

Fiddlehead School of Arts and Sciences is one of Maine’s first approved public charter schools. We are located in Gray, Maine, and serve students grades Pre-K through eighth grade.

Fiddlehead is committed to the growth and development of the whole child: socially, emotionally, physically, academically, intellectually, and artistically. The goal of a Fiddlehead Education is for students to build a toolbox of habits, skills, and wonders to drive a lifelong love of learning. We aim to empower learners to seek answers to their own questions and to develop the means necessary for this endeavor.

**Description & Responsibilities:**

We are looking for a fulltime Positive Behavior Interventionist to join our team in the new year. The Positive Behavior Interventionist will work as part of a multidisciplinary team to support students who require varying levels of behavioral/social-emotional support during their school day. This individual will collaborate with educators and support staff to foster safe, civil, supportive, restorative, and trauma-informed learning environments and interventions. They will help develop, implement, and monitor evidence-based behavioral/social-emotional interventions and positive behavior support plans that prioritize student well-being, dignity, and success within Fiddlehead School of Arts & Sciences. The Positive Behavior Interventionist will enact and serve as a resource for behavioral approaches that are rooted in progressive principles of behavioral science, civil rights and social justice. This position is ideal for an individual who believes in the transformative power of inclusion and is committed to creating learning environments where every student thrives.

This position will report to and coordinate with the Director Special Education.

**Minimum Requirements:**

* BHP or Ed Tech III certification
* A minimum of 3 years of experience working with school-aged children in a behavioral/ social-emotional support capacity
* Certification in Non-violent Crisis Prevention and Intervention (can be certified after hire)

**Preferred Requirements:**

* Bachelor’s degree in education, social work, psychology, or a related field
* Certification in behavior analysis, restorative practices, or trauma-informed care – a plus
* Strong knowledge of equity, diversity, and inclusion principles in education.
* Effective communication, collaboration, and interpersonal skills.
* Demonstrated ability to work as part of a multidisciplinary team
* Emergent curriculum, expeditionary and/or Reggio Emilia experience – a plus

**Responsibilities:**

*Under the Direction of the Special Education Director and School Principal*

* Respond to staff requests for behavioral/social-emotional support.
* Assist special education teachers, social workers, classroom teachers and teacher assistants relative to the day-to-day implementation of social-emotional, and/or behavioral support
* Provide behavioral/social-emotional support and interventions to address diverse student needs, and promote positive behavior and emotional resilience.
* Utilize restorative practices to address behavioral concerns, repair harm, and build relationships.
* Ensure alignment of behavior intervention strategies with principles of inclusivity, equity, and cultural competence.
* Co-develop, implement, monitor, and evaluate evidence-based behavioral interventions and positive behavior support plans
* Collaborate with teachers and support staff to implement and monitor student progress
* Collect and and use behavioral data to inform collaborative decisions and measure the effectiveness of interventions.
* Identify patterns and trends to inform behavioral support and interventions
* Participate in multidisciplinary student support teams to discuss and plan interventions for academic, social-emotional and/or behavioral concerns
* Provide input for Individual Education Plans (IEPs), as appropriate, upon request
* Manage, distribute, and maintain requisite data and documentation in areas of responsibility
* Participate in non-violent crisis prevention and intervention training
* Attend professional meetings, educational conferences, and training workshops to maintain and improve professional competence
* Model professional behavior in accordance with job responsibilities, policies and procedures, and the expectations of professionals working in a collaborative community
* Contribute to a safe, civil, supportive, restorative, and trauma-informed learning environment that celebrates the joy of learning
* Advocate for practices and policies that uphold the dignity and rights of all students

**Knowledge, Skills, and Abilities:**

* Understanding of multi-tiered systems of support (MTSS), restorative practices, and trauma-informed approaches.
* Expertise in developing and implementing behavioral interventions within a diverse school setting.
* Strong interpersonal and communication skills to foster relationships and collaboration.
* Ability to analyze data, identify patterns, and co-create and implement actionable plans.
* Commitment to equity, inclusivity, and the social-emotional well-being of all students.

**Benefits**

* Competitive salary
* Professional development training necessary to complete the tasks
* Supportive work environment

**APPLICATION PROCEDURES**

If you are interested in this position, please respond directly to Jacinda Cotton-Castro and Dr. June Sellers with your cover letter and resume to: [jacinda@fiddleheadschool.org](mailto:jacinda@fiddleheadschool.org) AND [junes@fiddleheadschool.org](mailto:junes@fiddleheadschool.org)

Fiddlehead School provides equal employment opportunities (EEO) to all employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran or disability status  
   
**Maine State Law requires ALL school employees to be fingerprinted and pass a Criminal History Record Check (CHRC). A copy of your CHRC MUST be uploaded as part of your application to be considered.**