

EDUCATION & DISABILITIES SPECIALIST	
REPORTS TO	CFDP Director
DEPARTMENT	Child and Family Development Programs
PROGRAM ASSIGNED	Head Start
LOCATION	Admin Office
SUPERVISORY	Yes 1-10
FTE STATUS	100% (11 Months)
FLSA STATUS	Exempt
SCHEDULE	M-F 8:00 AM-4:30PM
SALARY RANGE	\$5,198-\$8,890 / Month

PRIMARY PURPOSE

The Education Specialist provides professional expertise in the *theories and principles of child growth and development, early childhood education, and family support*, assisting the Program Director, Area Supervisors and Center Managers in site monitoring, consultation, training, policy and procedure development and agency collaboration. He/she monitors the education and child development services according to state and federal performance standards following program and agency policies and procedures. He/she will establish and maintain a positive working relationship with center staff, Admin staff and community partners. He/she will work closely with the leadership team in program development and planning. Planning for children's readiness to learn involves culturally responsive, integrated service delivery of child development, disabilities and mental health that supports learning environments to enhance children's cognitive, social and emotional development and promote children's growth in language, literacy, mathematics, science, social emotional development, creative arts, physical development and approaches to learning. He/she will provide training and technical assistance to the Direct Services Team (DST). He/she will maintain up-to-date knowledge on all state and federal regulations regarding delivery of services to children with disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Provide appropriate information for staff, parents, program consultants, and collaborating agencies in the following areas: theories and principles of child growth and development, early childhood education, and family support.
2. Assist program leadership in designing and delivering education and child development services and related training, coaching, or mentoring for staff and parents.
3. Assist the program with transition, screening and referrals, child guidance, classroom observations, and inclusion of children with special needs in collaboration with school districts, Northwest Regional ESD, and Mental Health consultants. Coordinate interagency agreements between Head Start and NWRES D. Assist in referrals to outside agencies for children with special needs as requested.
4. Participate in regular collaboration meetings with NWRES D and Head Start Staff, regarding communication between the agencies, review of the interagency agreement between the two agencies, and to plan and share training information between programs and service areas.
5. Provide training, support and assistance to the program staff on classroom environments, curriculum, assessment and outcomes, individualizing and planning education programs for children.



6. Provide training for staff in completing developmental screenings for all enrolled children and be available to assist with screenings. Lead Admin and Leadership Team in review of all educational screening tools for screening and assessment used by the program.
7. Assist with the coordination of the annual Program Self-Assessment and the follow-up reporting. Review and analyze data to assist in program planning and tracking progress.
8. Take the lead with Admin and Leadership Team to develop and maintain written education and child development policies and procedures that are in-compliance with Head Start Performance Standards.
9. Provide staff with information and technical assistance in compliance with the Head Start Performance Standards and the programs written policies and procedures.
10. Work in collaboration with Admin and Leadership Team to ensure that education and child development goals are tracked, analyzed and adjusted as needed.
11. Attend interagency, organizational and committee meetings as appropriate.
12. Implement a research-based, coordinated coaching strategy for all education staff. Review and analyze teacher data.
13. Attend regular and required meetings and trainings and professional development activities as needed or requested by the Program Director.
14. Must maintain program and client confidentiality policies.
15. Communicate effectively with professionals, paraprofessionals, children, parents and staff.
16. Provide training and technical assistance for staff in state and federal regulations and services regarding disabilities services.
17. Work closely with Center Managers and ECSE staff to ensure services are provided for children and families.
18. Attend Individual Family Service Plan meetings for children with special needs as requested.
19. Assist Center Managers in providing services between Head Start and outside agencies to assure services to all enrolled children with disabilities are provided.
20. Complete periodic record checks on all children with special needs and disabilities to assure services and technical assistance are being provided as needed.
21. Provide individual child observations, as requested to provide technical support and assistance.
22. Act as an advocate for staff, parents and children.
23. Participate in transition meetings for special needs children, as needed.
24. Provide technical assistance for home visits involving children with special needs or go on home visits at teacher or parent request.
25. Work with the Director and Center Manager in planning budget development and expenditure for disabilities services as requested.
26. Work with individual teachers to interpret IFSPs and modify lessons as requested.
27. Maintain good working relationships with community agencies and individuals.
28. Work in a cooperative manner with all staff and program committees to ensure a team approach to the delivery of services to the families and children in Head Start.
29. Must maintain a working knowledge and implement program plans, policies and Head Start Program Performance Standards.
30. Fulfill requirements as a Mandatory reporter.
31. Other duties as assigned by Head Start program Director.

