

JOB DESCRIPTION

PROGRAM: Head Start
JOB TITLE: Preschool Teacher
CLASSIFICATION: Preschool Teacher II

JOB SUMMARY

This is a specialized position at the full-performance level guiding and instructing preschool children, some with disabilities. Work involves creative planning and implementing an individualized educational program focusing on five key areas of the Early Learning Framework: Social–Emotional, Physical, Language & Literacy, Approaches to Learning, and Cognitive and General Knowledge.

SUPERVISORY RELATIONSHIPS

REPORTS TO: Center-based Supervisor and Preschool Deputy Director
SUPERVISES: Teacher Assistant, Classroom Aide, Substitutes, Student Teachers, and Volunteers, as assigned.

QUALIFICATIONS

- Post-secondary degree in Early Childhood Education or a post-secondary degree in a related field;
- Minimum of one year of experience working with young children; and,
- Bilingual English–Spanish is desirable.

GENERAL REQUIREMENTS

- Computer training and/or documented proficiency with popular word processing, spreadsheet, and database software; experience with and/or training in Microsoft Office products particularly Word, Excel, and Access, is preferred;
- Valid driver's license and reliable transportation available daily, with appropriate insurance coverage;
- Pennsylvania State Police Criminal History Clearance, Child Abuse Clearance, FBI Clearance, and Sex Offender Registry check prior to hire; and Motor Vehicle Record check;
- Recognizing and Reporting Child Abuse training completed within 90 days of hire;
- Current PedFACTS (Pediatric 1st Aid) and CPR certification;
- Physical ability to perform essential job functions without health restrictions, including the ability to stand, walk or sit for long periods of time; lift and carry up to thirty pounds; have unrestricted use of the upper and lower body, corrected or uncorrected hearing and vision within normal ranges, and a clear speaking voice; and, other abilities necessary to ensure child safety in the classroom, other group areas, and when in the community, such as, but not limited to, the following:
 - Ability to bend, squat, reach, kneel, and climb stairs;
 - Ability to move from a sitting to standing position quickly, safely, and without difficulty;
 - Ability to chase an eloping child;
 - Ability to join the children's active play including jumping and running indoors and outdoors; and,
 - Ability to assist children with diapering, toileting, and change of clothing requiring lifting, bending, and squatting.
- Physical examination prior to hire;

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- Tuberculosis test prior to hire;
- Nontraditional work hours, as required, including but not limited to evenings and weekends; and,
- Job-related training, as assigned.

SPECIFIC DUTIES

❖ Establishes and maintains a safe, healthy learning environment:

- Maintains a well-arranged, orderly room that provides direction and a sense of organization;
- Provides materials appropriate to the developmental levels and learning styles of children;
- Keeps materials in good repair and stored in a safe, orderly fashion;
- Implements a well-established, positive routine adapted to the needs of the children;
- Encourages daily health routines with children, including toothbrushing and handwashing;
- Provides adequate supervision, insuring the safety of all children; and,
- Plans emergency procedures, maintains emergency information, and initiates emergency action when necessary.

❖ Advances children's physical and intellectual competence:

- Promotes physical development of children;
- Promotes language understanding and use in an accepting atmosphere;
- Provides opportunities for development of cognitive skills and awareness of concepts in math, science, and social studies;
- Provides a variety of opportunities for creative expression through art, music, and drama; and,
- Applies Pre-K Classroom Assessment Scoring System (CLASS) strategies in daily interactions.

❖ Supports children's social-emotional development and provides positive guidance:

- Provides children with opportunities for success through individual, small group, and large group activities;
- Involves children in all phases of self-care (dressing, eating, toileting, etc.);
- Utilizes appropriate group management techniques;
- Eats with children, modeling proper table manners and sharing the same menu; and,
- Includes multicultural and multiethnic materials, displays, and activities in curriculum planning.

❖ Establishes positive and productive communication with families:

- Schedules and makes periodic home visits;
- Maintains contact with parents through calendars, verbal and written communication, phone calls, posted information, and other media;
- Attends parent meetings and participates in appropriate parent activities;
- Involves parents in the education plan for their child by sharing individualized developmental information and planning goals for each child;
- Encourages parent participation and self-development;
- Develops and provides parent packets for each family;
- Stresses the importance of parent cooperation with the program's confidentiality policy; and,
- Explains to parents the legal mandate to report child abuse and neglect.

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❖ Plans and documents classroom activities:

- Documents daily observations;
- Assesses each child;
- Submits lesson plans addressing all developmental areas;
- Plans developmental goals for each child through the use of daily curriculum, individualized objectives, and long-range goals;
- Develops and carries out Individual Education Plans for special needs children and evaluates the success of plans;
- Maintains accurate, up-to-date records, including, but not limited to Home Visit Reports, Progress Reports, inventories, Family Contact Logs, time sheets, and children's files;
- Monitors food reimbursement and petty cash budgets;
- Plans, organizes, reports, and participates in educational field trips;
- Participates in staff meetings, in-service sessions, class staffing, transition meetings, and other appropriate meetings;
- Makes referrals to appropriate component coordinators and agencies;
- Supervises teacher assistant and classroom aide:
 - Provides orientation and training to the Teacher Assistant and Classroom Aide;
 - Plans regular staff meeting with Teacher Assistant and Classroom Aide;
 - Monitors Teacher Assistant and Classroom Aide performance;
 - Completes observations and evaluations of Teacher Assistant and Classroom Aide; and,
 - Addresses performance concerns promptly and reports continued performance issues to Education Supervisor;
- Acts as a member of the Head Start team; and,
- Completes all duties as assigned.

REQUIRED KNOWLEDGE, SKILLS, & ABILITIES

- ❖ Knowledge of the following:
 - Head Start Program and its services;
 - Principles, practices, and precedents of early childhood education and current developments; and,
 - Program performance standards and program objectives.
- ❖ Skill in the following:
 - Development and implementation of educational lesson planning for groups and individuals, some of whom are individuals with disabilities; and,
 - Techniques of supervision and basic management.
- ❖ Ability to:
 - Communicate effectively through speaking, listening, reading, and writing;
 - Supervise a group of children;
 - Speak, write, and listen effectively in English;
 - Organize and maintain accurate record keeping and reporting;
 - Demonstrate respect for individuals and groups with varied cultural, racial, ethnic, religious, and linguistic identities or backgrounds;
 - Establish positive relationships with people from varied social, economic, and educational backgrounds;
 - Be sensitive to the needs of, and effectively communicate with, low-income children and families;

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- Maintain confidentiality;
- Recognize emergencies and areas where action is necessary; and,
- Direct and supervise adults.