



Lead Instructional Coach

Date: 11/01/2021

Reports to: Assistant Director of Early Childhood Services **Department:** Early Childhood Services/ Center based

Classification: Full-time **Status:** Exempt

POSITION SUMMARY:

Provides supervision of coaches to ensure the development of individualized coaching and mentoring to Teachers and Assistant Teachers. Uses proven effective strategies to increase staff's ability to support positive school readiness outcomes for children ages 0-5 in the center-based program option. Responsible for providing technical assistance using assessment tools, computer-based applications, cooperative learning techniques such as Learning Communities and visual aids, as necessary.

ESSENTIAL FUNCTIONS:

- Responsible for the daily supervision of Instructional Coaches
- Responsible to work with the Director, and Consultant for Coaching to implement coaching throughout the program services.
- Ensures full implementation of coaching model to fidelity.
- Works collaboratively with the Curriculum lead to
- Promote excellence in daily program operations that support the provision of quality services for children and families, and a learning environment where all staff can thrive.
- Obtain and share knowledge of theories and techniques regarding early childhood development.
- Provide regular support of staff through recognized practices such as: observation, targeted coaching, on-going training, professional development goals.
- Travel within agency service area with occasional out of area trips for training.
- Comply with all grant requirements.
- Develop and implement Practice Based Coaching strategies using the Teachers Learning and Collaborating (TLC) Learning Communities structure with center-based Early Head Start teaching staff and home visitors.
- Conduct pre-assessments to identify staff strengths and challenges with relevant research-based instruments such as CLASS (Classroom Assessment Scoring System) TPOT (Teacher Pyramid Observation Tool), the Teaching Pyramid Infant/Toddler Observation Scale (TPITOS) and the Home Visit Rating Scales-Adapted & Extended (HOVRS).
- Coach and mentor assigned Teachers and Assistant Teachers by utilizing research-based effective teaching strategies based on the individualized needs of each staff member.
- Improve staff's ability to foster school readiness and/brain development in children zero to five years, as documented by improved school readiness outcomes.
- Ensure that all staff provide customer driven services, supporting the parent(s) as the first and most important teacher for their child. Ensure coordination of programming through positive relationships with area service partners.
- Train and ensure that staff have knowledge and competency regarding Head Start Program Performance Standards, KDHE Licensing Regulations, Policies and Procedures, classroom management, best practices, Positive Behavior Support (PBS), Animated Literacy, Apricot, and all established curriculum.
- Prepare content and lead presentations at Teachers Learning and Collaborating (TLC) meetings.
- Provide materials and direction for facilitation of TLC monthly Learning Communities.
- Observe and video tape staff in classroom settings, implementing identified teaching strategies to enhance staff's teaching skills and techniques.
- Establish and maintain consistent and regular coaching schedules for staff.

- Propose innovative teaching approaches and goals to assist staff in the implementation of Professional Development Plans.
- Conduct post-assessments to measure improvements in staff strengths and challenges with relevant research-based instruments, such as, CLASS (Classroom Assessment Scoring System), TPOT (Teacher Pyramid Observation Tool) and the Teaching Pyramid Infant/Toddler Observation Scale (TPITOS).
- Analyze and interpret various forms of data.
- Develop and modify coaching curriculum and approaches as necessary.
- Maintain professionalism and a team structure; serve as a role model for staff, children and parents. Attend all service training as provided.
- Perform all program responsibilities within the parameters of the Head Start Program Performance Standards mandates, and Kansas Licensing regulations.
- Respect and support cultural differences and diverse family structures.
- Maintain dependable, punctual attendance and adhere to appropriate break times.
- Attend mandatory In-Service trainings and staff meetings.
- Responsible to report any suspected abuse or neglect to appropriate authority.
- Advocate for SEK-CAP, Inc. in the community.
- Maintain and assure confidentiality and privacy of SEK-CAP, Inc. customers.
- Uphold and promote the core values and mission statement of SEK-CAP, Inc.
- Support management decisions both in actions and words.
- Cross train for all center positions.
- Be available as first line of communication with centers.
- Ability to work unconventional business hours.
- Other duties as assigned.

KNOWLEDGE AND EXPERIENCE:

Essential:

- Basic computer and electronic equipment skills.
- Basic operation skills of general office equipment such as photocopiers, faxes, and phone systems.
- Ability to get along with diverse personalities; tactful, mature, and flexible.
- Ability to meet and deal tactfully with the general public and to communicate effectively and clearly both orally and in writing.
- Resourceful and well organized.
- Ability to establish and maintain positive, effective working relationships with co-workers, community partners, and customers.
- Ability to learn and adapt.

Desired:

- Knowledge of Head Start Performance Standards/KDHE Licensing requirements.
- Knowledge of area resources.

EDUCATION AND QUALIFICATIONS:

- Bachelor's Degree in Early Childhood Education or Child Development and 7 years of early childhood classroom experience preferred in pre-school and infant and toddler classroom settings.
- Ten years' experience in a child development program working directly with children families and staff required with a minim of five years' experience in a supervisory role.
- Must have the ability to use technology in an instructional environment and be able to successfully implement technology in presentations.
- Obtain First Aid and CPR at orientation and keep current.
- Possess current, valid driver's license and meet agency insurance underwriting guidelines
- Submit to and pass standard criminal history check.

- Successfully complete a physical exam, TB skin test, and be fully vaccinated for COVID-19 before beginning employment

OTHER QUALIFICATIONS:

- Acquire and maintain trainer of trainers' certification in Teachers Learning and Collaborating (TLC) techniques.
- Acquire and maintain TPOT/TPITOS certification from Center for Social Emotional Foundations of Early Learning (CSEFEL) Pyramid.
- Acquire and maintain CLASS Certification
- Acquire training and be competent to administer Home Visit Rating Scales-Adapted & Extended (HOVRS)
- Work effectively with multi-cultural/diverse groups, have the ability to establish a positive relationship with staff, families and children.
- Knowledge of different teaching methods and styles and have the ability to provide specialized and individualized instruction.
- Advanced skills in effective communication, both verbal and written.
- Knowledge of principles of coaching/mentoring; experience preferred.
- Knowledge of principles of child abuse reporting.

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Use hands to finger, handle, or feel
- Reach with hands and arms
- Sit or occasionally stand; walk and stoop, kneel, or crouch
- Regularly lift and/or move up to 30 pounds
- Required vision abilities include close vision, distance vision, peripheral vision, depth perception and ability to adjust focus
- Occasional exposure to wet and/or humid conditions
- Outside weather conditions
- Extreme cold and extreme heat
- Noise level is usually quiet to moderate

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or logical assignment to the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

ACKNOWLEDGEMENT:

“I have presented this job description to the employee and all aspects of the position have been reviewed.”

Supervisor Signature

Date

“I have read this job description and thoroughly discussed the contents with my supervisor.”

Employee Signature

Date