

South Central Community Action Program, Inc.
Position Description

Position Title: Early Head Start Lead Teacher

Department: Head Start

Pay Grade: 14

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 developmentally appropriate plan for a group of infants and toddlers 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 Early Head Start 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 environment and atmosphere where infants and toddlers 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 plans that are developmentally appropriate for the group and individual with input from parents; communicates positively with infants and toddlers; uses appropriate child development methods; adapts activities for infants and toddlers with disabilities.
- Visits infants and toddlers' families at least three times per year depending on the needs of the family; assists families and maintains open communications; encourages parent involvement; respects culture and background of families; acts as a positive role model for parents, infants, and toddlers.
- Conducts at least two parent teacher conferences per year with appropriate documentation.
- 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.
- Plans activities and encourages positive parent-child interactions.
- Plans and sets up environment with accessible age-appropriate materials, equipment, and activities designed to stimulate in the areas of cognition, language, physical, sensory, and social and emotional development.

- Maintains current and accurate records of family interactions including home visits, conferences, family action plans, needs assessments, etc.
- 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.
- Prepares and distributes monthly newsletter to parents and families.
- 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).
 - Visually observes and supervises infant and toddler activities, moving quickly to prevent dangerous situations.
 - Prepares attendance records, first aid/injury reports, food service records, meal participation records, family contact reports, memos, correspondence, and other job related documents.
 - Provides guidance to substitute teachers; provides example and direction to classroom volunteers.
- Carries out positive discipline practices in accordance with South Central Community Action, Inc. policies and procedures.
- Provides training for new Lead Teachers, Teacher Assistants and Substitute Teachers, as assigned.
- Maintains all written documentation required as dictated by SCCAP policy, state licensing, Child and Adult Care Food Program (CACFP), and Early Head Start Performance Standards.
- Completes daily parent communication sheets.
- Follows all regulations and requirements as dictated by SCCAP policy, State Childcare Licensing Requirements, CACFP, Early Head Start Performance Standards, and Paths to Quality.
- Implements and documents individualized feeding plans for infants and toddlers, and respects individual preferences and eating styles.
- Tends to infants and toddlers personal hygiene needs, remaining especially attentive and interactive during routines such as diaper changing, cleaning, feeding, and changing soiled or wet clothes.
- Conducts classroom inventories and prepares list of needed supplies.
- Observes and assess infants and toddlers to determine the need for referrals. Is aware of and adapts activities for infants and toddlers with special needs.
- 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.

- Attends various training sessions, meetings, parent activities, seminars, and workshops.
- Prepares and/or serves meals and snacks; sitting with toddlers to encourage social interaction, good nutrition, and performs housekeeping tasks.
- 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.
- 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 infants, toddlers, 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

- Associate’s or Bachelor's degree in Early Childhood Education or Child Development Associate (CDA) credential for Infant and Toddler Caregivers; or equivalent combination of education, training and experience which provides the necessary knowledge, skills and abilities.
- 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 conferences.

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.
- Must be able to lift, push, and carry at least 50 pounds.

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; ability 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, 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 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 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 program staff.
- Ability to counsel, supervise, and mediate and to persuade, convince, and influence others.
- Ability to advise and interpret on 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