7.2. Wear proper protective equipment when policy requires or conditions indicate a need exists and utilizes proper body mechanics and ergonomics while performing work;
 - 7.3. Make effort to avoid or correct potentially unsafe conditions and/or report them to the responsible supervisor or safety representative in a timely manner;

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8. Engages in on-going professional development.
9. Perform other duties and activities as assigned.

Qualifications

Incumbent must have a valid driver's license and auto insurance. Must have transportation available to attend meetings and home visits as appropriate. Must have a strong commitment to BI-CAP's values of collaboration, innovation and compassion as well as a respect for diversity.

Per Head Start Program Performance Standards 1301.90 (f) *Coaches*. A program must ensure coaches providing the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field.

Prior supervisory experience is preferred.

Knowledge, skills and abilities include:

- Knowledge and experience working with children identified with disabilities and mental health risks. Good reading, writing and communication skills;
- Proficient computer skills and abilities for effective documentation and communication via Microsoft Office and other programs as required;
- Meet requirements of Head Start and the Minnesota Department of Human Services background studies;
- Strong attention to detail;
- Ability to establish and maintain effective working relationships with others;
- Demonstrate acceptance toward low-income families, other racial and ethnic groups and have an appreciation of cultural diversity and differing values;

Physical Demands & Working Conditions

May experience stress from working with families experiencing difficult situations. Occasional driving to attend meetings. Occasional lifting up to 50 pounds.

Some requirements in this job description may exclude individuals who pose a direct threat or significant risk to the health and safety of themselves or other employees. All requirements are subject to modification to reasonably accommodate individuals with disabilities.

Requirements are representative of minimum levels of knowledge, skills, and experience required. To perform this job successfully, the worker must possess the abilities and aptitudes to perform each duty proficiently.

This document does not create an employment contract, implied or otherwise, other than an "at will" employment relationship. The Executive Director retains the discretion to add duties or change the duties of this position at any time.