**ITTI Care Project Coach Job Description**

**(Duke position title: Program Coordinator)**

*(Job code 2321, Level 10)*

**Center for Child & Family Policy**

**Sanford School of Public Policy**

**Duke University**

**Occupational Summary**

# **Center for Child and Family Policy Mission**

The mission of the Center for Child and Family Policy is to contribute to solutions to important problems affecting today’s children and families, through an integrated system of scientific research, debate and dissemination, public service, and teaching. The Center emphasizes the bridge from basic research to policy and practice.

**Position Description**

The Center has current state funding to pilot the Infant-Toddler Trauma-Informed Care (ITTI Care) initiative. This project involves training Infant-Toddler Specialists in trauma-informed practices, and then coaching these specialists as they incorporate trauma-informed content into their work with infant-toddler teachers and program directors. The project maintains a strong focus on organizational-level change, staff wellness, and relationship-building. We are seeking an early childhood professional with extensive experience as an infant/toddler teacher and coach of infant/toddler teachers to serve as our Coach for the Infant-Toddler Specialists who will pilot this initiative over the coming year. This will begin as a part-time position (20 hours per week), with the opportunity to move to full-time as the project expands following the pilot year. Work for this position can be based from a person’s home, with some travel to visit project classrooms and meet with Infant-Toddler Specialists in person. Some coaching activities can also take place virtually, if needed.

**Work Performed**

**A detailed description of functional areas and tasks follows:**

* Contribute to creation of “resource toolkits” for Infant-Toddler Specialists to use with teachers and directors. This will include collaboration on writing training materials for specific in-class, trauma-informed strategies; compiling collections of video vignettes to demonstrate trauma-informed principles; creating lists of articles, websites, and tools that might be used as part of coaching activities with infant-toddler teachers and directors; and writing project materials that can be shared with families and community members.
* Co-facilitate center-level trainings on trauma-informed care in early childhood. This will include collaboration on creation of training materials as well as in-person facilitation at child care teacher workdays.
* Provide in-person and virtual coaching and mentoring to 5 ITQEP Infant-Toddler Specialists during the pilot year, building to 10 during project expansion. This will include travel to each project classroom (30 classes within 10 centers) at least twice per year for in-person observation and coaching.
* Document coaching activities using project-specific templates. This will include tracking the number of visits to each site, time spent with each infant-toddler specialist, general content of coaching visits, and description of strengths and goals for each infant-toddler specialist.
* Collaborate closely with project directors on project implementation, revision, and expansion. This will include periodic meetings, communication about barriers and challenges that arise, and participation in the expansion planning team.

Perform other related duties incidental to the work described herein.

The above statements describe the general nature and level of work being performed by individuals assigned to this classification. This is not intended to be an exhaustive list of all responsibilities and duties required of personnel so classified.

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**EDUCATION/TRAINING**

Work requires a Bachelor's degree in a field related to early child development and education, with significant coursework or training in trauma-informed practice and early childhood mental health.

**EXPERIENCE**

* Work requires 2 years of experience as an infant-toddler teacher and 4 years of experience coaching infant-toddler teachers. Experience as a Center Director a plus. Knowledge of Infant & Toddler CLASS, environment rating scales (ITERS) and the Pyramid model preferred.

OR AN EQUIVALENT COMBINATION OF RELEVANT EDUCATION AND/OR EXPERIENCE

In addition, the successful candidate will possess the following qualities/attributes:

* Excellent communication and interpersonal skills.
* Commitment to racial equity.
* Extensive knowledge of high quality infant/toddler care/developmentally-appropriate practice with children under 3
* Knowledge and experience with reflective supervision and/or motivational interviewing.
* Level 11 on the Early Educator Certification Scale through the NC Institute for Child Development Professionals
* Strong skills as a trainer/presenter.

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