

Wabash Area Development, Inc.
Job Description

Job Title: Lead Teacher
Department: Head Start/Early Head Start
Reports to: Center Supervisor
Grade Level: Grade VI
Prepared by: HS/EHS Director
Prepared date: 06/09/2020
Approved by: Executive Director
Approved date: 10/6/20

Summary: Provides instruction and supervision in a safe and healthy learning environment for Head Start children. Provides and coordinates education services; works in partnership with parents to promote the social, emotional, physical, and cognitive development of Head Start children. Encourages parent involvement in all aspects of the program. Schedules educational home visits and parent teacher conferences. Develops and implements classroom curriculum to provide learning opportunities for individual child goals, provides on-going assessment on progress and facilitates transition to kindergarten. Works toward compliance in all facets of Head Start program performance standards and DCFS regulations.

Essential Duties and Responsibilities include the following:

Coordinate with Center Teacher on all classroom duties and assume duties of Center Teacher in their absence.

Model for other staff, coach/mentor center teacher and classroom aide, and collaborate with all classroom staff and supervisor to maintain consistency and cooperation in the classroom team.

Supervise and monitor children at all times.

Ensure individual goals are assigned for children.

Implement program curriculum, assessments, and instructional model that conform to proven best practice.

Follow individualized IEP's for assigned children.

Ensure daily experience/activities which stimulate physical, social, emotional, and cognitive growth and develop language and literacy skills of young children through the use and development of appropriate practices and curriculum that are based on each child's development progress and needs to meet school readiness.

Help plan and conduct program required home visits and hold parent/teacher conferences for parents to update them on their child's progress and engage parent with classroom happenings.

Follow-up with center teacher concerning program required home visits and hold parent/teacher conferences with parents to share child's progress and parent engagement.

Assist in planning field trips that extend classroom learning.

In cooperation with other agency staff, assist in referral of families to needed services/agencies. Serve as a liaison/advocate for families with community service agencies, including the local County Manager.

Collect and monitor in-kind from classroom; keep all staff in classroom aware of their responsibility for gathering in-kind.

Complete and submit necessary reports as directed by Center Supervisor and/or Coordinator.

Attend staff meetings and in-service training as requested by Center Supervisor, including any meetings called by the County Manager as required throughout the year.

Complete daily USDA documentation or assign responsibility another staff if you are not present.

Mentor center teacher and assistant for maintaining quality and best practices for children in the classroom.

Maintain confidentiality regarding child, family, staff, and/or agency matters.

Ensure the support to families by assisting with transportation scheduling for needed health/education services.

Document contact/concerns about center families including absences on service logs and inform appropriate staff.

Ensure center teacher and assistant are completing service logs in a timely manner.

Learning and using the components of “Conscious Discipline” management tool for classroom.

Document with Center Supervisor all screening results on Parent Screening Report to be shared with families.

Develop a weekly lesson plan with center teacher and assistant which are developmentally appropriate for all children with shared responsibilities. Remembering to address child’s interest daily.

Follow-up on child’s absences as directed by the Center Supervisor.

Assists with recruitment of children into Head Start, coordinates and participates in all related functions.

Accepts and performs other work as assigned.

Possess and maintain licenses and/or certifications that are required for job. Staying current on Gateways to Opportunity.

Follow a consistent schedule, which includes small and large group experiences, work time, planning and recall, music and movement, large and small motor activities, skill development, meals and effective transitions between activities.

Maintains complete and accurate required family/child files, forms and records within required timelines to document and track children in assigned classroom.

Document nutrition concerns in service logs. Inform Nutrition Coordinator, Center Supervisor, Health Technician, Cook, and other classroom staff on assigned children.

Assist in engaging parents to be classroom volunteer or bus monitor.

Assist in getting lesson plan ideas from parents.

Develop and maintain open channels of communication between Head Start, the family, and the community.

Enter family data in program database accurately and in a timely manner to facilitate program services. Report needs of children and parents to appropriate content area specialists.

Collaborate with community agencies to ensure that families have accessibility to services that support their well-being.

Provide training and education to families in using available resources and obtaining community services. Advocate for needed services in the community.

