

BLAIR COUNTY HEAD START

POSITION DESCRIPTION

NAME:
JOB TITLE: Child Development and
Education Coach

FLSA STATUS: Exempt
DEPARTMENT: Education **PAGE:** 1

OVERALL PURPOSE:

This position is responsible to provide intensive coaching to assigned staff by implementing the Practice Based Coaching Model with fidelity for the purpose of ensuring the program meets established goals.

CORE ORGANIZATIONAL SUCCESS FACTORS:

1. COMMUNICATION

PERFORMANCE MEASURES:

- Openly communicates necessary information with accuracy in a timely manner. Check e-mail **and voicemail** daily and use basic word processing **and company management systems. (i.e. Child Plus)** ~~to create written communication.~~
- Refrains from divulging confidential information **regarding students, families or employees.**
- Prepares legible documentation.
- Effectively listens and completely reviews documentation before commenting.
- Communicates all information, opinions, and ideas in a positive manner **including on social media.**

2. CUSTOMER SERVICE

PERFORMANCE MEASURES:

- Is aware of the potential impact of own attitude and behaviors and makes appropriate adjustments to assure that communication and services are purposeful and appropriate.
- Demonstrates knowledge of how different parts of the organization fit together when providing service to clients.
- Recognizes the successes of staff and clients.
- **Responds to internal and external customer service inquiries in a timely manner.**

3. PROFESSIONALISM

PERFORMANCE MEASURES:

- Demonstrates respect, honesty, integrity, and fairness to all.
- Gains knowledge to ensure competency which leads to professionalism.
- Demonstrates a willingness to use knowledge gained and to distribute it to others.
- Follows work procedures, policies, and ~~the Head Start service plan~~ **Head Start Program Performance Standards.**
- **Represents agency in a professional manner when attending any agency program or event.**

4. RESPONSIBILITY/ACCOUNTABILITY

PERFORMANCE MEASURES:

- Makes rational decisions and is answerable for those decisions.
- Attends work, meetings, and appointments regularly and on-time.
- Completes follow-up/follow-through with assignments and decisions.
- Maintains responsibility and accountability for program resources such as time, money, equipment, etc.
- **Follows all policies and procedures in Employee Handbook.**
- **Follows Recognizing Child Abuse and Mandated Reporter procedures.**

5. TEAMWORK

PERFORMANCE MEASURES:

- Strives to be "solution-focused" rather than "problem-focused" and presents recommendations that best meet the needs of clients, the organization, and community.
- Maintains constructive team relationships, coordinates effective goals, and identifies/plans ways to effectively work together with other team members.
- Demonstrates flexibility and adaptability to change.



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ESSENTIAL FUNCTIONS (other duties may be assigned)

1. Provide coaching to assigned staff.

PERFORMANCE MEASURES:

- Support teaching staff by assessing strengths and needs in effective instructional practices.
- Develop a collaborative partnership with identified teaching staff.
- Work in conjunction with teaching staff to write an Individualized Goal Plan that is based on assessed needs that reflect the Practice Based Coaching plan. Follow-up within the designated timeline of each written goal plan.
- Provide appropriate and relevant training, coaching and modeling to teaching staff to support goal achievement.
- Visit staff based on need and timeline agreed upon through the Practice Based Coaching partnership.

2. Maintain performance standards.

PERFORMANCE MEASURES:

- Provide resources to support classroom goal plan.
- Contribute to revision of policies and procedures as needed.
- Assess all education staff to identify strengths, areas of needed support, and which staff would benefit from intensive coaching.
- Provide opportunities for teaching staff to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals.
- Utilize assessment data to drive coaching strategies aligned with program goals.

3. Complete administrative duties.

PERFORMANCE MEASURES:

- Complete assigned education related reports within assigned deadlines.
- Coordinate and meet with CDE Manager and CDE Supervisor on a regular basis to discuss staff progress and goal attainment.
- Maintain an organized system for confidential record keeping.

4. Contribute to program operations.

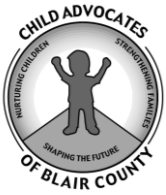
PERFORMANCE MEASURES:

- Provide education information for decision-making at the management level.
- Participate in the annual program self-assessment by submitting report by assigned deadline.
- Review results of child outcomes and staff appraisals to determine teaching staff who may need coaching support.
- Participate in Education Advisory and School Readiness Committee.
- Participate in adequate training and experiences in adult learning.

