

LEAD TEACHER JOB DESCRIPTION

OUR MISSION

_____ believes in providing a quality early childhood learning experience to encourage children's lifelong love of learning.....

JOB SUMMARY

Responsible for developing and implementing a developmentally age appropriate and stimulating program to meet the emotional, physical, cognitive, and social needs of the individual child and classroom. Work in a family-centered program and focus your duties on the needs of the families.

COMPETENCIES NEEDED FOR SUCCESSFUL JOB PERFORMANCE

1. High-Quality Child / Teacher Interactions
2. Enthusiasm and Love of Working with Children
3. Technical Knowledge of Child Development
4. Strong Customer Service and Positive Parent Interactions
5. Initiative
6. Team Work / Collaboration
7. Ability to Effectively Communicate Both Verbally and in Writing
8. Reliability and Punctuality
9. Ability to be Flexible and Adapt to Changes in the Industry

GENERAL EXPECTATIONS

1. Implement those aspects of the State Minimum Standards for Licensed Child Care Centers, local, state, federal health and safety standards, which apply to position and/or classroom.
2. Implement the center's policies, procedures, goals, and philosophy.
3. Be committed to Virginia's Star Quality Initiative (VSQI) and support the VSQI system, which assesses, improves, supports, and displays quality on a 5-level scale.
4. Support VSQI initiatives including classroom observations and implement environmental and instructional improvements.
5. Maintain accurate and timely reports, paperwork, and records on all children, including their attendance, behavior, accidents, assessments, evaluations, health, and all aspects of their development.
6. Maintain a developmentally appropriate high-quality classroom that follows high standards according to the Early Childhood Environment Rating Scale (ECERS).
7. Align the curriculum with developmental milestones and Foundation Blocks for Early Learning.

8. Maintain professionalism.
9. Maintain responsibility with minimal supervision, as well as reliability, flexibility, and a positive and supportive attitude toward both children and adults.
10. Maintain supervision of children at all times.
11. Implement any necessary changes in a timely manner.
12. Greet each person with a smile and in a friendly manner (always displaying professional conduct and attitude).
13. Promote openness and respect in all relationships.
14. Promote a good rapport among staff members.
15. Share information with the Director and develop a collaborative team.
16. Encourage teaching assistant to play a vital role in each child's development.
17. When asked, support other team members - including cook, director, assistants - in cleaning, filing paper work, and other duties as necessary.
18. Perform additional duties as assigned by the Director according to company needs.

REQUIRED QUALIFICATIONS

(Age, Background, Physical, Experience, Education, Communication)

- Minimum 18 years of age.
- Satisfactory background check, including criminal records and child abuse registry.
- Must maintain current TB test, CPR, First Aid, Daily Health Observation and the MAT certification upon Director's request.
- Enjoy working with young children - treat each child with dignity and respect.
- Must effectively interact with children, families, peers, and visitors from different cultural and socioeconomic backgrounds in a respectful and courteous manner.
- Must show teamwork / collaboration inspiring cooperation between self and others.

PHYSICAL REQUIREMENTS / WORK ENVIRONMENT

- Must be able to lift children (up to 45lbs), bend, stoop, stretch, squat, quickly sit / stand and be physically active with children (i.e. sitting on floor, exercising, running, jumping, dancing, etc.).
- May be exposed to blood and / or bodily fluids.
- May be required to mop classroom and center floor and use a vacuum.
- Must have the ability to physically and mentally react to unexpected circumstances immediately and appropriately.
- Must be able to communicate in a manner that children are able to comprehend your directions in the classroom and on the playground.
- Must be able to display a pleasant and kind attitude.
- All teachers are required to be on their feet for approximately 95% of the work day and have a high energy level.

EXPERIENCE

- Experience working with preschool children in a group setting is preferred.
- Must have at a minimum ____ months/years experience working with young children.

EDUCATION

- High school diploma or equivalency (GED).
- Completion of at least two years of study at an institution of higher education.
- A Child Development Associate Credential (CDA), an Associate's or higher degree in early childhood education or in a field related to early childhood education with preschool teaching experience is preferred.
- A Bachelor's degree in Early Childhood Education or child development, and at least one year of experience teaching in an early childhood setting.

