

BLAIR COUNTY HEAD START

POSITION DESCRIPTION

NAME:
JOB TITLE: Child Development and
Education Supervisor

FLSA STATUS: Exempt
DEPARTMENT: Education **PAGE:** 1

OVERALL PURPOSE OF JOB:

This position is responsible to supervise assigned staff and provide on-going mentoring support and professional development for the purpose of ensuring the program meets established goals. Ensures high-quality early education and child development services, including for children with disabilities, that promote children's cognitive, social and emotional growth. Ensures CDE goals and Head Start Performance Standards are met.

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. ChildPlus) 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. Provide supervision to assigned staff.

PERFORMANCE MEASURES:

- Set and monitor the progress of annual staff goals.
- Conduct Education Staff Appraisals (using observations) for Teacher on time with complete, accurate documentation.
- Work in conjunction with the Teacher to write a Goal Plan that supports individual goal setting that is reflected in the Education Staff Appraisal. Follow-up within the designated timeline of each written Goal Plan.
- Participate in the hiring process for Teachers, Teacher Assistants and Classroom Support Specialists Staff as requested.
- Prepare training needs report for Teachers, Teacher Assistants and Classroom Support Specialists Staff based on results of Education Staff Appraisals and submit to the Education CDE Manager by June 15 each year.
- Review and approve timesheets for assigned staff on a daily basis. Approve mileage/expense reimbursement requests on a weekly basis.
- ~~Maintain CLASS certification as a CLASS observer~~ {Moved to Licenses/Certifications}
- Conduct CLASS observations as designated by CDE Manager.
- Create staff action plans and document disciplinary actions.
- Review Teacher, Teacher Assistant and Classroom Support Staff Goal Pages.

2. Provide mentoring services to staff.

PERFORMANCE MEASURES:

- Provide appropriate and relevant training, coaching and modeling to program staff to support goal achievement.
- Engage in professional development opportunities.
- ~~Utilize resources from at least one professional organization.~~
- Visit new staff at least weekly during August and September and at least twice per month to provide relevant information and training based upon individual needs.
- Visit all assigned classrooms at least once per month based upon individual needs to provide individualized and ongoing support for teaching staff.
- Provide agency-specific training to new staff.

3. Provide professional development and opportunity to staff.

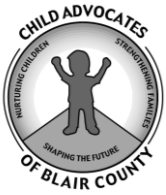
PERFORMANCE MEASURES:

- Provide support, training and guidance to staff to meet changes and new initiatives to meet Head Start Performance Standards.
- Assist staff with post-education procedures.
- Assist staff with finding appropriate program development activities.
- Assist staff with professional development plans.
- Assist staff with set up of individual PA Keys account access.

4. Maintain performance standards.

PERFORMANCE MEASURES:

- Review results of child outcomes and provide resources to support classroom Action Plan upon request.
- Participate in annual curriculum review and provide training to staff to meet changes and new initiatives in the curriculum.
- Contribute to revision of policies, procedures and forms as needed.
- Organize, plan and participate in Education and School Readiness Advisory Committee.
- Ensure that classrooms are properly staffed with required adult/child ratio.



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5. Complete administrative duties.

PERFORMANCE MEASURES:

- Complete assigned education related reports within assigned designated deadlines.
- ~~Conduct~~ Review bi-annual inventory of classroom supplies/materials to ~~reflect ECERS goals~~ maintain a quality environment as suggested by Environment Rating Scale (ERS).
- Assess classroom needs, research items needed, create purchase orders and attach price quotes per Agency policy and procedures.
- Coordinate consumable supply order twice per year.
- Monitor classroom calendars.
- Monitor class days.
- Maintain staff records in an organized and confidential manner.
- Monitor staff attendance and follow up with appropriate disciplinary actions as needed.
- Monitor enrollment of assigned classrooms to update Teaching Strategies GOLD on a monthly basis.

6. Contribute to program operations.

PERFORMANCE MEASURES:

- Provide education information for decision-making at the management level.
- ~~Participate in the annual review of the Child Development Service Plan by June 30.~~
- Participate in the annual program self-assessment. by submitting report by assigned deadline.
- Provide training to classroom substitutes at least annually.
- Provide on-going communication to other Agency departments.
- Provide on-going technology training to teaching staff.
- Conduct inventory of classroom technological hardware.
- Assist with placement of teaching staff.
- Assist in deadline management of staff health assessments, TB screenings, clearances, etc.
- Assist with worker's compensation the process as needed.

7. Provide leadership to the Educational Program area staff.

PERFORMANCE MEASURES:

- Contribute to identification of education area annual goals.
- Regularly ~~attend~~ facilitate DST meetings and provide guidance to support team success.
- Assist ~~Education~~ CDE Manager in conducting education staff meetings at least monthly.

8. Support family engagement initiatives.

PERFORMANCE MEASURES:

- Contribute to at least one special family engagement event at assigned center(s) per year.
- Respond to parent concerns/questions in a timely manner.
- Ensure child literacy and family engagement activities are completed through observations and staff training and ~~meet to ensure the child's cognitive, language, physical and social-emotional development~~ developmental needs are met. Encourage the parent as the child's first teacher.
- Interact with families in a positive manner to encourage communication.
- ~~Monitor~~ Encourage and support staff in the development of parent volunteer opportunities to meet the Program's Family Engagement goals.
- Observe at least one (1) home visit and staff/parent conference to ensure that teachers are informing parents of the child's development; encouraging parents to contribute to the child's individual goal plans and making curriculum suggestions.
- Recognize the parent as the child's first teacher.



