

South Central Community Action Program, Inc.
Position Description

Position Title: Lead Teacher

Department: Head Start

Pay Grade: 13

Reports To: Site Coordinator

Position Status: Full-Time/Program Year

Purpose of Position

Under supervision of the Site Coordinator, the Lead Teacher plans and implements a weekly and ongoing educational developmentally appropriate lesson plan for a group of three to five year old children with individualized considerations for each child, while managing the classroom and exceeding federal Head Start Standards, State Childcare Licensing Regulations and local grant goals/objectives. Additionally, this position acts as a resource, advisor, and advocate for the parents in the areas of child development, health, education, and community resources. The Lead Teacher will treat all individuals with dignity and respect, make necessary referrals for clients, and exemplify the South Central Community Action Program, Inc. (SCCAP) commitment to empowering people to reach their potential.

Essential Duties and Responsibilities

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Provides and maintains appropriate welcoming classroom environment and atmosphere where children are accepted and respected as individuals.
- Will not leave children unattended or unsupervised, in accordance with SCCAP policies and procedures, while children are in the care of SCCAP employees. Failure to comply with this would be considered child neglect and endangerment.
- Ensures that the reporting of any and all suspected cases of child abuse and neglect; as required by law, is done in the accordance with SCCAP policies and procedures.
- Plans and implements daily lessons that are developmentally appropriate for the group and individual; communicates positively with children; uses appropriate child development methods; adapts activities for children with disabilities.
- Visits children's families two to five times per year depending on program the child is in; assists families and maintains open communications; encourages parent involvement; respects culture and background of families; acts as a positive role model for parents and children.
- Must do at least two parent teacher conferences per year with appropriate documentation.
- Plans and sets up classroom with accessible age-appropriate materials, equipment, and activities designed to stimulate questioning, problem solving, decision making and physical development.
- Maintains current and accurate records of family interactions including home visits, conferences, family action plans, needs assessments, etc.

- Attends case conferences; acts as support or resource for parents. Provide parents with knowledge regarding child development and the approach used by Head Start.
- Adapts curriculum to address and meet individual goals of children as identified in their Individualized Education Plan (IEP) and Individual Family Service Plans (IFSP).
- Follows all regulations and requirements as dictated by SCCAP policy, State Childcare Licensing Requirements, CACFP, Head Start Performance Standards, and Paths to Quality.
- Audits all classroom files, claims, paperwork from Education and Disabilities Component; to ensure complete compliance with all Head Start Performance Standards, State Childcare Licensing Regulations, Federal, State, and Agency regulations and guidelines.
- Plans, implements, and coordinates (with the Site Coordinator) the Education and Disabilities Components of Head Start to maintain or exceed Head Start Performance Standards, federal and state laws, and local grant goals and objectives.
- Conducts and documents initial developmental screening and ongoing child development assessments using standardized tests selected by South Central Community Action Program, Inc. Head Start program.
- Prepares attendance records, first aid/injury reports, food service records, meal participation records, family contact reports, memos, correspondence, and other job related documents using prescribed format and conforming to all rules of punctuation, grammar, diction, and style.
- Plans activities and encourages positive parent-child interactions.
- Provides guidance to Substitute Teachers; provides example and direction to classroom volunteers.
- Provides training for new Lead Teachers, Teacher Assistants and Substitute Teachers, as assigned.
- Plans and implements monthly multiple developmentally appropriate experiences in each of the following areas: safety, nutrition, mental health, health, and multi-cultural experiences.
- Plans and implements weekly multiple developmentally appropriate experiences in language/literary activities.
- Conducts and documents weekly anecdotes, observations, and assessments with a minimum of two per child each week.
- Plans, organizes, and conducts field trips utilizing the community as an extension of the classroom.
- Prepares and distributes monthly newsletter to parents and families.
- Conducts classroom inventories and prepares list of needed supplies.
- Observe and assess children to determine the need for referrals. Is aware of and adopts activities for children with disabilities.
- Carries out positive discipline practices in accordance with South Central Community Action, Inc. policies and procedures.
- Participates in and supports at least four events annually hosted or sponsored by SCCAP; including parent events, parent committee, open houses, and community fairs.
- Interacts and provides feedback to all component coordinators.

- Supervises, evaluates, and mentors Teacher Assistants and/or Aides.
- Attends various training sessions, meetings, parent activities, seminars, and workshops.
- Prepares and/or serves meals and snacks; sitting with children to encourage social interaction, performs housekeeping tasks.
- Actively participates in securing in-kind contributions from families, professionals, and community members.
- Engages parents in volunteering, community service, and other ways of contributing to program activities and services.
- Provides opportunities for children and families to participate in family literacy services.
- Makes decisions and act based on family support principals, theories, practices, and code of ethics.

