

**POSITION DESCRIPTION
NORTHFIELD PUBLIC SCHOOLS
June 2018**

SECTION I: GENERAL INFORMATION

Position Title: Instructional Coach - Behavior	Department: General Education
Immediate Supervisor's Position Title: Principal	FLSA Status: Exempt
Band/Grade/Subgrade: D-6-2	Bargaining Unit: Northfield Education Association

Job Summary:

Supervised by the Principal, the Behavior Coach will be responsible for academic and behavioral intervention services for the school's regular education at-risk population. The primary role of the Behavior Coach is to be pre-emptive so that more children have their social, emotional, and behavioral needs met in the general education classroom. This practice will reduce the number of referrals to Special Education. The Behavior Coach will work collaboratively with the school Principal to develop an effective In-School Personal Development program for regular education at-risk children by reinforcing and drawing positive attention toward replacement behaviors. **Additional functions will include mentoring teachers who have groups of students that demonstrate: a) lack of focus in instruction and participation, b) non-compliance to ordinary routines and school expectations, c) inability to self-regulate or inhibit tendencies to disrupt the learning environment.**

The Behavior Coach will ensure that all students are supported in a manner that will successfully address the rate of repeat at-risk social, emotional, and behavioral manifestations. The Behavior Coach will work collaboratively with the School Social Worker, School Psychologist, and faculty to provide empathic, preventative support in a progressive nature and in the least restrictive setting. The Behavior Coach will develop appropriate personalized relationships with all students as well as with other children as assigned by the principal. The Behavior Coach will build positive and productive relationships with students and leverage those relationships to fully engage students in their learning environment by reinforcing the demonstration of replacement behaviors in a variety of environments.

The Behavior Coach will: act as a member of the Student Support Team; proactively teach interpersonal life skills in a social context; coach and train teachers in use of multi-tiered interventions for all students; use data to inform decision making; use data to evaluate the effectiveness of interventions; and assist with student behavior in and out of the classroom.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Social, emotional, behavioral and mental health issues significantly impact our schools and students. These issues have become increasingly complex in recent years. The Behavior Coach is an asset to students, families, teachers and the administrative team.
Percent of Time:	40%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Collaborate with peers to develop meaningful professional development in best practices for social, emotional learning based on the needs of students. • Identify tiers (I, II, III) that need support and develop a plan for that support e.g. reinforcing replacement behaviors in the cafeteria, playground etc. • Act as the point-person for behavior crisis related responses when appropriate. • Respond to significant disruptions. • Be available to students who are in crisis in our regular education program and provide them with the necessary support. • De-escalate significant/disruptive social, emotional, and behavioral responses in students and then reinsert the student into their classroom as appropriate. • Collaborate with administrators, faculty, and other staff to develop alternatives to in-school and out-of-school suspension. • Check in with identified students to measure their achievement, recognize their achievement, express encouragement and empathy. • Always keep the needs and rights of children first and foremost in the educational setting. 		

Duty/Responsibility No:	2	Statement of duty/responsibility: Understand and actively promote school-wide expectations.
Percent of Time:	20%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Understand school-wide student expectations and actively support all student development programming. • Consistently and enthusiastically promote the expectation of high achievement for all students and reinforce school-wide rules and expectations. • Facilitate recognition of students who are successful in meeting social, emotional, and behavioral goals. • Collaborate with faculty and staff to promote a positive learning climate for students that reinforces replacement behaviors in at-risk regular education students • Collaborates with teachers to teach at-risk regular education self-regulation. • Reinforce the implementation of Responsive Classroom practices and Positive Behavior Intervention Supports (PBIS). 		

Duty/Responsibility No:	3	Statement of duty/responsibility: Coaching teachers
Percent of Time:	20%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Lead training of staff related to best practices in behavioral management strategies and interventions. • Coach staff during implementation of new behavioral management and intervention techniques • Model and provide ongoing coaching of new behavioral management and/or intervention techniques, when appropriate. 		

Duty/Responsibility No:	4	Statement of duty/responsibility: Active Student Support Team membership.
Percent of Time:	5%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Participate in Student Support Team meetings • Collect and chart behavioral data to the Student Support team that allows for the development, progress monitoring, and evaluation of scientifically-based social, emotional, and behavioral interventions. • Provide the Student Support Team with other qualitative data such as anecdotal student progress notes. 		

Duty/Responsibility No:	5	Statement of duty/responsibility: Other duties as assigned
Percent of Time:	5%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Perform other relevant duties as assigned by the Principal. 		

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
	less than high school diploma	BA or BS (MA preferred)	
	High school diploma or GED.	Major field of study or degree emphasis:	
	1 year college		2 years college
	3 years college	X	4 years college
	1st year graduate level	Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
	2nd year graduate level		
	Doctorate level		
<ul style="list-style-type: none"> • Responsive Classroom • Positive Behavior Intervention Supports (PBIS) • Restorative Justice • Brain Gym • Yoga Calm • Love and Logic • Peer Mediation • Peer Coaching • Cognitive Coaching • Crisis Prevention Intervention (CPI). 			
Required Work Experience in Addition to Formal Education/Training:			
<ul style="list-style-type: none"> • Five or more years' experience as a general education classroom teacher (preferred) 			
Required Supervisory Experience: N/A			

LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: K-12 teaching license
-----------------------------------	---

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> ● Patience ● Empathy ● Understanding, recognizing, and addressing behavioral antecedents. ● Ability to work with at-risk regular education children in a manner that teaches self-regulation in a crisis. ● Data collection and analysis ● Coaching, supporting and providing feedback to staff
--	---

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS	
Titles of Positions Directly Supervised	# of Employees
N/A	0
TOTAL	0

INDIRECT SUPERVISION:	
Number of employees indirectly supervised: N/A	Total: 0

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>	Duties are generally performed in a typical school setting where there are minimal environmental hazards and risks associated with performing the requirements of the work. Duties of the job may involve some disagreeable human contact or interactions.
--	--

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		X		
Walk		X		
Sit			X	
Use hands dexterously (use fingers to handle, feel)				X
Reach with hands and arms				X

Climb or balance	X			
Stoop/kneel/crouch or crawl		X		
Talk or hear				X
Taste or smell		X		
Physical (Lift & carry): up to 10 pounds		X		
up to 25 pounds	X			
up to 50 pounds	X			
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Sedentary Work:

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Signature – Department Head

Date

Signature – Human Resources

Date

Classification History:

Implemented 2016

Reviewed and updated June of 2018