*Preferred job specifications may be used to enhance success in the search of the candidate. These specifications **do not** disqualify candidates without them from consideration.*

TRAINING REQUIREMENTS:

- All staff must complete trainings as outlined in the Staff Handbook. These trainings include but are not limited to:
 - Staff Orientation (completed within the first 30 days)
 - Maintain current certification for Virginias training for the mandatory reporting of child abuse;
 - Child and Adult CPR and First Aid (as requested)
 - Medication Administration Training (as requested)
 - A minimum of 16 hours in job related training
 - Additional training as needed to meet the needs of the children in the assigned age group

REQUIRED LICENSES / CERTIFICATIONS

1. Current CPR and First Aid
2. Daily Health Observation certifications

COMPETENCIES FOR EARLY CHILDHOOD PROFESSIONALS

HEALTH, SAFETY, AND NUTRITION PRACTICES

- Ensure proper staff to child ratios and notify the Director or person in charge immediately when classroom exceeds ratio.
- Maintain daily attendance records.
- Ensure compliance with licensing regulations and implement any necessary changes in a timely manner.
- Be knowledgeable of, and ensure, compliance with all company policies and procedures as well as Health, Fire, Social Service regulations, and ECERS standards; implement any necessary changes in a timely manner.
- Supervise children within eye sight and hearing range at all times. Perform a head count before and after all transitions from one environment to another to ensure students are accounted for.
- Ensure that children's basic needs of health, safety, and nutrition are met by implementing health policies, practices and procedures that support children and their families in maintaining healthy lives, preventing injuries and preparing them to respond appropriately to emergencies or injuries.

- Be alert to indicators of possible illness and to child abuse or neglect and be prepared to respond appropriately if such indicators are observed.
- Model good nutritional habits by sitting with children during all meal times and eating a healthy choice snack or lunch.
- Communicate with families about health and dietary concerns, as well as, about community resources that support healthy living for children and their families.
- Implement practices that allow children to become independent and knowledgeable about healthy living.
- Clean, disinfect and organize classroom equipment, toys, furniture, bedding, and work surfaces (how often?) and as needed.
- Provide and maintain a safe, clean, orderly environment, keeping in mind that children's work must be displayed at a child's eye level.
- Follow safety policies and procedures while conducting diaper changes and supervising toileting and bathroom time.
- Oversee all mealtime / snack time activities and record keeping, in compliance with health regulations and the USDA guidelines.
- Be knowledgeable of each child's medical and developmental histories and maintain records monitoring their progress. (ex: portfolio and developmental checklist)
- Prepare children for, and participate in, monthly fire drills and shelter in place drills.
- Be responsible for reporting to the Director any equipment repairs, replacement or maintenance needs in the classroom, on the playground or elsewhere in the building, and supplies that need to be reordered.

UNDERSTANDING CHILD GROWTH & DEVELOPMENT

- Demonstrate knowledge of the principles and patterns of child development.
- Recognize and consider the individual needs of each child in relation to cultural and socio-economic background, disabilities, special talents, interests, style and pace of learning.
- Identify the strengths and challenges of children with typical and atypical development.
- Use practices that are responsive to the unique abilities, temperaments, learning styles, and genetic influences on young children as individuals.
- Demonstrate knowledge of the impact of family, environment, culture and society in the development and learning of young children.
- Strategically facilitate development by nurturing children's active engagement in learning through playful activities.
- Collaborate with other professionals, families, and community members to enhance the development and learning of all children.

PARTNERING WITH FAMILIES AND COMMUNITY

- Maintain good communication with parents on a daily basis through the use of daily sheets, notes, verbal communications, dry-erase board, bulletin board, planning and conferences.
- Remain positive and supportive to parents as partners in early childhood education.
- Communicate with administrative staff regarding any parent or child concerns.

- Ensure that written communications are neat and literate, and approved prior to distribution.
- Ensure that parent bulletin boards are attractive, informative and current.
- Encourage parents' interest and participation in the classroom.
- Build positive partnerships with children's families with regard to managing behavior, nurturing development and assisting them as needed with the policies of the program.
- Know and respect the families we serve.
- Use various communication strategies to establish a working partnership with families and involve family members actively in various components of the program.
- Nurture the capacity of family members to serve as advocates for their own children and for children of the larger community.
- Work cooperatively with the director following up on all children who are absent, contacting the parents to determine the reason for the absence

APPROPRIATE CHILD OBSERVATIONS AND ASSESSMENT

- Maintain strict confidentiality regarding children and their families (see confidentiality statement agreement).
- Monitor and document children's progress through the establishment of a portfolio and developmental checklists.
- Plan and conduct regular conferences with the parents of the children in the class.
- Perform bi-yearly development assessments for each child and keep records on the children's development.
- Use formal and informal methods to identify and document children's interests, strengths and challenges providing anecdotal notes and/or examples of children's work.
- Employ assessment practices and interpret results with sensitivity to individual differences in children's ability levels as well as families' cultures, languages, and environmental factors.
- Communicate with families to share assessment plans and information, as well as, to plan follow-up services and developmental learning experiences based on assessment.
- Avoid negative labeling of children.

