

Cornerstone Community Action Agency, Inc.

Job Description

JOB TITLE: **Head Start Teacher**

Exempt (Y/N): No
Supervisor: Center Director

Introductory period: 180 days
Work Period: 10 months per year

Cornerstone Community Action Agency, Inc. is committed to a policy of Equal Opportunity Employment (EOE) in its dealings with both employees and applicants for employment. As such, CCAA provides equal opportunity without regard to race, ethnicity, age, religion, sex, sexual orientation, national origin, disability, status as a veteran, or any other characteristic protected by law except when such characteristic is a bona fide occupational qualification.

CCAA Vision Statement

To build thriving and self-sufficient communities by creating equal opportunities for all individuals and families.

CCAA Mission Statement

A Community in Action, Empowering People, Changing Lives, and Offering Hope to Achieve Self-Sufficiency.

SUMMARY: Will be responsible for the planning for and supervision and management of, the Head Start classroom. Ensure compliance with HSPPS, state licensing regulations, and Cornerstone Community Action Agency, Inc. policies and procedures that directly impact the HS classroom.

This position assists in the fulfillment of the agency's mission by creating an opportunity to empower people, change lives, and offer hope to achieve self-sufficiency for each individual and family we serve.

ESSENTIAL DUTIES AND RESPONSIBILITIES. The HS teacher will:

	Exceeds	Meets	Improvement Needed	N/A too soon to rate
1.				
<i>Operate in a professional manner at all times:</i> 1) Maintain confidentiality of all HS/HS family records and information in accordance with HSPPS. 2) maintain the Standards of Conduct				
2.				
Create and maintain current, complete, and accurate records as required by HSPPS, CCAA, and Child Care Licensing				
3.				
<i>Be well versed in and ensure compliance in</i> 1) HSPPS 2) child care licensing regulations 3) recommended best practices 4) CCAA policies for HS classrooms 4) HS 100% attendance policy 5) recruitment and enrollment policies				
4.				
<i>Observation and assessment:</i> 1) complete TS Gold assessments as required 2) observe each student on a regular schedule in order to individualize teaching and learning 3) observe for any signs that a child needs a referral and make referrals as necessary 4) observe and record information weekly about all children in a non-judgmental manner for use in planning and carrying out daily program activities.				
5.				
<i>Work with families:</i> 1) Exchange information with Family Advocates about each family's progress toward goals on the Family Partnership				

Agreement. 2) attend monthly parent meetings and assist with child care as assigned. 3) inform parents about CCAA and community events that might be valuable for them. 4) conduct and document a minimum of two parent conferences per child per year 5) Conduct and document a minimum of two educational home visits per child per year.				
6.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
<i>Share information with parents that will help them provide educational experiences for their children at home:</i> 1) the purpose and results of TS Gold assessments 2) what children learn by being involved in everyday household tasks and routines 3) the importance of play 4) the importance of tummy time for infants 5) parenting education				
7.				
Work with Family Advocates to know social service, health, mental health, and education resources in the community and provide this information to families as needed.				
8.				
Child abuse and neglect: 1) know and recognize indicators of child abuse and neglect. 2) know and follow Child Care Licensing and program policies concerning reporting. 3) keep up-to-date on legal reporting requirements.				
9.				
<i>Planning:</i> 1) plan, document, and carry out developmentally and culturally appropriate lesson plans, using Creative Curriculum for Preschool, and other curricula as approved by CCAA. 2) lesson plans individualized for each child. 3) lesson plans submitted to supervisor for approval one week in advance. 4) lesson plans posted each Friday for the following week.				
10.				
<i>Developmentally Appropriate Practices:</i> 1) classroom arranged into appropriate, well defined learning centers, appropriate for the age group. 2) large group times are developmentally appropriate 3) conduct smooth classroom transitions 4) plan and provide creative activities daily that are child directed and process oriented 4) create a language-rich environment for all children that includes clear, simple sentences, eye contact, open-ended questions, conversations with children, introduction of new words, etc. 5) incorporate children's cultures into daily activities 6) children's art work is displayed at children's eye level 7) display pictures of children and their families at children's eye level 8) nurturing, responsive care is provided for all children at all times 9) conduct appropriate family style meals at breakfast, lunch, and snack				
11.				
<i>Discipline and guidance:</i> 1) use appropriate techniques, consistent with the Conscious Discipline program 2) encourage children to negotiate and problem-solve 3) children are not isolated as a discipline measure 4) food and/or outdoor time are not used for punishment				
12.				
<i>Transition:</i> 1) conduct transition activities 2) submit monthly transition report 3) enter data as required into Child Plus				
13.				

