

JOB DESCRIPTION

Position	Behaviour Coach
Portfolio	Learning Supports
Reports To	Coordinator, Student Supports
Location	Education Centre, RM of Sherwood (Itinerant)
Salary Range	Saskatchewan Teachers Federation

JOB PURPOSE

Behaviour Coaches provide training and support to teachers and other school-based staff to build local capacity in programming for, responding to and working with, students who have behavioural challenges. This position plans, models and teaches effective strategies that meet the needs of students, mitigate and manage student behaviour and promote safe and orderly learning environments.

PRIMARY RESPONSIBILITIES

- Work within multi-disciplinary¹ school-specific teams to provide coordinated, targeted direct service delivery to students and teachers focused on developing, implementing and monitoring interventions and strategies that meet the social, emotional, behavioural and learning needs of students.
- Monitor and analyze system data for the purpose of identifying schools and classrooms with student behaviour challenges, targeting interventions, identifying system-wide trends and issues and for internal reporting.
- Assist school-based staff in consistently tracking and recording student behavioural data in order to monitor student progress on behavior intervention plans and behavior support plan goals and intervene in timely and effective ways.
- Build behaviour programming capacity within school teams (classroom teachers, learning support teachers, educational assistants, and administrators) using a variety of proactive, innovative and effective professional development delivery techniques, including in-class modelling, mentoring and coaching, professional reference materials and presenting at professional learning events.
- Facilitate and guide the process of Functional Behaviour Assessments or Prevent-Teach-Reinforce for more challenging cases.
- Contribute to system and school-level accountability by monitoring and analysing data on behavioural incidents through the School Wide Information System (SWIS) application and generating and interpreting useful student and school data to assist in interventions and programming.
- Responsibilities may be reviewed and assigned from time to time by the direct supervisor.

¹ Classroom teachers, learning supports teachers, administrators, speech-language pathologists, social workers/child and family support workers, behaviour coaches, psychologists and others.

KNOWLEDGE, SKILLS AND ABILITIES
<ul style="list-style-type: none"> • Knowledge of effective behaviour plans and safety plans in order to provide direct feedback and observations on complex children • Knowledge of different diagnosis and conditions • Trained in Non-Violent Crisis Intervention in order to provide direct feedback and consultation on aggressive and violent behaviours • Knowledge of Response to Intervention Framework and experience with Positive Behaviour Intervention Supports implementation.
COMPETENCIES
<ul style="list-style-type: none"> • Service Orientation – Giving superior service to both internal and external clients by displaying professional and respectful behaviors in all interactions. Demonstrates commitments to clients by providing timely and proactive service. • Communication – Clearly convey information to a variety of audiences using the tools necessary, engaging the audience to ensure the message is delivered and understood, creating a positive first impression with confidence and respect. • Time Management and Organization – Maximizes time in order to accomplish as many tasks as possible in a timely manner keeping in mind prioritizing tasks as needed. Setting out goals and objectives as well as the work plans required to complete them. • Teamwork – Shares knowledge and experience with team members and others and solicits input and feedback from others to help the team problem solve and solution build. Respects contributions from all team members, demonstrating cooperation and supports team decisions. • Accountability – Takes personal ownership and responsibility for the quality and timeliness of work commitments. Follows organizational guidelines, professional standards, regulations and principles. Demonstrates reliability and integrity on a daily basis. • Confidentiality – Prairie Valley School Division employees are expected to respect the confidential nature of their positions and shall keep confidential any and all information they acquire during the course of their employment that would be reasonably considered to be personal or confidential.
QUALIFICATIONS
<ul style="list-style-type: none"> • Saskatchewan Professional “A” teaching certificate • Minimum 5 years experience in learning supports or behavioural programming • Special Education Certification is an asset
WORKING CONDITIONS
<ul style="list-style-type: none"> • 8 hour work days/40 hours/week, 10 months per year (as per school calendar) • Employment condition as per STF/PVTA LINC agreement • Daily travel to schools is required, using a system fleet vehicle where possible or with mileage paid for use of personal vehicle




<ul style="list-style-type: none"> • Shared office space
DIRECT REPORTS
<ul style="list-style-type: none"> • N/A


Approved by:

Supervisor Name: Lorrie Rogala

Supervisor Title: Coordinator, Student Supports

Signature: 

Date: June 29, 2017

Deputy Director Reviewed 

Last Updated: June 2017

