

JOB DESCRIPTION

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed

Position Title	Early Interventionist/School Counselor	Reference: 161205
Function/Department	Student Support Department	Location: Stamford
Manager Title	Director of Student Support Services	
Position Type	Fixed Term	
Position Status	Full Time	

Position Objective

The Student Support Department (SSD) is looking for a highly qualified Early Interventionist/School Counselor with previous experience in providing support to young children with developmental challenges to join our expanding team of multi-disciplinary professionals. Utilizing a Response-to-Intervention (RtI) Model, the primary role of the Early Interventionist/School Counselor is to provide a range of interventions and consultation to the greater school community in order to foster students' personal, social, and language development across all early learning environments.

Responsibilities

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head of indeed to the Regional CEP so that a referral can be made accordingly to the relevant third part services.

Delivers developmentally appropriate intervention to young children

- Utilizes a range of evidence-based strategies and supports to carry out early intervention services
- Provides intervention for young children using appropriate resources in an inclusive classroom context
- Establishes positive, safe, and trusting relationships with young children and their families and teachers in order to encourage student progress related to their developmental needs

Provides consultation to teachers, parents, and other service providers to foster early childhood development across all domains

- Participates on a multi-disciplinary team of professionals by utilizing a problem-solve approach
- Prepares and disseminates professional resources according to student need
- Offers ongoing support to faculty, staff, and parents in order to promote early childhood development

Serves as a primary contact for school crisis and/or safeguarding concerns

- Provides a confidential avenue for identifying and responding to potential threats to child safety
- Assumes a key role on school-wide and divisional crisis response teams
- Documents communication and events surrounding child protection issues and coordinates with administration and external agencies as needed

Regularly assesses early childhood development within the school environment

- Organizes, administers, and analyzes screening and progress monitoring data to identify student need, modify intervention, and report progress to parents, faculty, staff, and administration
- Summarizes assessment results and incorporates information into an appropriate support plan

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Serves as a case manager for students receiving support services

- Gathers relevant background information related to students’ functional level and developmental history
- Maintains updated and accurate student files which adhere to high-levels of confidentiality
- Establishes and maintains ongoing professional collaboration with service providers on and off campus in order to maximize student impact on functional performance
- Coordinates, facilitates, and maintains records on meetings with parents, teachers, and internal/external service providers

Offers professional development to the wider school community

- Develops and facilitates training for faculty, staff, and parents related to class-wide and home strategies which promote early childhood development across all domains
- Prepares and delivers parent education training, faculty presentations and/or school or grade-level assemblies

Position Requirements

- Minimum of 2 years of experience working with young children who display physical, cognitive, social-emotional, and/or language delays
- Exceptional interpersonal communication and professional collaboration skills
- Must demonstrate flexibility, strong work habits, and a positive attitude
- Strong organizational skills and excellent command of the English language
- Proficiency in using computers and other forms of technology
- Strong references and attendance record

Qualifications

Required:

- Degree from an accredited university in the area of Early Childhood Special Education, School Counseling and/or Social Work
- Minimum 2 years experience in an early childhood setting with children of varying abilities and needs

Preferred:

- Current Special Education Teaching License and/or Licensed Social Worker (LSW)
- Advanced degree in Early Childhood Special Education, Social Work and/or related field
- Knowledge and/or experience providing support within an RtI Model and/or the Teaching Pyramid

Contacts

- Other Stamford Teaching and Non-Teaching Staff
- Parents and Students
- PTA

Working Conditions

- School Environment
- Working hours 8am to 4:30pm, Monday to Friday, plus occasional staff meetings and trainings
- School holidays are paid and free except staff days and training days (please refer to the website to see the school calendar with school holiday dates)

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Terms of Employment	
• Medical Benefits:	Medical insurance provided where applicable
• Sick Leave/Hosp:	14 days sick leave and 60 days hospitalization leave
• Probation Period:	3 months from date of commencement
• Pre-medical exam:	Required
• Referee request:	Required
• Background Check:	Required