

JOB DESCRIPTION



Teacher

(Job Title)

Exempt ()
Non Exempt (X)

6/19/17 Rev.
Date

Teaching
Classification Series

General Definition

Under the direction of the Center Director, the classroom teacher must develop and implement appropriate classroom activities in compliance with Head Start Performance Standards, California State Regulations (Title 22) and Agency requirements, Infant Toddler Caregivers (PITC) standards and best practices, and the Code of Ethical Conduct. Understand Head Start policies, support the philosophy of Head Start, and implement the Head Start Performance Standards and child outcomes. Create a classroom environment favorable to learning and personal growth in compliance with agency standards and abilities of children. The teacher is responsible for providing and modeling high quality- responsive nurturing care, and education that is respectful of the child's development. The teacher, along with families and colleagues, works to achieve meaningful progress of each child along his/her own unique developmental path and toward school readiness goals.

SUPERVISION RECEIVED:

Center Director

PROVIDES WORK DIRECTION TO:

Teacher Assistants, parent and community volunteers

ESSENTIAL FUNCTIONS INCLUDE, BUT ARE NOT LIMITED TO:

1. Establish and maintain a safe, healthy, clean, nurturing, and inviting learning environment for children;
2. Support the social, intellectual and emotional development of children;
3. Implement a developmentally appropriate curriculum for preschool children;
4. Build the basic curriculum on a caregiving routines as a shared experience between teacher and child;
5. Supervise children both indoors and outdoors at all times;

6. Plan and implement learning experiences and utilize integrated curriculum plans, which reflect mandated elements and components, parental and cultural influences, and promote and advance the intellectual, social, emotional, physical and cognitive development of infants and toddlers;
7. Complete all developmentally appropriate assessments and screenings on all children as required;
8. Develop skill based, individualized classroom activities for each child based on parental input, direct observations, and developmental assessments/screenings including identified activities designed for children with special needs based on their Individual Education Plan;
9. Promote parent involvement by reinforcing the role parents as primary caregiver and educator of their child(ren);
10. Plan and coordinate the work of the teacher assistant and work cohesively with other staff;
11. Demonstrate cultural competency and respect for the child's background by incorporating the cultural, linguistic and familial values and beliefs into the childcare program and lesson plans;
12. Assist families with children's transitions from toddler to preschool and/or from preschool to kindergarten;
13. Maintain a cooperative attitude of working together with the teacher assistant(s), volunteers, parents, and program specialists in planning and implementing activities;
14. Implement the developmental assessment for each child to determine the child's strengths and areas in which each child may need help;
15. Plan with the teacher assistant in preparing materials and supplies in advance for activities;
16. Implement behavior plans designed by resource/mentor teachers and/or mental health specialists;
17. Develop a positive relationship with each child and promote the development of self-esteem and self-discipline;
18. Ensure full implementation of IEPs and inclusion of children with disabilities and special needs;
19. Develop activities based on Individual Education Plan (IEP) for children with special needs;
20. Conduct a minimum of two (2) home visits with primary caregivers and two (2) parent/teacher conferences per family, per academic year;
21. Conduct direct observations on children and record data;
22. Collect data and file in children's portfolios and files;
23. Ensure routines such as diapering, toileting/training, hand washing, tooth brushing, eating, napping, and transitioning between activities are carried out in a manner that is

prompt, hygienic, and consistent with regulations and good child development practices;

24. Work effectively with other staff at the center to promote teamwork, maintaining professionalism and continuously sustaining a positive environment;
25. Perform other related duties.

TYPICAL DUTIES:

1. Set-up, clean up classrooms daily and monthly for environment changes;
2. Translate lesson plans into developmentally appropriate learning experiences;
3. Establish and maintain standards of student behavior/control required to achieve an effective learning environment;
4. Provide appropriate instruction and activities for all children, including children with special needs to meet agency goals;
5. Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude and learning problems;
6. Feed all infants on demand;
7. Communicate regularly with parents regarding child's progress;
8. Document all baselines, ongoing assessments according to AKA Head Start's benchmarks;
9. Conduct parent/teacher conferences and at least two home each year visits for purpose of assessment and support, and to share information on child's progress and educational strategies at school and at home;
10. Refer children suspected of having special needs or challenging behavior to appropriate staff;
11. Assist in ensuring that daily hygiene needs are met;
12. Attend and provide information on children during family support team meetings;
13. Prepare and submit appropriate and required reports; ADA information, daily attendance, and meal count forms;
14. Complete and maintain all necessary documentation to demonstrate compliance with Head Start Performance Standards;
15. Promote positive, professional relationships with parents;
16. Follow health and safety procedures for hand washing, diapering, handling bodily fluids, sanitizing toys and equipment, administering medication, serving bottles and food, dealing with children's illnesses, and supervision of children;
17. Monitor and report signs of child abuse;
18. Attend meetings, trainings, and appropriate professional development activities;

19. Arrange indoor and outdoor space to facilitate creative plan, motor-skill activities, and safety; and
20. Perform other related teaching responsibilities resulting in the efficient and effective operation of the Agency.

