

## ANDREW FLECK CHILD CARE SERVICES JOB DESCRIPTION

- JOB CLASS:** Resource Consultant Team Leader
- JOB TITLE:** Resource Consultant Team Leader
- LOCATION:** Head office- Industrial Ave.  
Geographical locations - East, Kanata/Stittsville, South, & Central
- REPORTS TO:** Director- Children's Inclusion Support Services
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### **SUMMARY:**

Works within a specific geographical area co-ordinating the delivery of all support services for the CISS Inclusion Team providing resource support to early learning & child care programs for the successful inclusion of children who live with special needs.

Monitors program effectiveness; supervises and mentors inclusion team; oversees the development of Team Service Plans; Coordinates, identifies needs and oversees the delivery of training programs for the geographic area; nurtures and develops collaborative partnerships in the community.

Maintains the Resource Consultant role for a reduced caseload to support the optimum development and inclusion of children with special needs in licensed early learning & child care settings by advising, working closely and consulting with early learning & child care program staff, the children's families, and with staff of community agencies to develop appropriate team service plans.

This is an itinerant role.

### **KEY OBJECTIVES:**

- To perform duties in accordance with the mission statement and core values of AFCCS & the mandate of CISS

- To assume a supervisory and leadership role for the inclusion team of a specific geographic area
- To coordinate and facilitate the implementation of resources and supports for the successful inclusion of children who live with special needs attending licensed early learning & child care settings.
- To build quality inclusion capacity by supporting the implementation of training for early learning child care programs and families who have children with special needs;

**DUTIES WILL INCLUDE BUT NOT BE LIMITED TO THE FOLLOWING:**

**A) Leadership Role with Inclusion Team:**

1. Supervises Resource Consultants ;monitors caseloads; chairs inclusion team meetings; participates in staff hiring and dismissal; evaluates Resource Consultants; supports the orientation and training of staff and others; facilitates communication among staff; acts as role model, coach, mentor and provides leadership to the inclusion team.
2. Advises, consults and assists staff in planning and problem solving by providing resources, supports and training.
3. Ensures staff remain current and knowledgeable; makes recommendations for in-service training; advises manager/program supervisor of professional development needs of staff; maintains own knowledge through professional development.
4. Facilitates ongoing education on inclusion issues for staff and the broader community in the geographic area; supervises the development of training programs for CISS staff; staff in community programs and families; delivers training, participates in workshops, conferences and makes public presentations in collaboration with Training and Resource Coordinator
5. Participates in ongoing program planning & evaluation to ensure high quality of service delivery.
6. Oversees the development and the ongoing review of Team Service Plans (TSP) of the inclusion team.

7. Negotiates, oversees and monitors the development of a support plan (agreement) with the Resource/Behaviour Consultant regarding the support & resources required by the program to enhance inclusion practices and quality programming. Meets with CISS Management on a monthly basis to share, problem solve, for support

**B) Role with families**

1. Develops ongoing effective communication with parents/guardians on caseload; conducts home visits as required; shares information via direct contact, telephone, email, consultation reports, and minutes of meetings/reports; arranges/facilitates meetings as needed.
2. Provides resource information by identifying appropriate financial, recreational, educational and relief programs for families; assists families in linking with community programs.
3. Advocates on the families' behalf in accessing support/services as required and supports parents/guardians in being their child's advocate.
4. Assists families with transition to school process and attends meetings at parent's request to share information; prepares progress reports and needs statements; advocates, supports and reviews options with families, contacts special education consultants in the relevant school board; sets up meetings with school administrators; arranges visits to schools; participates in IPRC and IEP meetings when requested by the parents.
5. Proactive role with families in geographic area: explains CISS support, supports parents in linking with early learning & child care program supervisors to develop support plan for the program

**C) Role with community programs**

1. Nurtures and develops collaborative partnerships in the community
2. Identifies and regularly reviews the developmental and behavioural needs of children assigned to caseload; conducts regular consultations with community early learning & child care programs in order to assess the needs of the children and the support required by the staff at the program.