LEARNING ENVIRONMENT

- Ensure the classroom environment meets ECERS standards at mid or high range.
- Be responsible for the arrangement, décor and learning environment in the classroom, keeping in mind that work done by the children should take precedence over decorations made by adults and should be posted at a child's eye level.
- Plan activities which encourage each child's growth in the seven areas of development. Consider the Creative Curriculum framework, the Virginia Department of Education Foundation Blocks and ECERS when planning daily and weekly activities.
- Plan, prepare, and implement developmentally appropriate weekly lesson plans to encourage each child's developmental growth.
- Facilitate development in all domains by planning, implementing, monitoring, and revising learning environments that are responsive and:

- are safe, comfortable, challenging, and welcoming to children and families;
- support curriculum goals;
- integrate curricular areas that are culturally sensitive, intellectually stimulating, and responsive to children's interests, developmental abilities and special needs;
- provide a wide variety of safe, clean, challenging, and stimulating materials and equipment that foster curiosity, exploration, play, critical thinking and problem solving skills;
- and provide a wide variety of experiences, materials / equipment, and teaching strategies to accommodate a broad range of individual differences in prior experience, maturation rates, learning styles, special needs, cultural practices and interests.
- Create an aesthetically pleasing, nurturing environment and utilize learning strategies that stimulate curiosity, encourage participation in exploration and play, and challenge learners to master new skills.
- Plan curriculum experiences that provide opportunities to acquire concepts and skills that are precursors to academic content taught in elementary school and stimulate development in the develop domains of early childhood.
- Organize the classroom schedule so that routines are both predictable and flexible with extended periods of time for uninterrupted exploration, play and project development.
- Collaborate with families, colleagues, and members of the broader community to construct learning environments that promote a spirit of unity, respect, and service in the interest of the common good.
- Ensure classroom is clean, sanitized and organized.
- Monitor, interact and plan the children's outdoor experiences on the playground to include opportunities for both structured and unstructured play.

EFFECTIVE INTERACTIONS

- Understand and implement high quality teacher / child interactions utilizing the four key dimensions outlined in the Classroom Assessment Scoring System® (CLASS®), positive and negative classroom climate, teacher sensitivity, language modeling, and behavior management.
- Allow the classroom to be observed by management, VSQI mentors, and others and work to implement suggestions to improve quality.
- Greet each person with a smile and in a friendly manner (always displaying professional conduct and attitude).
- Interact with children and encourage their involvement in activities, to think creatively and solve problems independently, as well as, to respect themselves and others.
- Model social and emotional skills and promote language development through frequent high quality interactions.
- Create positive and nurturing relationships with each child based on respect, trust, calm approaches, respect for diversity and acceptance of individual differences in ability levels, temperament and other characteristics.
- Encourage and model various forms of verbal and nonverbal communication frequently with children, and respond to children as individuals, as well as, to the group as a whole.

- Use guidance practices that are respectful, meet the emotional needs of individual children, clearly communicate expectations for appropriate behavior, promote prosocial behaviors, prevent and minimize behavioral problems through careful planning of the learning environment, teach conflict resolution strategies, and manage challenging behaviors.
- Build trust and rapport with children.
- Encourage independence and development of self-control.
- Maintain respect for every child.
- Consider the needs of the individual child.
- Model appropriate behaviors and attitudes.
- Communicate in an honest and open manner.
- Maintain good eye contact, getting to child's eye level.
- Speak in a voice that is gentle, quiet, calm, and firm, sending messages that are direct and clear.
- Touch children with movements that soothe, guide, redirect, reassure, reinforce.

TEACHER QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Professionalism, Qualifications and Personal Development:

- Maintain strict confidentiality regarding assessments, students, families, staff and center information according to ethical considerations, center policies, and state and federal laws.
- Advocate and focus on integrating high quality standards and practices into the development, implementation, and management of education program activities.
- Demonstrate commitment to acquire and maintain current professional knowledge and for ongoing professional development.
- Actively seek to continuously update skills by attending outside professional development and conferences whenever possible, by becoming a member of, and being active in, professional organizations, and by constantly seeking new ideas and materials for use in the classroom.
 - Each staff member is required to have a minimum of 16 developmental / professional training hours each calendar year. Such training will be provided in-house as well as off site at various locations.
- Follow and model a professional code of ethics including language, attitude, behavior, teaching techniques and conflict resolution using proper channels to air problems and complaints.
- Maintain professional conduct and attitudes in working with parents and staff, as well as, visitors and the general public.
- Supervise and mentor teaching assistants and help orient and guide new staff members and substitutes working in the classroom.
- Accurately complete all lesson plans and paperwork on time.
- Promote a professional appearance including adhering to the uniform policy of the center.
- Be flexible with work schedule, be punctual, and appear professional.
- Attend all staff meetings and programs sponsored by the center.
- Collaborate with Director to ensure yearly training hours are fulfilled.
- Maintain the classroom binders that are required by the center policy.

ACKNOWLEDGMENT FOR RECEIPT OF JOB DESCRIPTION

I have received a copy of the Job Description and have read and understand its contents.

Employee Name (Please Print)

Date

Employee Signature

Date

Supervisor's Signature

Date