

EHS School Readiness Coach

REPORTS TO: EHS Professional Development Coordinator/Mentor

FLSA STATUS: Exempt

STATUS: Full Time, 52 weeks, 40 hours per week

SAFETY SENSITIVE: Yes

Job Summary:

Provide mentor coaching, new employee training, and overall support to EHS Center Base Teachers. Ensure that the teaching staff are getting the direction needed to successfully teach and implement the assigned curriculum and practices which promote high quality learning and promotes school readiness skills. Responsible for assisting with planning, developing, and implementing content service delivery, including monitoring, analyzing, and providing feedback concerning systems within the Early Head Start Program. Establish and maintain effective record keeping systems.

Essential Functions:

The EHS School Readiness Coach will ultimately be evaluated on a combination of skills, dispositions and behaviors, some of which are related to the specific service area of this position and others that represent general expectations of all our agency employees.

The EHS School Readiness Coach responsibilities chiefly fall within the following essential functions, although s/he may perform other tasks and/or duties as assigned. The EHS School Readiness Coach will demonstrate competency to perform essential functions that include:

- Plan and assure quality program policies and procedures are provided and meet all current trends regarding researched based practices as well as compliance with all local, state, and federal regulations.
- Demonstrate Infant / Toddler expertise and disseminate such knowledge by providing ongoing quality assistance to staff.
- Develop and maintain positive, supportive relationships with EHS Center Base teaching staff.
- Develop individual coaching plans with specific goals and areas for growth identified which are based on classroom and teacher observations.
- Develop and disseminate resources and best practice clarification for the purpose of implementing high quality services.
- Assists with the development and management of content contracts, collaborations, and memorandums of understanding as needed.
- Establishes record keeping and monitoring systems to assure program quality.
- Provide constructive feedback and support to teaching staff for learning and growth.
- Follow up on individual teaching staff requests for mentor coach services and document nature of training provided.
- Provide workshops, training and/or technical assistance as needed.
- Use reflective practice and additional strategies to promote positive outcomes for the teaching staff and the children they influence.
- Completes site visits to assess program needs and recommends planning strategies for system and program improvement.
- Communicates effectively with co-workers and community members. Attends meetings as needed to meet content needs.
- Promotes consistent exchange of information by communicating in a professional manner through verbal and written means while maintaining confidentiality at all times.

Minimum Requirements:

- Bachelor degree in psychology, Infant/Toddler mental health, or closely related field. All education must be from an accredited institution.
- Current certification by the Arizona Board of Behavioral Health Examiners in counseling, social work, or marriage and family therapy.
- One year working with infants / toddlers and their families as well as pregnant women.
- Experience providing training on mental health issues, and behavioral management techniques, working in a classroom setting, and/or consulting with teachers is preferred.

- Three years providing services to Head Start / Early Head Start programs is preferred.
- Two years working with low income, culturally and linguistically diverse families.
- Advanced computer skills in Excel, Power Point, Word, internet, and email.
- Arizona's driver's license, proof of insurance, fingerprint card, and Social Security Card, and provide a vehicle as needed for program business.
- Health Questionnaire is required at hire and updated per Head Start Program Performance Standards.
- Must be able to speak, read, write, and understand English.

Knowledge, Skills, and Abilities:

- Knowledge in ECE, Head Start Performance Standards, and adult learning styles.
- Have the capacity to problem solve, handle crises, work with families and children of various cultures from low-income backgrounds.
- Ability to translate theory into practice.
- Ability to train staff in small and/or large group.
- Possess excellent verbal and written communication skills.
- Demonstrate the understanding of DCS reporting system, signs and symptoms of child abuse and neglect

Physical Requirements:

Able to perform the following physical requirements of the position with or without reasonable accommodation: critical sensory requirements include general vision; specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Hear or listen in the normal range (corrected) and speak and give directions clearly. Able to walk, sit, stand, kneel, crouch, crawl, reach, lift, carry, push, pull or otherwise move objects up to 10 pounds, and occasionally lift and/or move up to 25 pounds.

Working Conditions:

Work is performed in a classroom/office setting where minimal exposure to injury exists. Hours of work will generally be during regular business hours and average at least 40 hours per week. There will be work variations in work hours due to employee special projects, deadlines, and other concerns. PGCCS employees have the possibility of exposure to blood or other potentially infectious materials through collateral duty to their routine work assignments, such as rendering first aid if need arises, and seldom exposure to vibration, toxic conditions, odors, dust, mold and poor ventilation.

Acknowledgements:

This job description describes the general nature and level of work performed. The employee may be required to perform other job-related duties. All requirements are subject to change over time. I am fully qualified for this position, and can perform the duties as described. I understand that PGCCS is an Affirmative Action/EEO/At-Will Employer and that PGCCS reserves the right to revise this job description as necessary.

I acknowledge that this job description is neither an employment contract nor a legal document. I have received, read, and understand the expectations for the successful performance of this job and my questions have been answered thoroughly.

Employee Signature

Date