

# **TEACHER JOB DESCRIPTION**

## **Job Requirements**

Graduation from high school or equivalency (GED) and a current preschool, center-based Child Development Associate Credential (CDA); or an associate, baccalaureate, or advanced degree in early childhood education; or an associate, baccalaureate, or advanced degree in a field related to early childhood education with preschool teaching experience.

Must be able to do the following:

Communicate effectively, both orally and in writing;

Follow basic principles of early childhood development as defined in the Regina Coeli Child Development (RCCDC) written work plan;

Establish and maintain effective, working relationships with children, parents, staff, and program specialists.

## **Nature of Work**

Hours of work and schedule are determined on an annual basis, based upon program needs and availability of funds.

Work involves the responsibility for developing and implementing a Head Start educational setting for preschool children as outlined in guidelines provided by RCCDC.

The teacher is responsible for direct supervision and evaluation of the teacher assistant and any volunteers in the classroom.

The teacher shall be supervised and evaluated by the center director.

The teacher shall receive training and technical assistance from the center director and the program specialists.

## **Job Duties and Responsibilities**

Plans and maintains a safe, clean, learning environment, and assures the well being and safety of children in her/his care.

Plans and implements activities with children between the ages of three and five years, consistent with the curriculum provided and Head Start mandated outcomes.

Follows the Head Start Program Performance Standards, all RCCDC policies and procedures, and the RCCDC written work plan.

Supervises guides, and models appropriate behavior and teaching techniques for teacher assistant and volunteers under her/his supervision in the classroom.

Maintains a cooperative attitude of working together with teacher assistant, volunteers, parents, and program specialists in planning and implementing classroom activities.

Plans and implements daily activities that engage children in literacy, language, and math activities using songs, books, and games that are integrated with the theme/topics.

Uses assessment information for individually interacting with children during learning center times and other times for teaching identified concepts.

Maintains accurate and current assessment information noting child's progress across all developmental domains utilizing anecdotal notes and/or examples of children's work.

Accurately completes all paperwork, including home visit forms, parent/teacher conference forms, lesson plans and transition forms.

Reviews child's master file, documents parent contact, and files paperwork upon completion.

Develops and implements weekly lesson plans that are consistent with the program curriculum and pre-K guidelines.

Encourages and models language expansion, extended learning and problem solving strategies throughout the day.

Implements behavior plans designed by the mental health specialist and/or resource teacher and reports on the effectiveness of the plan after sufficient time for implementation.

Maintains discipline and supervision of children during all Head Start activities as outlined in the RCCDC Discipline Policies and Procedures.

Protects all children from physical punishment or verbal abuse by anyone in any program activity, and immediately reports any such incident to the center director or person in charge.

Observes children to detect signs of illness, injury, emotional disturbance, learning disorder, speech problem, or other special need and reports these signs immediately to the center director for needed follow-up.

Observes children for any suspected or disclosed signs of child abuse or child neglect and reports them immediately to the center director or person in charge in accordance with the RCCDC Child Abuse/Neglect Reporting Policy and Procedures.

Sits with children during all meal times and eats the same "Type A" lunch as the children, providing a model for good nutritional habits (unless prohibited from doing so by dietary or doctor's concerns).

Visits each child's home twice per year as indicated on the planning calendar, meeting with parents, becoming familiar with the child's home environment, and getting to know the family.

Holds two parent/teacher conferences per year as designated on the planning calendar to share each child's progress with parents.

Works cooperatively with the teacher assistant, resource teacher and family advocate assigned to her/his classroom as a team to involve all parents with their children and to encourage the active participation of all parents in the program.

Enters accurate attendance records into the HSFIS computer program daily.

Maintains 85% average daily attendance, discounting excused absences, each month.

Works cooperatively with the assigned family advocate following up on all children who are absent, contacting the parents to determine the reason for the absence.

Recruits volunteers for classroom to provide for a third person in the classroom each day.

Safeguards all classroom supplies and equipment, and accounts for any misused, damaged, or missing supplies or equipment.

Attends all training opportunities provided by RCCDC and all staff meetings called by the center director.

Performs any other tasks deemed necessary by the center director.

### **Job Classification and Compensation**

This position will be assigned to the current pay plan on the basis of credential, degree, or certification.

This is a non-exempt position, meaning that it is not exempt from the hourly wage and labor laws.

It is understood that the teacher will work the hours assigned by the center director.

Approved by RCCDC Board 2/11/2004  
Approved by RCCDC Policy Council 2/17/2004