<i>Screenings:</i> Work with FAs to 1) ensure that all children have a documented speech screening within 45 days of enrollment 2) ensure that all children have a documented vision screening within 45 days of enrollment 3) ensure that all children have a documented hearing screening within 45 days of enrollment 4) ensure that all children have a documented DPII screening within 45 days of enrollment 5) ensure that all children have a documented dental exam within 90 days of enrollment				
14.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
<i>Health:</i> 1) complete and document daily health checks on all children 2) maintain current, complete, and accurate health information and forms on all children 3) follow appropriate diapering and toilet training procedures 4) serve as a role model and assist children in using good hygiene practices which include handwashing, toilet flushing, cleaning spills, etc. 5) assist children (excluding infants) in daily proper toothbrushing. 6) Store toothbrushes in an appropriate container, bristles not touching, each labeled with a child's name 7) store foods as required by HSPPS and Child Care Licensing				
15.				
<i>Safety:</i> 1) be familiar with and follow procedures for fires and other emergencies as posted 2) ensure that all toys and materials provided for use by children are safe 3) supervise children by sight and sound at all times 4) safely and properly use, maintain, and operate all equipment for carrying out duties 5) keep classroom clear of clutter and hazardous items. Remove broken items immediately 6) maintain current CPR and First Aid certifications				
16.				
Attend weekly staff meetings as required				
17.				
Participate in training programs, in-service, pre-service, conferences and other recommended trainings. Provide documentation to Supervisor in accordance with federal and state requirements.				
18.				
Complete other duties as assigned by Director of CFS				

General Responsibilities The staff member will:

1.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
<i>Appearance:</i> Ensure personal appearance, personal hygiene, and dress are appropriate for the day's activities and comply with dress code.				
2.				
<i>Reliability:</i> Ensure he/she can be counted on to carry out assigned responsibilities independently.				
3.				
<i>Safety:</i> Safely and properly use, maintain and operate all equipment for carrying out duties.				
4.				
<i>Punctuality:</i> Employee observes regularly scheduled work hours.				
5.				
<i>Compliance:</i> Employee follows Agency and Head Start policies, procedures, and established regulations				

Performance Rating Categories: Consider the employee's performance in each category and designate the level of performance that most accurately describes his/her job performance.

E-Exceeds. Results clearly exceed position requirements on a regular basis. Performance is of high quality and is achieved on a consistent basis.
M-Meets Expectation. Competent & dependable performance level. Meets the performance standards and objectives of the job without constant follow-up/direction.
I-Improvement Needed. Employee does not meet performance objectives on a regular basis and has difficulty following through with tasks. Requires constant follow-up and/or supervision.
N/A-Not Applicable or too soon to rate.

Qualification Requirement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below 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.

Education and Experience

Must be 18 years old or older and hold at a minimum an associates, baccalaureate, or advanced degree in early childhood education; or an associates, baccalaureate, or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. On rare occasions waivers may be requested for candidates who are working towards a degree but do not fully meet education requirements.

Language Skills

Must have ability to read and interpret documents such as Agency policies and procedures, program outlines and regulations, safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence.

Reasoning Ability

Must have ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Must have ability to deal with problems involving several concrete variables in standardized situations.

Mathematical Skills

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Other Skills and Abilities

Ability to operate a personal computer, e-mail, and word processing software.

Physical Demands

The physical demands described here are representative of those that must be met by employees to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

While performing the duties of this job, the employee is regularly required to talk and hear. This position is very active and requires standing, walking, bending, kneeling, stooping, crouching, crawling, and climbing all day. The employee must frequently lift and/or move items over 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus. In order to meet the requirements for home visits and training, the employee must maintain a valid driver's license or otherwise have transportation to and from required home visits or required training.

**This form reflects the general details considered necessary to describe the essential function of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent to the job.*

Failure to comply with Personnel Policies, job responsibilities, and functions, safety policies, can result in disciplinary actions up to and including termination.

DISCLAIMER STATEMENT

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

EMPLOYEE RECEIPT OF JOB DESCRIPTION

This job description is not intended to be all inclusive. CCAA reserves the right to revise or change job duties. This job description does not constitute a written or implied contract of employment.

I have read and understand this job description. I certify that I am able to perform the requirements of this job description. I have a received a copy of this document.

Employee SIGNATURE

Date of Signature

Employee PRINTED NAME

This portion to be completed at time of performance evaluation

Accomplishments/Recognition since last review

Specific areas of needed improvement/action items

Recommendations for professional development (seminars, trainings, schooling, licenses, etc.)
Head Start Employees must complete a professional development plan.

Supervisor/Manager Comments

Employee Comments

Supervisor SIGNATURE: _____ Date: _____