Position Title: Social Skills and Prevention Coach
Reports To: Child Development Services Manager
Supervises: None
FLSA Status: Exempt

Position Purpose:
The Social Skills and Prevention Coach assists with supporting education staff (teachers, teacher assistants, and home visitors) and families to encourage the development of knowledge, attitudes and practices around social-emotional development of students through a trauma-informed lens. The Social Skills and Prevention Coach responsibilities support high quality consistency between home and the classroom keeping the child at the center of decision-making.

Specific Duties and Responsibilities:
- Implement Active Supervision of Children procedures to ensure each child is safe and accounted for at all times.
- Supports the implementation of social skills curriculum and prevention practices in the classroom, through relationship building, assessment, teaching, modeling, and coaching.
- Supports the sharing of social skills information and practices through psychoeducation with families.
• Assists teachers and parents with the prevention and response to challenging behavior in the classroom and at home with developmentally appropriate practices to meet the individual needs of each child, including children with special needs.

• Collaborate with classroom education staff to develop social skills goals for individual students.

• Develop and facilitate a peer learning community focused on teaching social skills to 0-5 year olds.

• Conduct regular observations in all assigned classrooms and maintain records.

• Participate in professional development opportunities, including workshops and conferences, to bring new and emerging best practices into the program.

• Identify resources and materials that will support the social emotional learning and climate of classrooms and integrate them into program practices.

• Identify, provide and/or coordinate training and presentations for children, educational staff, and families on social skills, developmentally appropriate responses to challenging behavior, and trauma informed practices.

• Participate in program improvement and strategic planning activities.

• Represent the program in the community. Assists with providing community education, develops partnerships, and presents a positive image of Head Start and Early Head Start.

• Use available technology to increase efficiency, maintain accurate up to date records and accurate up to date reports.

• Perform other duties and responsibilities as assigned.

**Required Knowledge:**

• Minimum: Bachelor’s Degree in Psychology, Social Work, Counseling, Human Development and Family Studies, Early Childhood, or related field.

• Experience in early childhood education and engaging families preferred.

• Familiarity with Conscious Discipline, Pyramid Model of Social Emotional Skills Development, and Trauma Informed Education practices preferred.

• Experience providing formal trainings, presentations, and workshops to groups preferred.
Knowledge of Head Start and other agency rules and regulations helpful.

Previous experience with culture management and inclusion initiatives preferred.

Previous experience with recruitment, staffing, and operations management preferred.

Experience working in an early childhood setting preferred.

Experience working with diverse populations preferred.

Respect for the principles of Equal Employment Opportunity and Americans with Disabilities Act.

Must meet all requirements of Illinois Department of Children and Family Services.

**Essential Functions:**

For any program option and/or event, the ability to:

- align with the vision, mission, and values of the organization
- use oral and written communication and interpersonal skills necessary to work effectively with co-workers, relate to children, families, and community providers
- adhere to the bargaining unit contract
- work in a fast-paced work environment
- adjust to change frequently
- work independently and meet strict deadlines
- learn the Head Start and other agency rules and regulations within three months.
- effectively engage participating children and/or families
- coach staff on prevention and social skills teaching
- coach staff and provide reflective supervision
- document and provide feedback on children, classroom environment, and interactions.
- manage projects
- work weekends and evenings as needed
- make decisions based on developmentally appropriate practices and trauma informed care
- solve and analyze problems
- self-reflect on performance and services
• manage time to meet deadlines, work duties, and work schedule
• utilize a computer and data programs to meet program requirements
• conduct classroom observations
• reinforce curriculum and classroom management methods
• lead trainings and meetings
• travel to meetings, training, service delivery, and other work sites
• provide necessary emergency response to children, families and/or staff
• sit, stand, and walk 60% of work week
• document services 30% of work week
• travel 10% of work week
• lift and carry a child up to 50 pounds

Work Environment:

• Working with children is physically and emotionally demanding work, requiring patience and energy. Most likely experience children with challenging behaviors, which may include physical and verbal aggression, daily.
• Sitting on the floor with the children
• Occasional bending, squatting, pushing, pulling, lifting, carrying and/or moving up to 50 pounds
• Noise levels fluctuate within the classroom setting, and office setting.
• Outdoor play in various weather temperatures
• Near-vision use for reading and computer work
Disclaimer:

The job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee. Other duties, responsibilities, and activities may change or be assigned at any time with or without notice.

Approved by Policy Council: March 25, 2019

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Signature of Employee                      Date