OTHER DUTIES AND RESPONSIBILITIES

1. Be a respectful, cooperative, and reliable team member, consistently treating co-



- workers, families, and community partners with respect and dignity.
2. Contribute to the operation of the program by attending and participating in program staff meetings; and sharing information gained through attendance at required trainings, workshops, and consultations.
 3. Support in the evaluation and planning of program goals and plans.
 4. Maintain professional and collaborative relationships by supporting and implementing position related duties of program contracts, MOU's and interagency agreements.
 5. Maintain professionalism in dress and manner: Arrive to work on time, ready to work and participate. Meet program timeframes, checking email daily as well as site specific communication systems.
 6. Ensures and maintains strict confidentiality of all sensitive information.

Code of Conduct:

Perform all work in compliance with program plans, policies, Head Start Program Performance Standards, and CAT Codes of Conduct.

Confidentiality:

Respect and maintain program and client confidentiality policies regarding enrolled children and families, personnel issues, and other program operations as appropriate. Continuously ensure strict confidentiality of all sensitive information encountered while performing the duties of the position.

Training:

In consultation with supervisor, develop professional work goals and development plan, participating in training as requested.

JOB/BEHAVIORAL COMPETENCIES

1. Experience and education in children's learning styles.
2. Evidence of organizational skills with attention to detail.
3. Must have dependable transportation and/or valid driver's license and auto insurance.
4. Evidence of ability to work in a cooperative team manner, coordinate directly with members of management, able to follow directions and program rules and policies.
5. Must be on the Central Background Registry, pass a pre-employment drug screening and have completed a TB screen.
6. Must be willing and available to work flexible hours, occasional evenings or weekends; also, to include the ability to attend meetings and trainings that may require out-of-town travel and overnight stays.
7. Must have advanced working knowledge and skills and successfully navigate & use computers, including Microsoft Office, Adobe, Google Drive, etc.
8. Ability to de-escalate situations effectively, and to problem solve efficiently and bring issues to resolution.
9. Ability to return to task quickly despite constant interruptions.
10. Ability to effectively communicate positively, respectfully, sensitively and confidentially in



a professional manner with children, families, community partners and co-workers in both verbal and written format.

11. Ability to adhere to program rules and program requirements.
12. Ability to work directly with members of management and families.
13. Must have the capacity to offer assistance to teachers, in the implementation and adaptation of curricula to meet the group and individual needs of children in a Head Start classroom.
14. Knowledge of research-based coaching practices and strategies.
15. Advanced computer knowledge skills.
16. Ability to provide compliance monitoring in a proactive and supportive manner.
17. Must be able to work with families from a diverse population; must be familiar with the ethnic background and heritage of families in the program and be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.
18. Ability to occasionally lift up to 50 lbs.
19. Ability to participate in regular kneeling, stooping, bending, and sitting on the floor.

COACHABILITY - JOB DESCRIPTION ESSENTIAL FUNCTION

1. Complete designated job tasks, special projects and all other duties as assigned to meet team, department, and Community Action Team, Inc. goals, while working cooperatively, efficiently, and productively in a team environment.
2. Actively demonstrate high levels of employee engagement, accountability, coachability, and responsibility for personal performance and results.

COACHABILITY – JOB DESCRIPTION KNOWLEDGE, SKILLS ABILITIES

1. **Growth Oriented** - Seek out and approach training opportunities with active engagement and curiosity, while learning and exhibiting understanding of Community Action Team, Inc policies, protocols, and performance expectations. Demonstrate initiative to incorporate and implement learning principles from informal and formal training, as well as feedback from leaders and co-workers. Actively pursue professional development opportunities to add value to Community Action Team, Inc, including learning, adopting, and quickly adapting to new techniques and technologies used in the changing utility industry.
2. **Accountable** - Actively demonstrate accountability and responsibility for both work product results and the impact behaviors and decisions may have on the ability of others to do their jobs well. Work cooperatively in a team environment, while consistently demonstrating collaborative, respectful and productive work habits.
3. **Coachable** - Receive, interpret, and implement job-related instruction, guidance, coaching, and training (both formal and informal) while progressively improving skills and overall success in performing assigned duties. When issues of poor performance or negative behaviors are raised, incorporate feedback in a constructive manner that demonstrates understanding of the concern and an ability and willingness to achieve the required consistent and sustained improvement.