Minimum Employment Qualifications/Competencies

EDUCATION AND EXPERIENCE: Any combination equivalent to:

HEAD START: Bachelor's degree or higher from an accredited college or university, and a Commission on Teacher Credentialing Teacher's permit.

OR

Bachelor's degree or higher from an accredited college or university in Child Development or Early Childhood Education, and the ability to obtain a Commission on Teacher Credentialing Teacher's permit within 90 days of employment.

OR

Bachelor's degree or higher in a related field and 24 units in Early Childhood Education/Child Development including *24 unit must include core courses with three semester units of supervised field service/experience in an Early Childhood Education/Child Development setting and the ability to obtain a permit within 90 days of employment.

EARLY HEAD START: Must have a minimum of three semester units in Infant Toddler Child Development

And

Prefer six months of experience in pre-school classroom with ability to adapt curriculum to meet the needs of all children including at risk, special needs, gifted and culturally diverse populations.

KNOWLEDGE AND ABILITIES:

Knowledge of:

1. Early childhood education, child development, anti-bias education;

2. Principles, methods, techniques and strategies, pertaining to teaching and instruction of pre-kindergarten children, effective behavior management and student motivational strategies, and interpersonal skills using tact, patience and courtesy;
3. Local educational and community resources which can be used in the classroom;
4. Developmentally-appropriate curriculum for infants and toddlers;
5. Parent education techniques;
6. Health and safety of children; and
7. Head Start Performance Standards, program goals, and Head Start Act desirable.

Ability to:

1. Learn a second language other than English;
2. Develop and implement agency policies, regulations and procedures;
3. Meet schedules and timelines;
4. Demonstrate appropriate daily behavior, appropriate expression of emotions, as well as appropriate role modeling for children served;
5. Prepare Individual Educational Plans and lesson plans;
6. Administer developmental assessments;
7. Relate to persons from minority cultures and to persons from low-income families;
8. Conduct home visits and parent meetings;
9. Maintain professionalism in attire and demeanor;
10. Prepare clear and concise oral and written reports in English;
11. Establish and maintain effective relationships with students, peers and parents;
12. Observe and respect issues of confidentiality, ethics and best practices of the Early Childhood Profession, and mandatory reporting guidelines of Abuse and Neglect Reporting Act;
13. Apply Early Childhood Development theory in daily classroom activities, and adapt to individual needs of children ;
14. Manage confidential information;
15. Attend to children's daily needs including supervision of toileting/diapering, meal times, indoor/outdoor play times, and nap time supervision;
16. Communicate with children and staff, and management in a professional manner;
17. Problem solve, and prioritize work as well as maintain an overall positive and professional attitude /disposition; and
18. Learn and use software (e.g. MSWord, Excel, Outlook) utilized by the Agency.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

- **Positive, Goal-Oriented Relationships:** Engages in mutually respectful goal-orientated partnerships with families to promote parent-child relationships and family well-being.

- **Self-Aware and Culturally Responsive Relationships:** Respects and responds appropriately to the culture, language, values, and family structures of each family served.
- **Family Well-Being and Families as Learners:** Supports families' safety, health, financial stability, life goals, and aspirations.
- **Parent-Child Relationships and Families as Lifelong Educators:** Enhances parent-child relationship and supports parents' role as the first and lifelong educators of their children.
- **Family Connections to Peers and Community:** Facilitates networks and group activities that support families' strengths, interests, and needs.
- **Family Access to Community Resources:** Supports families in using community resources that enhance family well-being and children's learning and development.
- **Coordinated, Integrated and Comprehensive Services:** Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
- **Data Driven Services and Continuous Improvement:** Collects and analyses information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
- **Foundations for Professional Growth:** Participates actively in opportunities for continuous professional development.

PHYSICAL REQUIREMENTS:

1. Good manual dexterity of hands and fingers to demonstrate activities or run instructional equipment;
2. Must have the ability to sit and stand for extended periods;
3. Must be able to reach overhead as well above the shoulders and horizontally ;
4. Requires repetitive bending at the waist, as well as kneeling, stooping, crouching to assist children;
5. Hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the sources of a sound for health and safety including crying by children;
6. Must have excellent speaking and hearing ability;
7. Must be able to input data using a computer terminal keyboard;
8. Seeing to read a variety of materials and monitor children's activities is essential;
9. Walk for extended periods of time;
10. Handle or feel with fingers, reach with hands and climb or balance, or crawl;
11. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus; and
12. Move, push, pull if needed while moving and holding children and ability to physically interact with young children through running, chasing, bending, stooping, climbing, and standing with occasional lifting up to 40 lbs.

Disclaimer: *“This job description is intended to convey information essential to understanding the scope of this position and it is not intended to be an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with this position. Nothing in the job description restricts AKA Head Start’s right to change, assign, or re-assign duties and responsibilities at any time for any reason.”*

CERTIFICATION: *I certify that I have reviewed the role expectations of my position and understand the description of my job as outlined above.*

Employee’s Printed Name: _____ Date: _____

Employee’s Signature: _____

BOD Approval: 9/21/15, Rev. 6/19/17