

Note: The operational lead for the integrated service may be purpose-hired or responsibilities may be assigned to existing positions. For example, the child care supervisor became the operational lead at one Toronto First Duty site. A coordinator was hired at another site, who then provided direct supervision to ECEs and assistants. In all situations the operational lead works in constant partnership with the school principal

Operational Lead
POSITION DESCRIPTION

A GENERAL ACCOUNTABILITY

This position is accountable to the Governing Committee of the (name) project

The Project Coordinator's performance will be evaluated according to the performance evaluation procedure set out by [the partner who employs the coordinator]

B NATURE AND SCOPE

The project is established to achieve a vision of comprehensive, high quality services for the families and children in the (define catchment area) community. The Project Coordinator is responsible for the initial start-up and on-going operation of the project, including the program planning, program marketing, compliance with organizational policies, on-going evaluation, and appropriate representation and liaison to a broad range of stakeholders including, but not limited to the community, families, funders and other community service providers

C. SPECIFIC ACCOUNTABILITIES

Manage overall collaboration of services

The Project Coordinator works in partnership with the site school principal to

- Oversee the development of the integrated early childhood services project
- Manage the overall implementation of the project by providing leadership, support and direction, including program planning and evaluation, to ensure the project goals & objectives are achieved
- Be responsible for building an effective team and promoting communication and problem-solving among team members
- Be responsible for the development and implementation of operating policies and procedures that reinforce integration, in partnership with the Management Committee
- Organize and support the Management Committee, sub-committees, community advisory committee and other ad hoc committees to ensure broad-based participation and project effectiveness
- Act as a resource to the Management Committee
- Oversee ongoing evaluation to ensure program quality
- Participates in the development and implementation of a process for on-going family input into the project, ie implementing community needs assessment study

Community Development

- Assist partners and community members to identify issues and concerns and develop appropriate action in accordance with project goals & objectives
- Encourage links with coalitions and groups that represent partner interests
- Utilize a variety of strategies to encourage family involvement in decision-making and program planning

Access to services

- In accordance with the service plan and goals developed by the Management Committee, take all necessary steps to break down barriers to family participation including developing and implementing single intake and tracking mechanisms; maximize resource/space integration and team program delivery to contain family fees; reduce and where feasible eliminate program transitions for children
- Develop outreach strategies to ensure families in the area are aware of the project
- Outreach to community and specialized service providers to provide on-site programming as appropriate
- Link and support family access to community, social, health and specialized services

Development of Staff team

- Coordinate professional development for project staff, Management Committee members and others
- Develop & maintains linkages with other integration projects, funders and with evaluators
- Ensure the effective utilization of volunteers and students throughout the project and ensure a program of support and training for them
- Engage in appropriate training and education to upgrade skills to fulfill the responsibilities of the position

Provide administrative functions for the program

- Monitor appropriate program budget accounts within the project's management administrative policies and procedures
- Ensure the operation of the program statistical information system within the project's management information systems policies and procedures
- Carry out additional management duties as identified from time to time by the Management Committee
- Ensure confidential information is stored appropriately
- Develop internal communication and outside promotional materials

Promotion of the Project

- Promote community awareness of the project and the importance of children's development in the early years

- Liaise with site visitors/media;
 - ▲ Ensure communication/visitor protocols are met - apprise management committee and site managers; secure spokespeople; provide guided site tour; provide documentation package to support visit (flyers, brochures etc); provide snacks/beverages if needed

Staff Supervision

The front-line staff of the Project will report directly to their respective school/agency supervisor under existing management structures

The Coordinator will act as the team leader and coordinator of all staff working within the project

The Coordinator will provide direct supervision to the following

- ◆ Summer program staff
- ◆ Volunteers and students
- ◆ Early childhood educators
- ◆ Early childhood assistants
- ◆ (Name additional staff as appropriate)

Qualifications

- Ontario Teaching Certification and/or ECE certification according to provincial requirements
- Successful experience teaching four to five year old children for a minimum of three years
- Courses or certification in the area of early childhood development and literacy would be an asset
- Knowledge of the Day Nurseries Act, kindergarten program requirements, and funder and relevant association requirements and best practices

Skills

- An in-depth understanding of early childhood development and how young children acquire literacy skills
- The ability to manage additional responsibilities and to lead a team
- The skills to engage, influence, and motivate others to explore all areas of developing an integrated approach to delivery of early childhood programming and services
- The ability to communicate with colleagues, parents/guardians, and administrators in their own school and other project schools
- Evidence of adaptability and problem-solving skills
- Willingness to take risks, learn and apply new skills and knowledge
- Collaborative skills to promote teamwork and co-operation
- Excellent organizational skills (e.g., effective resource, data, and time management)
- Computer skills to access electronic resources and conferences