

**Skyline CAP Head Start Program
Job Description**

JOB TITLE: Teacher

REPORTS TO: Education/Disabilities Manager

SUPERVISES: Teacher Assistant, classroom volunteers, substitute teachers

Responsibilities and Duties:

A. Classroom Activity Development:

1. Prepare a flexible classroom schedule at the beginning of each operational year. A picture/word schedule should be posted in the classroom for use with the children;
2. Complete developmental screening, height and weight of each child within 45 days of child's date of entry;
3. Use results of developmental screening and input from parent/guardian to begin individualized educational planning;
4. Prepare daily plans and activities; document on monthly and weekly lesson plan forms;
5. Assure child activities comply with the program objectives as written in the Head Start Performance Standards, including:
 - * Planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy and phonemic, print, and numeracy awareness, their understanding and use of language, their understanding and use in increasingly complex and varied vocabulary, their appreciation of books and their problem solving abilities;
 - * Establishing and maintaining a safe and healthy learning environment;
 - * Supporting the social and emotional development of children;
 - * Encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.
6. Assure the activities are planned and presented using developmentally appropriate practices;
7. Create and distribute monthly parent newsletters.
8. Provide the necessary classroom structure that facilitates maximum child involvement and development;
9. Utilize a team approach with teacher assistant, parents and other classroom teaching staff (to include public school teaching and administrative staff, when applicable) in the development and implementation of lesson plans and child observation and assessment;
10. Actively participate in children's activities in the classroom and on the playground;
11. Model appropriate behavior, language, and grammar skills for children and parents;
12. Eat breakfast, snacks and lunch with children; encouraging children to engage in conversation and promoting a pleasant atmosphere during meal time. Use meal periods and information about the food as part of the total education plan;
13. Assist children with proper health and nutrition training and encourage self help skills such as eating (serving self), dressing, brushing teeth and personal hygiene;
14. Plan and coordinate field trips which relate to educational experiences;

15. Assume supervisory responsibilities for teacher assistant, substitutes and volunteers;
16. Attend monthly parent center committee meetings and child/family related meetings (ex: IEP), adjusting regular work schedule to incorporate this time into regular work hours;
17. Acquire and maintain an adequate number of substitute teachers and volunteers in your community, providing them with the proper paper work and assisting in orientation training;
18. Schedule and participate in two home visits and two parent/teacher conferences per child per year;
19. Share updated child assessment information with parents three times each year at the parent/teacher conference and final home visit;
20. Create an atmosphere that is welcoming to parents and families;
21. Provide child and family literacy information, suggestions for home activities and interactions.

B. Record Keeping:

1. Maintain records (attendance, accident/incident reports, daily health check, family contact notes, fire drills, etc.) as required by Head Start and Virginia DSS Division of Child Care Licensing;
2. Keep ongoing observation records on children's performance and use these anecdotal records in updating child assessments, and in planning individual and group activities and interactions with children.
3. Provide daily plans and guidance for the teacher's assistant and classroom volunteers;
4. Supervise and evaluate the activities of the teacher assistant;
5. Maintain a positive working relationship with parents and guardians, staff and other human service agencies;
6. Submit written referrals to disability supervisor as needed;
7. Maintain documentation of any special services (speech/OT/PT, etc.) given to each child;
8. Maintain a complete and up to date file on each child;
9. Make family contact notes; document any conversation/interaction with families and share relevant information with appropriate Head Start staff on "need to know basis."

C. Classroom Environment:

1. Assure that children are treated with respect while using positive discipline techniques and setting limits and expectations consistently;
2. Maintain an orderly and clean classroom environment;
3. Maintain inventory of classroom supplies and assure materials are in good condition;
4. Perform other job-related tasks as requested by Head Start Managers and/or Director.

D. Professional Development:

1. Maintain a working knowledge of all Head Start Performance Standards and adhere to all Skyline CAP Head Start policies and procedures;
2. Participate in all meetings and in-service training (workshops, consultations, etc.)
3. Participate in minimum of eight hours of in-service training directly related to safety, outdoor playground, and child development and discipline;
4. Work in cooperation with other staff members to transition children and parents in and

out of Head Start;

5. Be computer literate and willing and able to acquire new skills;

Qualifications:

An associate, baccalaureate, or advanced degree in early childhood education or in a field related to early childhood education;

Experience working with young children;

Ability to get the willing cooperation of others to analyze issues correctly and use sound judgment; to understand and address positively the causes and conditions of poverty; to meet deadlines; and to function independently without close supervision; sensitivity to the needs of disadvantaged populations;

A physical, TB screening, criminal record check, and DSS Request for Search of Central Registry are required prior to employment. TB screening and physical exam must be updated every four years;

American Red Cross certification in First Aid and CPR and VDSS Medication Administration Training certification are requirements of the position and will be provided to employee during probationary period and as required to keep current certification.

Understands and agrees to abide by the Head Start program's standards of conduct, which include the following:

- 1) Staff will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;
- 2) Staff will follow program confidentiality policies concerning information about children, families and other staff members;
- 3) No child will be left alone or unsupervised while under our care;
- 4) Staff will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline involving isolation, the use of food as punishment or reward, or denial of basic needs;

Ability to lift 50 pound child;

Computer literate; and

Free from conviction of child and adult abuse, neglect, molestation, or exploitation.