



HEAD START
Job Description

<u>POSITION TITLE:</u>	HEAD START PRESCHOOL PART DAY TEACHER I
<u>POSITIVE DESCRIPTION:</u>	Responsible for implementing the educational program in the classroom in alignment with Head Start Performance Standards
<u>SALARY RANGE:</u>	Starting Rate: Head Start Classified Schedule Level 10
<u>SCHEDULE:</u>	August – May/June Monday – Non-child Work Day Tuesday – Friday - Children in session 9:30-1:30 Supplemental hours for parent evening events/training Hours: 5.9 hours per day, 29.5 hours per week, 195 days per year, 1150.5 hours per year
<u>SUPERVISOR:</u>	<ul style="list-style-type: none">• Children's/Disabilities Services Manager• Director for Conduct & Personnel Matters
<u>MINIMUM REQUIREMENTS:</u>	<ul style="list-style-type: none">• Bachelor or advanced degree in Early Childhood Education or Early Childhood Special Education or;• Bachelor or advanced degree in Elementary Education or Elementary Special Education or related field with coursework equivalent to an Associate's Degree in Early Childhood Education or;• Associate's degree in Early Childhood Education and enrolled in a Bachelor's Early Childhood or Early Childhood Special Education program. Bachelor's Degree must be completed within 2 years of hire
<u>DESIRED QUALIFICATIONS:</u>	<ul style="list-style-type: none">• Head Start experience• Experience working with diverse families in low-income communities• Experience working with children with disabilities and with challenging behaviors• One-year previous experience in a setting with 3 – 4-year-olds, including supervision of adults and classroom planning and management• Bilingual
<u>JOB REQUIREMENTS:</u>	<ul style="list-style-type: none">• Documentation of hours on program time card• Participation in Program Annual Self-Assessment• Participation in personal self-assessment, professional development plan, and Performance Review• On-going Professional Development - 15 hours minimum of related training (program/personal)• Submission of training documentation• Familiar with and follows Head Start Performance Standards

- Familiar with and follows Head Start and School District 25 Policies and Procedures

HEALTH REQUIREMENTS:

An initial physical exam is required, unless employee can provide documentation of exam completed within prior 12 months.

OTHER REQUIREMENTS:

- Birth Certificate
- Social Security Card
- Driver's License, Passport, or State Issued Identification Card
- Proof of Auto Liability Insurance
- Declaration of charges/convictions to violent felonies, child abuse/neglect or children sexual abuse
- Cleared background check

Attitudes and Skills with class:

- Demonstrates knowledge of developmentally appropriate practices with young children
- Takes the lead in responsibility and accountability for the classroom
- Familiar with and follows all program curricula and tools; including Creative Curriculum, AI's Pals, Conscious Discipline, DECA
- Leads classroom team in implementing Active Supervision and other Safety Protocol and requirements.
- Assures protocol for receiving and releasing children from/to parents or busses is followed
- Completes required developmental screening on all children within 45 days of enrollment.
- Responsible for assessment completed per program schedule; observation, data collection and submission into database, providing assignments (specific guidance and method for documentation) to Teaching and Classroom Assistants.
- Participates in tri-annual analysis of assessment at the classroom and program level
- Develops weekly lesson plans in alignment with program requirements; submits per program schedule to the Children's and Disabilities Manager; assures that Teaching and Classroom Assistants are familiar with the plans and their role in implementation
- Assures that lesson plans are available for substitutes to implement in the teacher's absence
- Assures that Teaching Assistant and Classroom Assistant are aware of expectations in their support of the teacher and children
- Familiar with and implements the Pyramid Model in relation to Social/Emotional Competence
 - Tier 1 – Universal Promotion, Developmentally Appropriate Practices for all children; nurturing and responsive relationships and high-quality supportive environments
 - Tier 2 – Targeted, provision of targeted strategies for skill development; individual and small group, embedded
 - Tier 3 – Intensive Intervention for a small number of children with persistent challenges
- Member of the program Behavior Team at the Tier 3 level; helps to develop behavior plans and takes lead for implementation of behavior plans in the classroom
- Special Education Services: Follows program protocol for determining possible need for special education and includes IEP goals in individualization and classroom planning.
- Participates in regular Team Meetings with Advocate and Teaching Assistant

- Works with Teaching Assistant in planning and preparing for parent events (parent committee meetings, family events)
- Works with Teaching Assistant to maintain an inventory of classroom equipment and supplies; teaches children proper care and use of equipment and materials.

Attitudes and Skills with Children:

- Is familiar with and follows guidance for interactions with children as per the CLASS Assessment Tool.
- Engages with children in a respectful and caring manner.
- Provides each child with a space in the classroom for their personal belongings and a nametag
- Supports children in learning and following classroom rules/expectations/procedures and uses pro-active and positive behavior strategies.
- Actively participates with children at all times (including outside time, meals, and toothbrushing).

Attitudes and Skills with Parents:

- Engages with parents in a respectful and friendly manner and establishes positive partnerships with parents.
- Helps parents understand the purpose and process for screening, assessment, and early childhood development; models and shares appropriate information and skills
- Conducts two home visits and two parent teacher conferences per year to exchange information and discuss goals (partnership)
- Communicates and collaborates with parents in regard to any extra or individualized strategies prior to implementation; i.e., determining actions and plans for extra support in the classroom, need for referrals for special education and/or behavior plan, along with continuing updates
- Supports parents and community volunteers while in the classroom.

Attitudes and Skills with Co-Workers:

- Approaches co-workers with positive intent, empathy and support.
- Engages with co-workers in a respectful and professional manner.
- Values each person's skills, contributions, and job roles; understands own role in relationship to the roles of others.
- Approaches conflicts/problems with a problem-solving mindset and manages as they arise with the appropriate individual(s) involved before seeking support from supervisor.
- Respects privacy and confidentiality of co-workers and refrains from spreading gossip and support co-workers in doing so also.

General Work Habits & Responsibilities:

- Arrives on time and is reliable in attendance; works full paid hours.
- Follow program procedures for absence notification.
- Signs agreement to and follows Code of Ethics Statement (including confidentiality,
- Exhibits a positive attitude and uses positive communication skills.
- Completes required paperwork accurately and according to due dates established by the program.
- Responds promptly to requests and memos (e-mail, notices) from supervisor and managers.
- Uses technology as required by the program.

- Responds to supervision with a positive, learning attitude.
- Accepts and respects the diversity of others including children, families, staff and volunteers.

Physical Abilities:

- Sufficient clarity of speech and hearing or other communication capabilities, with or without reasonable accommodation, which permits the employee to understand verbal instructions and to communicate effectively on the telephone and in person;
- Sufficient visual acuity, with or without reasonable accommodation, which permits the employee to comprehend written work instructions, monitor, and observe child situations, and perform essential functions of the position;
- Sufficient manual dexterity, with or without reasonable accommodation, which permits the employee to operate standard office equipment, computer equipment, to operate a motor vehicle and meet with clients, co-workers at various locations and perform the essential functions of the position;
- Sufficient personal mobility, flexibility, and balance, with or without reasonable accommodation, which permits the employee to work in various office/school locations with computer equipment, perform the essential functions of the position;
- Job tasks may require, with or without reasonable accommodation, climbing, stooping, bending /sitting upon child size furniture, kneeling, crouching, reaching, standing, walking, lifting up to 40 pounds, fine motor finger movements, grasping, and repetitive motions.