



BLAIR COUNTY HEAD START

POSITION DESCRIPTION

NAME:
JOB TITLE: Teacher

FLSA STATUS: Non-Exempt
DEPARTMENT: Education

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OVERALL PURPOSE:

This position is responsible to develop and deliver developmentally appropriate learning curriculum to three to five year olds in a safe and healthy environment that will foster intellectual, language, social-emotional, and physical development. This position is also responsible for ~~involving~~ **supporting** parents in the development of their children. In addition, this position is required to maintain required documentation.

CORE ORGANIZATIONAL SUCCESS FACTORS:

1. COMMUNICATION

PERFORMANCE MEASURES:

- Openly communicates necessary information with accuracy in a timely manner. Check e-mail **and voicemail** daily and use basic word processing **and company management systems. (i.e. Child Plus)** ~~to create written communication.~~
- Refrains from divulging confidential information **regarding students, families or employees.**
- Prepares legible documentation.
- Effectively listens and completely reviews documentation before commenting.
- Communicates all information, opinions, and ideas in a positive manner **including on social media.**

2. CUSTOMER SERVICE

PERFORMANCE MEASURES:

- Is aware of the potential impact of own attitude and behaviors and makes appropriate adjustments to assure that communication and services are purposeful and appropriate.
- Demonstrates knowledge of how different parts of the organization fit together when providing service to clients.
- Recognizes the successes of staff and clients.
- **Responds to internal and external customer service inquiries in a timely manner.**

3. PROFESSIONALISM

PERFORMANCE MEASURES:

- Demonstrates respect, honesty, integrity, and fairness to all.
- Gains knowledge to ensure competency which leads to professionalism.
- Demonstrates a willingness to use knowledge gained and to distribute it to others.
- Follows work procedures, policies, and ~~the Head Start service plan~~ **Head Start Program Performance Standards.**
- **Represents agency in a professional manner when attending any agency program or event.**

4. RESPONSIBILITY/ACCOUNTABILITY

PERFORMANCE MEASURES:

- Makes rational decisions and is answerable for those decisions.
- Attends work, meetings, and appointments regularly and on-time.
- Completes follow-up/follow-through with assignments and decisions.
- Maintains responsibility and accountability for program resources such as time, money, equipment, etc.
- **Follows all policies and procedures in Employee Handbook.**
- **Follows Recognizing Child Abuse and Mandated Reporter procedures.**

5. TEAMWORK

PERFORMANCE MEASURES:

- Strives to be "solution-focused" rather than "problem-focused" and presents recommendations that best meet the needs of clients, the organization, and community.
- Maintains constructive team relationships, coordinates effective goals, and identifies/plans ways to effectively work together with other team members.
- Demonstrates flexibility and adaptability to change.
- **Attend Agency events as needed.**



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ESSENTIAL FUNCTIONS: (other duties may be assigned)

1. Plan and implement an individualized curriculum that promotes the holistic and comprehensive growth of Head Start children.

PERFORMANCE MEASURES:

- ~~Develop an environment to enhance the curriculum.~~ Develop programs that effectively implement and monitor curriculum, provide support, feedback and supervision for continuous improvement of training and professional development.
- Provide a schedule and lesson plan that reflects variety and flexibility to meet individual needs.
- Establish and maintain a safe and healthy learning environment to include supervision and awareness of the location of all children at all times.
- Complete two (2) observations per focus child per day.
- ~~Achieve an ECERS score of at least 5.25 per classroom~~
- Achieve CLASS scores in the mid-range to meet federally mandated guidelines in all domain areas.
- ~~Achieve high range for emotional support.~~
- ~~Achieve high range for instructional support.~~
- Coordinate with other Head Start staff to meet the goals of the Program and of each child.
- Complete two home visits per year with each enrolled child's family; conduct two staff/parent conferences.
- Use transition times for learning.

2. Maintain current records for each Head Start child.

PERFORMANCE MEASURES:

- Assess each child's development on an ongoing basis.
- Maintain administrative documentation.
- ~~Develop~~ Create, maintain and implement appropriate plans as needed.
- Utilize ChildPlus software to review health records, complete daily attendance and meal counts and parent communication.
- Complete child development within 45 calendar days of enrollment.

3. Provide activities that promote social emotional development of children.

PERFORMANCE MEASURES:

- Provide equipment, materials, activities and supportive interactions to promote each child's social emotional development.
- Implement the ~~PATHS~~ designated social and emotional curriculum.
- Provide and insure consistent implementation of overall positive tone for the learning environment.
- Provide and insure consistent implementation of positive guidance to each child.
- Employ and insure consistent implementation of positive communication skills.
- Provide materials and activities for creative expression.
- Use transition times for learning.

