

**THE NAVAJO NATION**  
**Department of Personnel Management**  
**JOB VACANCY ANNOUNCEMENT**

REQUISITION NO: <u>DOE7019840</u>	DATE POSTED: <u>01/26/15</u>	
POSITION NO: <u>242796</u>	CLOSING DATE: <u>02/06/15</u>	
POSITION TITLE: <u>HEAD START MENTAL HEALTH &amp; DISABILITIES SPECIALIST</u>		
DEPARTMENT NAME / WORKSITE: <u>DOE/Navajo Head Start - Window Rock, AZ</u>		
WORK DAYS: _____	REGULAR FULL TIME: <input checked="" type="checkbox"/>	GRADE/STEP: <u>AD65A</u>
WORK HOURS: _____	PART TIME: <input type="checkbox"/> NO. OF HRS./WK.: _____	\$ <u>46,217.60</u> PER ANNUM
	SEASONAL: <input type="checkbox"/> DURATION : _____	\$ <u>22.22</u> PER HOUR
	TEMPORARY: <input type="checkbox"/>	

**DUTIES AND RESPONSIBILITIES:**

Plans, organizes and supervises a broad range of mental health and disabilities services for Head Start and Early Head Start children, families and staff; implements preventive, intervention, examination, treatment, recommendation, referrals and identification of mental health and disabilities services and problems; develops and implements overall strategic plan consisting of a monitoring component of children's mental health and disabilities requirements; conducts education in collaboration with state and county public health, Indian Health Services and school districts; oversees appropriate referrals for diagnostic examination; identifies and assesses the mental health and disabilities needs of enrolled children through developmental and social emotional screenings and/or classroom observations, compiling information/data on discussion with family and center staff regarding the child's mental health and disabilities needs; prepares reports of each child's developmental needs and participates in the development of Individual Education Plan (IEP) or Individualized Family Services Plan (IFSP) with the local school districts; ensures IEP/IFSP correlates with early childhood services and includes goals and objectives stated is developmentally appropriate.

Responds to identified needs and goals and intervenes on behalf of families, children and staff; provides expertise and support in developing high quality childhood environments, materials, practices and early childhood special education services; meets with managers to assure program consistency of curriculum materials and service delivery in compliance with Head Start Performance Standards and to promote problem solving and support to direct service staff; organizes and conducts team performance review; assures children in need of special education services are screened, referred, evaluated and able to access services in compliance with state and federal law; compiles and analyzes data used for monitoring outcomes and planning long/short term goals; provides detailed reports which indicates areas of noncompliance and deficiencies according to applicable protocols and performance evaluation standards; provides assistance and consultation to assure that written policies and procedures are updated and assure compliance with standards and regulations.

Maintains internal control mechanisms for program accountability; meets with management teams and provides technical assistance and support to ensure program effectiveness; assigns and reviews work of staff; conducts performance appraisals; takes appropriate action when necessary; interprets policies and procedures, rules, regulations and directives; serves as Suspected Child Abuse & Neglect (SCAN) Coordinator and the final evaluator of student records and files; serves on committees, panels and advisory boards; develops materials and conducts workshops, presentations and training to staff, parents and community partners; participates in meeting and strategy sessions to stay informed of priorities, raise issues and provide feedback; provides technical assistance and information to stakeholders; researches areas for best practices and system improvements; prepares, interprets and analyzes program student data for purposes of evaluating and measuring educational program services and compliance; attends meetings, training, and professional development activities; may perform special projects as assigned by the Assistant Superintendent.

**Minimum Qualifications:**

- A Bachelor's degree in Early Childhood Education/Development, Education, Special Education, Early Intervention, Psychology, Behavioral Health or a closely related field; and five (5) years of experience working with families and children with special or behavioral needs, two (2) years of which have been in a supervisory capacity.

**Preferred Qualifications:**

- A Master's degree in Education, Early Childhood Education/development, Early Intervention, Psychology, Behavioral Health or a closely related field.

**Special Requirements:**

- A favorable background investigation. • Possess a valid state driver's license.

***(To receive full credit for education, certification, or licensure, transcripts, copies of degrees, certificates, and other appropriate documents must be submitted along with employment application.)***

**Special Knowledge, Skills and Abilities:**

Knowledge of the principles and practices of child development and special education; knowledge of applicable local, state, and federal laws, rules, regulations, policies and procedures pertaining to disabilities services; knowledge of disabilities resources available within the local, state and federal government; knowledge of behavior and effective methods of dealing with children with disabilities; knowledge of Navajo culture and its influence on the daily lives of the children and family.

**THE NAVAJO NATION GIVES PREFERENCE TO ELIGIBLE AND QUALIFIED APPLICANTS IN ACCORDANCE WITH THE NAVAJO PREFERENCE IN EMPLOYMENT ACT AND VETERANS' PREFERENCE.**