Minimum Training and Experience Required to Perform Essential Duties and Responsibilities

- Early Childhood Associate Degree, Early Childhood B.A./B.S. or a Bachelor's or advanced degree and coursework equivalent to a major relating to Early Childhood Education.
- Skilled in the use of computers for email, creation, and manipulation of databases, and Microsoft Office.

Special Requirements

- Must be able to obtain CPR and First Aid Certification within 60 days of hiring. (SCCAP will provide the training).
- Ability to travel locally, regionally, and nationally to attend to daily work demands, meetings, workshops, and conventions.

Minimum Physical and Mental Abilities required to Perform Essential Job Functions

Physical Requirements

- Ability to exert physical effort in light to moderate work involving lifting, carrying, pushing, and pulling; ability to stoop, kneel, crouch, and crawl; ability to climb and balance; tasks require visual perception and discrimination.

Supervisory Responsibilities

- Ability to assign, review, plan, and coordinate the work of employees.
- Ability to cultivate and maintain a positive and dynamic agency culture and vision.
- Ability to assess employees' job performance and prepare performance assessments.
- Ability to provide instruction and training and to respond to employee problems and concerns.
- Ability to recommend/approve the selection, promotion, or transfer of an employee.
- Ability to document, recommend, and carry out the coaching and counseling of an employee's job performance.

Mathematical Ability

- Requires the ability to perform addition, subtraction, multiplication, and division; ability to calculate decimals and percentages; ability to perform mathematical operations with fractions; to measure data and use/utilizes descriptive statistics and statistical theory.

Language Ability and Interpersonal Communication

- Ability to comprehend and correctly use a variety of informational documents including family action plans, parent contact reports, home visit reports, teacher notes, time sheets, lesson plans, developmental screenings, purchase requisitions, inventory lists, Quarterly In-kind Reports, field trip requests, billing invoices, budget reports, mileage reports, and other reports and records.,
- Ability to comprehend a variety of reference books and manuals including Head Start Performance Standards, Regulations, parent contact reports, home visit reports, teacher notes, time sheets, lesson developmental screening books, curriculum guides, training guides, personnel policies, staff handbook, CPR/first aid manual, etc.
- Ability to prepare lesson plans, activity sheets, quarterly reports, family needs assessments, field trip request forms, monthly information report, family contact reports, memos, correspondence, and other job related documents using prescribed format and conforming to all rules of punctuation, grammar, diction and style.
- Ability to communicate positively and effectively with staff, government officials, parents, children, supervisor, Board of Directors, and the general public verbally and in writing; while conforming to all rules of punctuation, grammar, diction and style.
- Ability to respond competently and positively to the culture, traditions, lifestyles, language, and values of each individual, family, and community.
- Ability to use and interpret Head Start and early childhood terminology and language.
- Ability to maintain the integrity of confidential employment, client, and business information.
- Ability to accurately record and deliver information, meet deadlines, and maintain confidentiality of restricted information.
- Ability to use independent judgment and principles of rational systems in the performance of tasks.
- Ability to work under stressful conditions, to respond immediately to crisis situations, and to balance priorities within and between offices/departments.
- Ability to maintain personal composure, tactfully handle difficult situations, and interpret questions correctly; ability to behave in a friendly, understanding, helpful, and professional manner with clients and staff.
- Ability to maintain complete, organized, and accurate files for all assigned tasks and program areas, ensuring that the files are in compliance with all Federal, State, and Agency guidelines and requirements.
- Ability to counsel, supervise, and mediate and to persuade, convince, and influence others.
- Ability to advise and interpret the application of policies, procedures, and standards to specific situations. The ability to explain, demonstrate and clarify to others, the understanding of the well-established policies, procedures and standards.

Environmental Adaptability

- Ability to work effectively in an office/school environment and at client in-home settings being exposed to a variety of potential hazards including, dust, unsanitary conditions, odors, disease, etc.
- Essential functions are regularly performed without exposure to adverse environmental conditions.
- Ability to protect self and others when dealing with aggravated, irate, upset, unstable, violent, and intoxicated persons/clients.

This job description describes the general nature and level of work performed by employee assigned to this position. It does not state or imply that these are the only duties and responsibilities assigned to the job. The employee may be required to perform other job-related duties as requested by the Executive Director, their Department Head, and/or their immediate Supervisor. All requirements are subject to change over time and to possible modifications in order to be reasonably accommodating to individuals with a disability.

The employee has read the above job description and understands the duties and requirements expected of them. The employee will ask for clarification of those areas that they did not clearly understand. The employee also understands that if he/she continues to have questions or new questions arise, they are immediately to discuss these questions with their supervisor.

Employee's Name: _____

Employee's Signature

Date

Human Resources Manager's Signature

Date