

BLAIR COUNTY HEAD START

POSITION DESCRIPTION

NAME:
JOB TITLE: Child Development &
Education (CDE) Manager

FLSA STATUS: Exempt
DEPARTMENT: Education
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OVERALL PURPOSE OF JOB:

The general duties are to oversee the Head Start Education service area. Responsibilities include providing leadership and ongoing support to 76 education staff via three supervisors. This position implements and ensures that appropriate Federal and State regulations are met; participates in strategic and program planning, CQI goals, reporting and ongoing monitoring. Candidate must have demonstrated management, leadership, team building, organizational, communication, problem solving skills, and documentation and observation skills.

CORE ORGANIZATIONAL SUCCESS FACTORS:

1. COMMUNICATION

PERFORMANCE MEASURES:

- Openly communicates necessary information with accuracy in a timely manner. Check e-mail daily and use basic word processing to create written communication.
- Refrains from divulging confidential information.
- Prepares legible documentation.
- Effectively listens and completely reviews documentation before commenting.
- Communicates all information, opinions, and ideas in a positive manner.

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.

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.

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.

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.



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ESSENTIAL FUNCTIONS OF JOB: (other duties may be assigned)

1. Provide supervision to assigned program staff.

PERFORMANCE MEASURES:

- Ensure on-going performance feedback is provided to staff. Ensure it is documented appropriately in the employee's annual performance appraisal and results in appropriate Professional Development Plan.
- Complete annual performance appraisal within established deadlines and before staff leave for the summer.
- Ensure all staff meet qualifications of their position.
- Identify training needs of staff to include in annual TA plan by June 30 of each year.
- Ensure annual review of all child files for accuracy and completeness.
- Review and approve timesheets for assigned staff; approve mileage/expense reimbursement requests

2. Participate in program planning.

PERFORMANCE MEASURES:

- Participate in program self assessment and ensure no non-compliance issues exist.
- Provide analysis of outcomes and report to the Board and Policy Council.
- Attend all management team meetings and provide information requested or necessary to make effective decisions.
- Annually update service plan, transition plan and policies/procedures by June 30 of each year.
- Collect and analyze child outcomes data to identify education and staff training needs for program implementation.
- Prepare a child outcomes report, ECERS summary and proposed program improvements by June 30 each year.

3. Support family engagement initiatives.

PERFORMANCE MEASURES:

- Participate in establishing Program Family Engagement goals.
- Attend at least two family engagement events per year.
- Respond to parent concerns within one business day.
- Support training of classroom substitutes by delivering training as needed.
- Work cooperatively with Family and Community Partnership Manager to promote family engagement in their child's developmental goals.
- Utilize child outcomes to identify needs for future family engagement initiatives; report to Executive Director by June 30.
- Interact with families in a positive manner to encourage communication
- Monitor and support the development of parent volunteer opportunities to meet the Program's Family Engagement goals.

4. Implement school readiness initiatives.

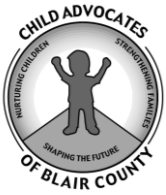
PERFORMANCE MEASURES:

- Establish School Readiness goals, share with Policy Council, Board, families and staff and monitor progress toward those goals
- Train staff and provide resources to improve program school readiness goals.
- Monitor that school readiness goals are evident in classroom planning.
- Aggregate and monitor child outcomes data for improvement and planning purposes; report to Policy Council, Board and staff.
- Schedule and meet with School Readiness Committee at least two (2) times per school year.

5. Maintain performance standards.

PERFORMANCE MEASURES:

- Maintain an effective written recordkeeping and monitoring system; provide information as requested.
- Meet with CDE Supervisors after each of the five observation periods to review Teacher and Teacher Assistant observation reports to ensure curriculum is delivered appropriately.
- Ensure classrooms and education approaches are in compliance with Head Start Performance Standards and Head Start Act.



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- Identify changes and new initiatives with regard to performance standards and the identified curriculum and provide training to staff to meet the changes or initiatives.
- Conduct curriculum reviews annually, update, and obtain approval of Policy Council.
- Schedule and meet with Education Advisory Committee at least two times annually.

6. Determine work assignments and distribute appropriately.

PERFORMANCE MEASURES:

- Set priorities and organize work through the use of schedules, education handbook, etc.
- Distribute applicable information regarding new trends, practices, regulations, etc. to all education staff at least monthly.
- Develop start up schedule for classrooms by July 30th of each year.
- Develop annual calendar for children by July 30th of each year.
- Assign education teams and center locations by July 30th of each year.