5. Provide leadership to the Educational Program area staff.

PERFORMANCE MEASURES:

- Regularly attend monthly Education and DST meetings and provide guidance to support team success.
- Assist in the provision of other forms of research-based professional development aligned with program performance goals to staff not identified for intensive coaching.
- Engage in professional development opportunities.



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OTHER DUTIES OF JOB

1. Attend Community Agency meetings as required.
2. Complete special projects as assigned.
3. Perform other related duties as required.
4. Utilize resources from at least one professional organization.

SUPERVISION RECEIVED

Supervision is **typically** received from the Child Development and Education Manager.

SUPERVISION ADMINISTERED

This position **typically** requires the coaching of assigned education program staff.

QUALIFICATIONS

EDUCATION

- Bachelor Degree Early Childhood Education, or a related field.

EXPERIENCE AND/OR TRAINING

- Three years experience teaching in a preschool setting, with Head Start classroom experience preferred, but not required.
- Trained in the Practice Based Coaching model, but not required.
- Knowledge of developmentally appropriate practices and research-based curricula for preschool children.
- Ability to be a team player with proven excellence in collaborating with staff and an established respect of peers.
- Ability to effectively communicate with staff relating to program, staff and classroom goals.
- Demonstrated achievement of goals which reflect initiative.
- Independence in task organization.

LICENSES OR CERTIFICATIONS

- Valid Driver's License
- Required Criminal History, Child Abuse Clearances, and FBI fingerprinting

MENTAL DEMANDS

- Concentration/Attentiveness
- High Level of Record Keeping
- Independent Judgment and Discretion
- Manage Multiple Projects/Task

PHYSICAL DEMANDS

- **CONSTANTLY INCURRED** (more than 75% time on job)
Ability to hear conversation; Ability to communicate orally, use of Hands to Type or Handle Objects, Specific visual requirements, Use of depth perception, Use of color vision, Ability for rapid mental/muscular coordination simultaneously, Ability to use both hands.

Frequently Incurred (Between 25% - 75% of time on job)

Ability to use both legs, Ability to sit, Ability to walk, Ability to repeatedly bend, Reaching at high or low level; Ability to stand, Ability to climb stairs, Repetitive twisting or pressure involving wrists or hands, Ability to operate motor vehicle.

Occasionally Incurred (Less than 25% of time on job)

Ability to kneel, Ability to sit on the floor, Ability to stand, Ability to stand from a sitting or kneeling position, Ability to sit, Ability to lift up to 65 lbs., Ability to climb stairs of at least 2 flights, Ability to stoop.



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PERSONAL PROTECTIVE EQUIPMENT

Occasionally Incurred (Between 25% - 75% of time on job)

Use of latex or vinyl gloves.

WORKING CONDITIONS TYPICAL OF THIS POSITION

Frequently Incurred (Between 25% - 75% of time on job)

Work in a typical office environment, Contact with children, Must be able to travel to and perform assigned job duties at any Head Start center.

Occasionally Incurred (Less than 25% of time on job)

Work outside, Exposure to cleaning chemicals, Exposure to blood and bodily fluids.

TOOLS AND EQUIPMENT

- Use various office equipment, i.e., copier, fax, shredder, printer, etc.

KNOWLEDGE, SKILLS, AND ABILITIES

DATA ANALYSIS

- Read and interpret collected data as determined by agency tools for assessing strengths and needs of classrooms and staff.
 - CLASS observation
 - Teaching Strategies GOLD Child Outcomes
 - Staff Appraisals
 - Others as applicable

PROBLEM-SOLVING SKILLS

- Identify problems, facilitate problem-solving skills, and make recommendations for solutions.

VERBAL COMMUNICATION SKILLS

- Use verbal skills to transfer information to individuals/groups.

WRITTEN COMMUNICATION SKILLS

- Prepare business documents, staff documentation, technical reports, manuals, articles, financial reports, etc.

MATH SKILLS

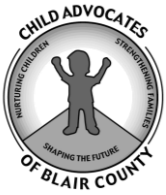
- Addition, subtraction, multiplication, division, percentages, ratios

COMPUTER SKILLS

- Database/Contact Management Software
- Internet/E-mail
- Spreadsheet Software
- Word Processing Software

OTHER CHARACTERISTICS

- Follow established confidentiality policy, safety standards, or applicable regulations
- Knowledge of customer service best practices
- Knowledge of human resource laws and regulations
- Leadership skills
- Organizational skills



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To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

I have read the above position description and fully understand the requirements set forth therein. I can perform the essential functions of the position with or without accommodation. I will perform all duties and responsibilities to the best of my ability.

Signature of Employee

Date

Signature of Supervisor/HR Representative

Date