4. Provide activities of various types that promote the development of intellectual and physical skills.

PERFORMANCE MEASURES:

- Provide equipment, materials, and activities and supportive interactions to develop sensory, science, and early math skills.
- Provide equipment, materials, and activities and supportive interactions to develop writing, literacy skills, including phonemic and print awareness, understanding and use of language, complex vocabulary, and book appreciation.
- Provide equipment and materials for small and large muscle activities.
- Maintain involvement in center time and outdoor activities.
- Integrate children's interests, respecting ethnicity, culture and family dynamics, in planning and implementation of activities.
- Provide daily challenges for development of intellectual skills, problem-solving skills, and approaches to learning.
- Implement the current curriculum enhancements.
- Use transition times for learning.



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5. Engage families in each child's Head Start experience.

PERFORMANCE MEASURES:

- Provide opportunities for families to be integrally involved in the development of curriculum.
- Provide opportunities to increase parents/guardians skills in child observations and to share with staff.
- Provide on-going communications with parents/guardians and other staff to provide a team-based approach in the delivery of services.
- Attend ~~at least two~~ **all required** family engagement events annually.
- Attend parent meetings as required at your center.
- **Support family involvement by providing family child care as needed at site.**
- Support the development of relationships between children and their families.
- Interact with families in a positive manner to encourage communication.
- Offer and encourage volunteer opportunities.
- Provide individual volunteer opportunities to ensure every family's involvement; make progress toward meeting the ~~Program's Family Engagement goals~~ **individual family goals.**

6. Support the implementation of school readiness initiatives.

PERFORMANCE MEASURES:

- Monitor classroom and individual child progress toward school readiness goals.
- Demonstrate knowledge of school readiness goals ~~which is evident in~~ **through intentional** classroom planning.
- ~~Aggregate~~ **Analyze** classroom data, and create ~~and implement~~ **improvement** ~~a plan for review and approval to~~ **address identified areas falling below expectations.**

7. Supervise and/or mentor all staff or other individuals working in the classroom.

PERFORMANCE MEASURES:

- Provide ~~guidance~~ **supervision** and direction to staff and volunteers to assure consistent curriculum implementation **and** effective interaction with all children.
- Provide on-going job performance feedback to staff, ~~substitutes~~ and volunteers.
- Conduct formal annual appraisals for Classroom Support Staff and Teacher Assistants.

8. Seek out and participate in opportunities to enhance personal and professional growth.

PERFORMANCE MEASURES:

- Attend all scheduled professional development opportunities.
- Establish and achieve annual professional development goals in consultation with supervisor
- Demonstrate knowledge of Head Start Performance Standards, PA Early **Learning Outcomes** Framework Standards, Head Start Framework and developmentally appropriate practices.
- Maintain confidentiality and compliance with HIPAA requirements.
- ~~Participate in at least one professional organization.~~
- Participate in coaching plan/practices as requested or as applicable.
- **Participate in mentoring as requested or as applicable.**
- **Maintain development hours as required by QRIS System.**

9. ~~In outlying centers,~~ Maintain overall responsibility for the safe operation of the facility.

PERFORMANCE MEASURES:

- **Perform duties to ensure the safe operation of the facility.**
- Ensure completion of the Classroom Safety Checklist on a daily basis.
- ~~Ensure completion of the~~ **Daily** Playground Safety Checklist ~~on a daily basis.~~
- Plan and conduct monthly **classroom** practice fire drills in accordance with Head Start Performance Standards and internal policies and procedures.
- Ensure all facility entrances/exits are safe for children, staff and parents.
- Provide feedback to Facilities Division Assistant on contracted services such as snow removal and lawn care **as applicable.**



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10. Identify, refer and monitor children with special needs.

PERFORMANCE MEASURES:

- Participate in KID meetings.
- Alert CDE Education Supervisor and Health and Disabilities Manager to concerns regarding child progress.
- Make referrals based on development, screening, speech, language, behaviors and any other concerns.
- Communicate referral process with family and provide follow-up.
- Correspond with liaison regarding progress.

11. Attend meetings and trainings.

PERFORMANCE MEASURES:

- Attend all DST meetings as scheduled.
- Attend all assigned trainings and meetings.

OTHER DUTIES OF JOB:

1. Submit request for classroom supplies to CDE Education Supervisor.
2. Perform other ~~related~~ duties as required.

SUPERVISION RECEIVED:

Supervision is **typically** received from the CDE **Education** Supervisor and CDE **Education** Program Manager.

SUPERVISION ADMINISTERED:

This position **typically** requires the supervision of the Teacher Assistants, Classroom Support Staff, **Substitutes** and volunteers. Provide indirect supervision of staff from outside agencies providing services to children in the classroom.