7. Complete administrative duties.

PERFORMANCE MEASURES:

- Complete various education related reports within assigned deadline.
- Annually review at least 10% of all child records for accuracy and completeness.
- Revise forms as needed to ensure usefulness.
- Provide information annually to Program Director for completion of Program Information Report.

8. Contribute to program operations.

PERFORMANCE MEASURES:

- Support management team through participation in scheduled management meetings.
- Provide education information for decision-making at the management level.
- Organize and conduct self-assessment of program area annually.

9. Provide leadership to the Education Program Area.

PERFORMANCE MEASURES:

- Set education area goals annually.
- Ensure education staff meets monthly
- Participate in strategic planning and carry out established short and long term goals.
- Review on-going monitoring/staff appraisal system and coaching plan

10. Foster community relationships.

PERFORMANCE MEASURES:

- Support Local Education Association collaborations through the designated referral process.
- Provide information about Head Start to community organizations when requested.
- Maintain partnerships to minimally include library, college, and school districts.

OTHER DUTIES OF JOB:

1. Complete special projects as assigned.
2. Perform other related duties as required.

SUPERVISION RECEIVED:

Supervision is **typically** received from the Head Start Director.

SUPERVISION ADMINISTERED:

This position **typically** requires the supervision of Child Development & Education Supervisors, Child Development & Education Division Assistant, Teachers, Home Visitors, Teacher Assistants and Classroom Support Staff.



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MENTAL DEMANDS TYPICAL OF THIS POSITION:

- Ability to adapt to a constantly changing work environment
- Ability to manage multiple projects/tasks
- Ability to travel
- Ability to work closely with others
- Ability to work under high pressure for results
- Establish own goals
- Maintain a high level of decision-making
- Maintain a high level of record keeping/routine paperwork
- Meet frequent deadlines
- Provide close attention to detail
- Utilize creativity

PHYSICAL DEMANDS TYPICAL OF THIS POSITION:

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

Ability to communicate orally, Ability to hear conversation, Ability to climb stairs

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

Ability to stand, Ability to walk, Ability to sit, Ability to use both legs, Use of depth perception, Use of color vision, Ability to operate motor vehicle, Ability for rapid mental/muscular coordination simultaneously.

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

Ability to lift up to 40 lbs., Ability to kneel, Ability to crawl, Reaching at high or low level, Repetitive finger movement, Ability to use both hands, Ability to balance, Ability to stoop, Repetitive twisting or pressure involving wrists or hands, Specific visual requirements

WORKING CONDITIONS TYPICAL OF THIS POSITION:

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

Work weekly more than 40 hours (approximately 45 hours).

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

Work outside and inside, Work alone.

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

Work outside, Work in heat between 90-100 degrees, Exposure to dust, Exposure to classroom chemicals, Work with machinery with moving parts, Work with moving vehicles, Contact with children, Exposure to blood and bodily fluids.

PERSONAL PROTECTIVE EQUIPMENT TYPICAL OF THIS POSITION:

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

Use of latex or vinyl gloves.

QUALIFICATIONS:

EDUCATION

- Bachelors Degree in Early Childhood or Bachelor's Degree in a related field with relevant coursework in Early Childhood.

EXPERIENCE/TRAINING

- Five years experience working with preschool age children.
- Three years experience working in a supervisory capacity utilizing Child Outcomes, ECERS, PA Early Learning Standards. Experience in strategic planning, goal plan development preferred.



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LICENSE/CERTIFICATION

- Valid Driver's License
- Required criminal history, FBI and child abuse clearances

KNOWLEDGE, SKILLS, AND ABILITIES TYPICAL OF THIS POSITION:

PROBLEM SOLVING SKILLS

- Investigates and provides root cause analysis of problems, suggests alternatives, evaluates outcomes, and makes formal recommendations for solutions.

COMMUNICATION SKILLS

- Verbally informs employees at all levels within the organization with need to know information.
- 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.

MATH SKILLS

- Performs advanced mathematical functions to include statistical inference, frequency distribution, trigonometry, calculus, validity, etc.

COMPUTER KNOWLEDGE

- Word Processing Software
- Internet/E-Mail
- Presentation/Multi-Media Software
- Desktop Publishing

OTHER CHARACTERISTICS

- Documentation and observation skills.
- Strong organizational skills.
- Ability to follow established confidentiality policy.
- Ability to follow established safety standards.
- Ability to use various office equipment, i.e., copier, fax, shredder, printer, etc.
- Knowledge of financial management.
- Strong leadership and supervisory skills.
- Effective oral and written communication 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