MINIMUM QUALIFICATIONS AND EXPERIENCE

1. At least three years of experience as a direct supervisor of two or more adults.



2. Knowledge of adult learners and three years of experience working with and training adults.
3. Must have a baccalaureate or advanced degree in early childhood education; or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with early childhood education experience.

PREFERRED:

Bilingual skills preferred.

PHYSICAL DEMAND

☐ Lifting	☐ Pulling	☐ Reaching	☐ Manipulating
☐ Carrying	☐ Pushing	☐ Shoveling	☒ Keying/typing
☐ Other (specify)			

Amount of Effort Applied	% of Time Effort is Applied			
	Less than 15%	15% to 40%	40% to 70%	More than 70%
Less than 1lb.			X	
Between 1 & 5 lbs.			X	
Between 5 & 25 lbs.		X		
Between 25 & 60 lbs.	X			
More than 60 lbs.	X			

☒ Sitting	☒ Standing	☒ Walking
☐ Stooping	☒ Bending	☐ Confined
☐ Other (specify)		

MENTAL OR VISUAL DEMAND

☐	Occasional mental and/or visual attention; the operation/task performed is either close to being automatic or the duties require attention only at long intervals.
☐	Frequent mental and/or visual attention; the flow of work is either intermittent or the process involves intermittent checking or interacting with others.
☒	Continuous mental and/or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor and respond to various situations.
☐	Concentrated mental and/or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods.
☐	Intense and/or exacting mental and/or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work.



WORKING CONDITIONS

☐
☐
☐

Dust
Fumes
Other (specify)

☐
☐

Dirt
Noise

☐
☐

Heat
Vibration

☐
☐

Cold
Water

☐

The job is typically performed under very comfortable working conditions; any disagreeable elements are generally absent during normal performance of job.

☒

Work is typically performed under reasonably good working conditions; while exposure to any or all of the above elements may occur, such exposure is generally not present to the extent of being disagreeable.

☐

The job is often performed under somewhat disagreeable working conditions; exposure to any or all of the above elements is likely, with at least one present to the extent of being disagreeable.

☐

The job is continuously performed under disagreeable working conditions; exposure to any or all of the above elements is probable, with several being present to the extent of being objectionable.

☐

Work is continuously performed under extremely disagreeable working conditions; exposure to many objectionable elements is both continuous and intensive.

ATTENDANCE

1. Typical schedule is Monday-Friday
2. Hours are generally 8:00 AM – 4:30 PM with occasional need for weekend or off-hours support for events, trainings, etc.

SAFETY

Compliance with regular safety guidelines is acceptable.

FLSA STATUS

Exempt

CERTIFICATES/LICENSES

1. Food Handler's
2. Driver license
3. First Aid & CPR – Adult/Children

EEO CLASSIFICATION - This section should be completed by the Human Resources Department. It classifies positions for specific state and federal reporting requirements.

☐

Executive/Senior
Level Managers
(1.1)

☐

First/Mid-Level Managers
(1.2)

☐

Professional (2)

☐

Technician (3)

☐
☐

Sales (4)

Laborer (8)

☐
☐

Administrative Support
Workers (5)

Service Worker (9)

☐

Craft Worker (6)

☐

Operative (7)

SIGNATURES & DATES - The following signatures are required to confirm the accuracy and completeness of the Job Description; that essential functions are aligned with organization goals and objectives; to validate that it is clear, concise and supports compliance with legal considerations; and employee understanding of the job requirements.

NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.

I have read this job description. I understand my responsibilities and will fulfill them to the best of my ability.

<i>Immediate Supervisor</i>	<i>Date:</i>	<i>Next Level of Management</i>	<i>Date:</i>
<i>Human Resources</i>	<i>Date:</i>	<i>Employee</i>	<i>Date:</i>