MENTAL DEMANDS TYPICAL OF THIS POSITION:

- Concentration/Attentiveness
- High Level of Record Keeping
- Manage Multiple Projects/Tasks
- Respond to Angry/Upset Individuals
- Read and comprehend instructions/work orders
- Ability to adapt to a constantly changing work environment
- Ability to manage multiple projects/tasks
- Ability to work under high pressure for results
- Establish ~~own~~ **personal** goals
- Maintain a high level of decision-making
- Meet frequent deadlines
- Predictable work schedule
- Provide close attention to detail
- Utilize creativity
- Work closely with others

PHYSICAL DEMANDS TYPICAL OF THIS POSITION:

Constantly Incurred (More than 75% of time on job)

Ability to walk for a sustained period of time/distance, **Ability to kneel**, **Ability to sit on the floor**, Ability to use both hands, Ability to use both legs, Ability to communicate orally, Ability to hear conversation, Specific visual requirements, Use of depth perception, Use of color vision, Ability for rapid mental/muscular coordination simultaneously.

Frequently Incurred (Between 25% - 75% of time on job)

~~Ability to kneel, Ability to sit on the floor~~, Ability to stand, Ability to stand from a sitting or kneeling position, Ability to sit, Ability to lift up to 25 lbs., Reaching at high or low level, Ability to climb stairs of at least 2 flights, Ability to stoop, Ability to repeatedly bend.

Occasionally Incurred (Less than 25% of time on job)

Ability to lift up to 65 lbs., ~~—primarily lifting children~~, Repetitive finger movement, Ability to use legs/arms to climb, Ability to balance, Repetitive twisting or pressure involving wrists or hands, Ability to operate motor vehicle, **Ability to use a shovel to remove snow.**

WORKING CONDITIONS TYPICAL OF THIS POSITION:

Constantly Incurred (More than 75% of time on job)



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Contact with children.

Frequently Incurred (Between 25% - 75% of time on job)

Must be able to travel to and perform assigned job duties at any Head Start center, Work outside and inside, Work with hands in water, Exposure to blood and bodily fluids.

Occasionally Incurred (Less than 25% of time on job)

Work outside, Exposure to cleaning chemicals, operate snow blower, Work alone.

PERSONAL PROTECTIVE EQUIPMENT TYPICAL OF THIS POSITION:

Frequently Incurred (Between 25% - 75% of time on job)

Use of latex or vinyl gloves.

QUALIFICATIONS:

EDUCATION

- A Baccalaureate or advanced degree in Early Childhood Education; OR
- A baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education with ECE Certification.
- ECE degrees are preferred to meet federal and state staffing regulations.

EXPERIENCE/TRAINING

- No experience required with ECE degree.
- Experience teaching preschool age children required with related degree.

LICENSE/CERTIFICATION

- Valid Driver's License
- **Valid auto insurance**
- ~~Pediatric First Aid Certification~~ **Valid First Aid/CPR Certification**
- ~~CPR Certification to include Pediatric CPR~~
- **Valid Pennsylvania Teaching Certification in School District Buildings**
- ~~Required criminal history, FBI and child abuse clearances~~
- **Act 34, 83, 151 Clearances**

KNOWLEDGE, SKILLS, AND ABILITIES TYPICAL OF THIS POSITION:

PROBLEM SOLVING SKILLS

- Troubleshoots or takes initiative to solve problems.

COMMUNICATION SKILLS

- Consistently uses good listening skills to remain informed and acts upon or acknowledges receipt of information.
- Utilizes appropriate grammar, punctuation, and accuracy in written correspondence, manuals, or publications.
- Utilizes fluency in the languages spoken by the families served by the Program.

MATH SKILLS

- Performs accurate basic mathematical functions such as addition, subtraction, multiplication, and division.

COMPUTER KNOWLEDGE

- Word Processing Softwares
- **Classroom Management Softwares**
- ~~Internet/E-Mail~~ **Basic computer knowledge including internet and email.**
- **ChildPlus**
- **Ability to use various office equipment, i.e., computers, laptops, tablets, portable devices, copier, fax, printer, etc.**

OTHER CHARACTERISTICS

- Documentation and observation skills.



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- Strong organizational skills.
- ~~Ability to follow established confidentiality policy.~~
- Ability to follow established safety standards.
- Strong leadership and supervisory skills.
- Working knowledge of applicable regulations.
- Knowledge of human resource laws and regulations as they relate to the management of staff.

To perform this job successfully, an individual must be able to perform each essential function 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.

I have read the above position description and fully understand the requirements set forth therein. I can perform the essential functions of the position with or without accommodation. I will perform all duties and responsibilities to the best of my ability.

Signature of Employee

Date

Signature of Supervisor/HR Representative

Date