

# TEACHER

## POSITION RESULT DESCRIPTION

### **NESD Head Start Program, Inc.**

**EDUCATION AND EXPERIENCE:** The Head Start Center-based Teacher must have at least an Associate's or Bachelor's Degree in Early Childhood Education or Child Development; an Associate's or Bachelor's Degree in a related field with a minor in Early Childhood Education or a Bachelor's Degree in a related field and a CDA credential. In addition, experience is preferred in the field of early childhood education.

**QUALIFICATIONS:** The center based Teacher is to have a working knowledge of the developmental and educational needs of children; be able to lead, teach and be a good example for children and their families; have a good rapport with children; be able to work closely with Head Start staff, parents and volunteers; must have adequate computer knowledge and skills; keep current CPR and First Aid training as required by the program; show interest and concern for the philosophy and concept of the Head Start Program and maintain confidentiality at all times.

**PHYSICAL REQUIREMENTS:** The center based Teacher must be able to lift 30 lbs. and occasionally heavier items. Must have an initial employment physical examination and provide a doctor's statement of verification.

**WORK SCHEDULE:** The center based Teacher is expected to work as per contract in accordance with the annual calendar.

**SUPERVISION:** The Teacher is accountable to the Education Coordinator assigned to their area.

**EVALUATION:** The Education Coordinator assigned to them will evaluate the center based Teacher's performance two times in the first year and one time per year, thereafter.

**SALARY RANGE\ INCREMENTS:** The starting salary for this position ranges from \$14.34 to \$19.40 per hour. The center based Teacher shall be eligible for salary increments in accordance with the policies and approved salary schedule. A salary increment shall be based upon the program funding level and the individual's year of experience with the program.

**Children and families will always come first in this Head Start Program, above all defined duties, perceived responsibilities, and/or personal priorities!**

### **POSITION OBJECTIVES:**

1. To plan and implement learning experiences that advance the intellectual, physical, social and emotional development of children by putting into practice theories and sound principles of early childhood education.
2. To evaluate children's developmental progress through observations, samples of children's work, parent reports, with the assistance of other classroom staff, then report progress to families.
3. To encourage the involvement of the families of the children in Head Start, embrace the role of the parent as the primary educator of the child and promote and support the development of relationships between children and their families.

4. To establish and maintain a safe, healthy learning environment.
5. To monitor center staff, weekly staff meetings and act as a resource for center staff.
6. To continue to improve in all areas as a person through continued education, training opportunities and evaluation recommendations.

*Each key result area will have been achieved when the performance standards and competencies below have been met and/or exceeded.*

### **KEY RESULT AREA #1: Interacting with Children and Lesson Planning**

**Objective:** To relate to children in an open, considerate and friendly manner and plan and carry out quality lesson plans using sound child development practices, current educational directives and the needs of the children in the classroom.

#### **Performance Standards and Competencies:**

1. Provide effective and nurturing teacher-child interactions.
2. Plan and implement learning experiences that are developmentally appropriate, include all areas of development, and provide for the individual needs of the children in the class.
3. Plan and implement learning experiences that ensure effective curriculum implementation.
4. Arrange the classroom in order to provide a safe, healthy learning environment that allows for the full inclusion of children with special needs.
5. Ensure that all areas of classroom planning; lesson plans, books, equipment, speakers, etc. reflect various cultures and backgrounds.
6. Attend IEPs/other developmental meetings to provide input on the child's development, perceived needs and to act on behalf of the child/family, if requested.
7. Maintain up-to-date records on each child including all information included on the file checklist and any additional, relative information.
8. Use assessment and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.
9. Assess children's progress through observations, samples of the children's work, parent report and record using the Creative Curriculum Program. Inform parents of children's progress 3 times throughout the year and allow for parental input of what steps should be taken to further development.
10. Submit required paperwork in a timely manner (including, but not limited to lesson plans, attendance, weekly staff meeting minutes).
11. Meet once a month or as needed with Education and Family Service Coordinators to evaluate children's progress and the operation of the unit.

## **KEY RESULT AREA #2: Working with Families**

**Objective:** To embrace the role of the parent as the primary educator of the child and promote and support the development of relationships between children and their families.

### **Performance Standards and Competencies:**

1. Relate to families in an open, considerate and friendly manner.
2. Respect and promote the unique identity of each child and family, showing consideration for each family's culture and values.
3. Involve parents directly by keeping in close contact with them concerning their child's developmental progress, concerns and needs.
4. Encourage families to become involved with their Head Start child through volunteering in the classroom, sharing ideas for the daily classroom activities, providing input for the next steps to take to promote their child's developmental progress, becoming involved with the parent group and Policy Council, or in any way they can.
5. Provide educational information to families on various child development and safety issues and/or refer them to the appropriate community resource.
6. Being responsive to parent's concerns about themselves and their family and linking them with the appropriate Head Start staff and/or community resource for assistance.
7. Attend monthly parent meetings and give an update on classroom activities and needs.

## **KEY RESULT AREA #3: Classroom Management**

**Objective:** To maintain a safe, healthy learning environment that represents and includes children of all cultures and ability levels.

### **Performance Standards and Competencies:**

1. Ensure that classroom is safe and healthy by completing a health and safety checklist along with visual daily inspections.
2. Ensure that children are monitored at all times, making sure the proper adult/child ratios are met, the pertinent emergency information is available, and that proper procedures are followed in the event of an emergency.
3. Provide appropriate guidance to children.
4. Monitor and act as a resource for center staff, relating in an open and friendly manner.
5. Include center staff in planning, implementing and observing activities for children and families.
6. Conduct weekly center staff meetings and submit meeting minutes to main office.
7. Assist with interviewing for support staff.
8. Complete inventories on all materials and equipment in classroom.
9. Janitorial duties as needed.

#### **KEY RESULT AREA #4: Community Representative**

**Objective:** To maintain open, positive communication, rapport and services with people and agencies throughout the community.

##### **Performance Standards and Competencies:**

1. Have knowledge of community resources to be able to link families with appropriate services/agencies and to use as resources for enhancing classroom activities.
2. Encourage in-kind from the community through field trips, speakers, classroom volunteers, etc.
3. Relating in an open and friendly manner and acting as a positive representative of Head Start while working with people in the community.

#### **KEY RESULT AREA #5: Administrative Responsibilities**

**Objective:** To fulfill the administrative responsibilities of this position in an effective manner by completing all reports, assessments and record keeping.

##### **Performance Standards and Competencies:**

1. Complete and submit the required paperwork/assessments in a timely manner.
2. Assist with screening.
3. Attend monthly in-service training.
4. Continually assess the Head Start program and provide input/suggestions for improving services to children and families.

#### **KEY RESULT AREA #6: Self-Improvement**

**Objective:** To be an asset to the organization and to continually improve in skills, responsibilities and attitude.

##### **Performance Standards and Competencies:**

1. Attend meetings, trainings, seminars and monthly in-services as deemed appropriate; this may include out-of-town/state travel.
2. Maintain current, required education credentials and submit a copy to the main office to be kept in employee file.
3. To read all related directives, standards and plans in order to keep up to date with local, state and federal educational standards.
4. The Teacher will strictly follow, and then lead by example, in all Head Start Policy and Procedures and Performance Standards on a daily basis.

**\*This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by immediate supervisor and/or other management as required.**