Assist parents in the development of appropriate service plans, i.e. Family Partnership Agreement, Individual Family Service Plan (IFSP), Individual Educational Plan (IEP).

Assist parents with transitional activities into Head Start and from Head Start to other educational settings.

Respect the diverse values and cultures of the families served.

Plan school readiness homework monthly and oversee follow through from school to home to school.

Provide County Manager with timely updates should changes occur in your weekly schedule.

Stay current on Gateways of Opportunity and attend any trainings/meetings needed to earn credentials.

Any other duties as assigned to ensure smooth program operation and /or assist with coordination of other agency sponsored programs, i.e. riding the bus, cleaning, washing dishes, etc.

Supervisory Responsibilities: Responsible for supervising the assigned center classroom.

Competencies: To perform the job successfully, an individual should demonstrate the following and understands the dynamics of a successful business.

Analytical: Collects and researches data; uses intuition and experience to complement data.

Design: Generates creative solutions; Demonstrates attention to detail.

Problem Solving: Identifies and resolves in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Work well in group solving situations. Use reason even with dealing with emotional topics.

Technical Skills: Accesses own strengths and weaknesses; Pursues training development opportunities; Strives to continuously to build knowledge and skills; Shares expertise with others.

Customer Service: Manage difficult or emotional customer situations; Responds promptly to customer needs; Solicits customer feedback to improve services; Responds to request for service and assistance; Meets commitments.

Interpersonal Skills: Focuses on solving conflicts, not blaming; Maintains confidentiality; Remains open to others' ideas and tries new things; keeps emotions under control; listens to others without interrupting; respects others' time and space.

Oral Communication: Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions.

Written Communication: Writes clearly and informatively; Edits work for spelling and grammar; Presents numerical data effectively; Able to read and interpret written information.

Teamwork: Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcome feedback; Contributes to building a positive team spirit; Puts success of team above own's interest; Supports everyone's effort to succeed.

Quality Management: Looks for ways to improve and promote quality; demonstrates accuracy and thoroughness; applies feedback to improve performance; monitors own work to ensure quality.

Organizational Support: Follows policies and procedures; completes administrative tasks correctly and on time; supports organization's goals and values.

Cost Consciousness: Works within approved budget; Develops and implements cost saving measures; Conserver organizational resources.

Diversity: Shows respect and sensitivity for cultures differences.

Planning\Organizing: Prioritizes and plan work activities; Uses time efficiently.

Professionalism: Approaches others in a tactful manner; reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for their own actions; Follows through on commitments; understands the dynamics of the operation of a successful business.

Ethics: Treats people with respect; Keeps commitments; inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

Safety and Security: Observes safety and security procedures; Determines appropriate action beyond guidelines; Reports potentially unsafe conditions; Uses material and equipment properly.

Attendance\ Punctuality: Is consistently at work and on time; Arrives at meetings and appointment on time; Ensures work responsibility are covered when absent.

Dependability: Follows instructions, responds to management directions; Takes responsibilities for own actions; Keeps commitments; Completes tasks on time or notifies appropriate person with an alternate plan.

Quantity: Completes work in a timely manner; Always willing to help others when feasible.

Adaptability: Adapts to changes in the work environment; Able to deal with frequent change, delays, or unexpected events.

Qualifications: To perform this job successfully, and individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The individual must have a valid Illinois driver's license.

Education and/or Experience: The individual must be at least 19 years old. The individual must have a bachelor's degree in early childhood education or related field, or equivalent coursework. If currently without completed degree, must be willing to complete degree in a negotiated time period. Salary based on salary schedule, education, & experience.

Language Skills: Ability to read and interpret documents such as safety rules, operating and maintenance instruction, and procedure manual. To write routine reports and correspondence, speak effectively before groups of customers or employees or organization.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills: To perform this job successfully, an individual should have knowledge of ChildPlus software; Database software; Internet software; Inventory software; and Word Processing software.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; walk; use hands to finger, handle, or feel; reach with hands and arms; taste or smell; and talk or hear. The employee is occasionally required to stand; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds, over 50 pounds requires a two man lift. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Staff Signature

Date

Supervisor's Signature

Date