

POSITION	PRE-K COUNTS TEACHER
CLASSIFICATION	Exempt
COMPENSATION	Level C1-Ex
SUPERVISORY CONTROL	Center Director, Programs Coordinator, or Head Start Coordinator
SUPERVISION EXERCISED	Assistant teachers in classroom, assistant teacher floaters, and other staff as assigned by supervisor
SUMMARY of RESPONSIBILITIES: In a center-based early childhood classroom, the Pre-K Counts teacher is responsible for managing all aspects of services planning, coordination, recordkeeping, problem solving, and communication to ensure delivery of a quality early childhood education program in compliance with all applicable regulations for enrolled children and families.	

QUALIFICATIONS

<p><u>EDUCATION & EXPERIENCE</u> Required:</p> <ul style="list-style-type: none"> • BA/BS in early childhood education (ECE) • ECE certification <p>Preferred Additional Qualifications:</p> <ul style="list-style-type: none"> • 2 or more years' experience in ECE programs • Supervisory experience 	<p><u>KNOWLEDGE & SKILLS Required</u></p> <ul style="list-style-type: none"> • Proven leadership abilities • Creativity in teaching, team management, and supervision
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GENERAL EXPECTATIONS

1. Have an interest in and concern for children and their families.
2. Follow policies and procedures of the organization.
3. Consistently report to work on time prepared to perform duties of position.
4. Support agency mission and program philosophy.
5. Maintain confidentiality.
6. Maintain a positive and respectful attitude.
7. Use agency computer system to complete duties.
8. Attend and make use of training opportunities.
9. Acquire additional education as required by funding sources.

DUTIES AND RESPONSIBILITIES

1. Implement the SUMCD Early Care and Education plan in an assigned classroom, including IEP services or other individualized plans for children.
2. Develop and use integrated, developmentally appropriate and comprehensive curriculum plans that reflect mandated elements and parental and cultural influences and that promote the social, emotional, physical, and cognitive development of preschool children. Adapt curriculum to address and meet individual goals for all children.
3. Create an emotionally responsive, caring, positive, and accepting environment supportive of the individual development of each child and family.
4. Be familiar with STARS standards, PA Early Learning Standards, DHS licensing standards, the Head Start Performance Standards, and the Creative Curriculum assessment tools; provide classroom services in compliance with all these standards at all times. (DHS licensing standards not applicable to stand-alone HS sites.)
5. Manage and facilitate classroom planning meetings. Attend or facilitate other group meetings as assigned by center

director or coordinators, practicing effective meeting management procedures that encourage constructive problem solving and the sharing of ideas.

6. Facilitate collaboration, problem solving, and team development with other programs at the site and staff from other programs.
7. Coordinate the use of resources (center, staff, organization, and community) toward the goal of providing quality ECE services to children and families.
8. Safeguard the health and safety of all children and staff by consistently implementing policies and procedures in the classroom/center, decisively addressing problems when they occur, and maintaining records/reports.
9. Involve parents in all aspects of quality ECE services, including but not limited to regular communications both written and verbal, parent/teacher conferences, home visits, and family events. Provide opportunities for parents to participate in or provide input into ECE services in general and their child's growth and development specifically.
10. Supervise assigned staff, volunteers, and student teachers/student interns, and conduct annual performance evaluations of supervisees.
11. Develop annual training plans and professional development goals, complete Professional Developmental Records for assigned staff, and support ongoing training in staff meetings.
12. Provide effective leadership to staff and coordinate classroom services within the larger center facility, practicing ethical communication and constructive problem solving toward the resolution of conflicts and challenges.
13. Ensure that all necessary records and reports are generated and maintained in a timely fashion.
14. Assist management staff with program/center evaluations, goal setting, and other satisfaction and program assessment tools.
15. In coordination with the center directors or supervising coordinator, organize staff schedules, including arranging substitutes as needed.
16. Coordinate/delegate maintaining and updating of classroom areas, learning centers, and room arrangements. Be responsible for general classroom and site appearance.
17. Actively participate in program evaluation and the Continuous Quality Improvement process at the classroom, center, and organizational levels.
18. Participate in professional development to continuously improve job skills as per best practices in ECE.
19. Perform other duties as assigned by supervisor or upper management coordinators/directors.

PHYSICAL FUNCTIONS

In order to carry out the essential functions of this position, the employee must be able to perform the following physical functions without any health restrictions: stand and walk for 30 minutes continuously; run for 2 minutes continuously; sit in adult chairs for 60 minutes continuously; sit in child-size chairs for 30 minutes continuously; sit on the floor for 30 minutes continuously; squat, kneel, bend, and crawl frequently and continuously; push 20 pounds on flat surfaces; lift and carry 30 pounds; hear and see within normal ranges; work indoors in temperatures between 60 and 90 degrees and outside in temperatures between 25 and 95 degrees; have the finger dexterity to write, cut, type, staple, buckle, collate; be exposed to noise that is typical in an early childhood classroom.

MENTAL REQUIREMENTS

1. Effective English communication skills verbally and in writing, including both expressive and receptive skills
2. Creativity in teaching, team management, and supervision
3. Effective time management
4. Mental flexibility
5. Child behavior management that supports learning in a relaxed, calm classroom environment
6. Judgment that results in sound decisions
7. Initiative and resourcefulness in meeting job requirements and teaching objectives
8. Decision and problem solving abilities
9. Ability to respond appropriately to an emergency or crisis situation

EMOTIONAL REQUIREMENTS

1. Motivation and self discipline to learn independently
2. Patience in teaching, teamwork, and supervision
3. Interpersonal skills that support constructive workplace relationships and teamwork
4. Ability to manage repetitive instructional tasks such as observations, assessments, and ECE skill teaching without experiencing undue stress
5. Energy and enthusiasm for teaching
6. Ability to take emotional risks to implement new techniques and approaches
7. Ability to maintain professional boundaries with other employees and with children/families

MARGINAL FUNCTIONS

Provide transportation in personal vehicle or agency vehicles as needed: Have access to a vehicle with current registration, inspection, and insurance; have a valid state driver's license; agree to use safety equipment in the vehicle properly; and be willing to use this vehicle on the job for self and transportation of others.

This job description is a general description of essential job functions. It is not intended as an employment contract, nor is it intended to describe all duties someone of this position may perform. All employees of Snyder Union Mifflin Child Development, Inc. are expected to perform tasks as assigned, regardless of job title or routine job duties.

I HAVE READ AND UNDERSTAND THE DUTIES AND RESPONSIBILITIES OF THIS POSITION.

Name

Date