3. Oversees the development and ongoing review of Team Service Plans( TSP) for children; plans and facilitates case conferences to develop Team Service Plans using a collaborative approach to identify goals and strategies.
4. Consults with community professionals such as therapists, doctors, social workers and other community consultants on a regular basis.
5. Consults with staff in early learning & child care settings on a regular basis to help staff develop strategies to incorporate child's TSP goals into the existing program; regularly consults with programs to observe, model techniques and provide recommendations to staff.
6. Solicits input from staff, parents and professionals in ensuring an appropriate review and re-assessment of the child's strengths /needs and develops a revised Team Service Plan as needed.
7. Develops effective communication with program staff to assist with ongoing problem solving; attends staff meetings as needed; facilitates meetings as required; sets up communication binder and provides observations, suggestions/recommendations and strategies; maintains ongoing telephone contacts; negotiates the level of Resource Consultant support for each child on caseload.
8. Assists early learning & childcare staff in identifying the need for Behaviour facilitator/ enhanced staff support; may assist in the hiring; provides orientation to the program assistant; explains the expectations of the program and the PA role; monitors the on-going need; reviews contract for enhanced staff support and negotiates/recommends any required changes.
9. Provides resource support to early learning & child care programs regarding behaviour management strategies through observations, discussions, recommendations and modelling techniques; identifies and regularly reviews the behavioural needs of children on caseload; collects and analyzes data based on observations; develops and supports the implementation of a behavioural program; offers strategies based on analysis; monitors and evaluates program effectiveness; provides revisions as required
10. Conducts Environmental Assessments for early learning & child care programs to support staff in developing their skills /knowledge in setting up a positive age/stage appropriate learning environment; provides observations, feedback/ recommendations, training and ongoing monitoring of changes/strategies.

11. Refers to appropriate Behaviour Consultant/Service based on diagnosis and need for clinical input/intervention; consults/liases with Behaviour Consultant on an ongoing basis as required.
12. Identifies, develops, provides and evaluates training (e.g. presentations, in services, workshops) based on the training needs of the early learning & child care staff regarding the individual needs of a child(ren) on the caseload.
13. Participates in the purchase, maintenance and distribution of resources; transports, distributes, collects, disinfects and stores toys, equipment, and other resource material to support the programs and the families.
14. Develops, creates and edits communication systems to support communication development of children using visual aids (PECS, picture exchange, writing with symbols, photographs, sign language, and visual schedules); facilitates the implementation and monitors effectiveness within the early learning & child care program.

**D) Role with Agency (CISS & AFCCS)**

1. Carries out administrative duties; authors and distributes documentation; sets up and contributes to children's files including face sheet, family needs assessment, TSP's, progress and meeting reports, contacts, tracking forms, behavioural consents, release of information, equipment loans; provides data for statistics; completes mileage claims; provides weekly schedule and calls in for messages daily.
2. Participates in CISS and AFCCS activities as required; meets with Manager or Program Supervisor to discuss concerns, needs of children on caseload, , staff training and perceived community needs; maintains advisor spreadsheet ; attends staff meetings and facilitates team support meetings; participates in internal working committees; may provide input on program policies and procedures; may provide input re: the development of protocols with community partners; provides input to program newsletter; participates in program related community committees.
3. Represents the agency in accordance with outlined goals and objectives; represents the program at community events.
4. Respects confidentiality; relates to parents, children and other staff members in a professional and ethical manner.

5. Attends professional development seminars and conferences as approved and shares information with agency staff; conducts internet and other research.
6. Maintains up to date knowledge regarding current practices/information for children with special needs, the broader early learning & child care field and relevant computer skills; knowledge of and uses PowerPoint, Boardmaker, computerized file management, e-mail, digital camera.
7. Supports the identification of community training needs; develops, provides and evaluates training (e.g. presentations, in-services, workshops) for the broader community as delegated based on the CISS Training Committee training plan for parents/ early learning & child care community.

**E) Role with community at large**

1. Advocates on behalf of children with special needs in the community; provides training to staff, parents and others through workshops and in-services; ensures that resource materials are available to programs; identifies needs for public education and provides input into educational programs.
  2. Liaises with Ontario EarlyOn Centres to support staff in providing an inclusive approach for families; may provide consultation, training and attend meetings.
- F) Other related duties as may be assigned by the Program Director.
- G) Works in accordance with Ontario Occupational Health and Safety Standards.

## **RESOURCE CONSULTANT TEAM LEADER**

### **QUALIFICATIONS**

- Early Childhood Education diploma or other relevant post secondary education training
- RECE in good standing
- Resource Teacher/Advanced Studies certificate or recognized equivalent
- Minimum of 5 years of experience working with children and families
- Minimum of 3 years experience working with children with special needs and proven commitment to inclusion
- Knowledge of word-processing skills compatible with what is current in the software industry as well as what is being used at AFCS
- Fluency in both official languages for designated positions as determined by the Program and the French Designation Plan; for some roles an asset only
- Excellent communication skills, both written and verbal in both official languages
- Strong organizational, time management, group presentation and facilitation skills
- Demonstrated leadership ability
- Excellent advocacy skills
- Proven ability to work independently and also as member of a multi-disciplinary team
- Sensitivity and respect for families and cultural differences
- Commitment to on-going up-grading of knowledge and skills
- A current driver's licence and use of a car