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9. Assist with implementing school readiness initiatives.

PERFORMANCE MEASURES:

- Monitor progress toward school readiness goals.
- Train staff and provide resources to improve program school readiness goals.
- Ensure staff demonstrate knowledge of school readiness goals through classroom observations and ongoing monitoring and that it is evident in classroom planning.
- Assist with aggregating child outcomes data and provide suggestions for data analysis for improvement and planning purposes.
- Participate the Education and School Readiness Advisory Committee meetings.

10. Foster community relationships.

PERFORMANCE MEASURES:

- Participate in initiatives with various community programs as assigned.
- Serve as liaison for college interns and high school volunteers.

OTHER DUTIES OF JOB

1. Attend KID meetings as required.
2. Attend Community Agency meetings as required.
3. Complete special projects as assigned.
4. Approve requests to laminate and/or copy materials.
5. Perform other related duties as required.
6. Ensure the management of program data to effectively support the availability, usability, integrity and security of data.

SUPERVISION RECEIVED

Supervision is typically received from the Education Program CDE Manager.

SUPERVISION ADMINISTERED

This position typically requires the supervision of assigned education program staff.

QUALIFICATIONS

EDUCATION

- Baccalaureate or advanced degree in early childhood education; OR
- Baccalaureate or advanced degree and equivalent coursework to a major relating to Early Childhood Education in early childhood education with early education teaching experience.
{changed to match exact wording in Performance Standards}
- Early Childhood Education is preferred to meet federal and state staffing regulations.

EXPERIENCE AND/OR TRAINING

- Three years experience teaching preschool age children.
- Three years experience working in a supervisory capacity utilizing Child Outcomes, ECERS, PA Early Learning Standards.
- Ability to be a team player with proven excellence in supervising staff and established respect of peers.
- Demonstrated achievement of goals which reflect initiative.
- Independence in task organization.
- Ability to go beyond expectations.



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LICENSES OR CERTIFICATIONS

- Valid Driver's License
- Valid auto insurance
- Valid Pennsylvania Teaching Certification
- ~~Required criminal history and child abuse clearances~~ Act 34, 83, 151 Clearances
- Maintain Mandated Reporter Trainer Certification as designated.
- Maintain CPR/First Aid Trainer Certification as designated.
- Maintain CLASS Observation certification as designated.

MENTAL DEMANDS

- Concentration/Attentiveness
- High Level of Record Keeping
- Independent Judgment and Discretion
- Manage Multiple Projects/Tasks
- Respond to Angry/Upset Individuals
- Read and comprehend instructions/work orders

PHYSICAL DEMANDS

- **CONSTANTLY INCURRED** (more than 75% time on job)
Ability to hear conversation; Ability to communicate orally, use of Hands to Type or Handle Objects, Specific visual requirements, Use of depth perception, Use of color vision, Ability for rapid mental/muscular coordination simultaneously, Ability to use both hands.

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

Ability to use both legs, Ability to sit, Ability to walk, Ability to repeatedly bend, Reaching at high or low level; Ability to stand, Ability to climb stairs, Repetitive twisting or pressure involving wrists or hands, Ability to operate motor vehicle.

Occasionally Incurred (Less than 25% 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 65 lbs., Ability to climb stairs of at least 2 flights, Ability to stoop.

PERSONAL PROTECTIVE EQUIPMENT

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

Use of latex or vinyl gloves.

WORKING CONDITIONS TYPICAL OF THIS POSITION:

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

Work in a typical office environment, Contact with children, Must be able to travel to and perform assigned job duties at any Head Start center.

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

Work outside, Exposure to cleaning chemicals, Exposure to blood and bodily fluids.

TOOLS AND EQUIPMENT

- Use various office equipment, i.e., computers, laptops, tablets, portable devices, copier, fax, shredder, printer, etc.

KNOWLEDGE, SKILLS, AND ABILITIES

PROBLEM-SOLVING SKILLS

- Identify problems, investigate the root-cause, and make recommendations for solutions.

VERBAL COMMUNICATION SKILLS

- Use verbal skills to transfer information to groups.



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WRITTEN COMMUNICATION SKILLS

- Prepare business documents, staff documentation, technical reports, manuals, articles, financial reports, etc.

MATH SKILLS

- Addition, subtraction, multiplication, division, percentages, ratios.

COMPUTER SKILLS

- Database/Contact Management Software
- ~~Internet/E-mail~~ **Basic computer skills including internet and email.**
- ~~Spreadsheet Software~~
- Word Processing Softwares
- **Classroom Management Softwares**
- **ChildPlus**

OTHER CHARACTERISTICS

- ~~Follow established confidentiality policy, safety standards, or applicable regulations.~~
- Knowledge of customer service best practices.
- Knowledge of human resource laws and regulations as they relate to the management of staff.
- Leadership and supervisory skills.
- Organizational skills.

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