

# Tompkins Community Action

*an active community can produce powerful change*

**JOB TITLE:** Teacher – Head Start (HS)  
**STATUS:** Non-Exempt  
**DEPARTMENT:** Family Services  
**SUPERVISOR:** Center Manager

## **Job Summary:**

Responsible for implementing an Head Start classroom education program for children 3 to 5 years including: establishing daily routine and appropriate transitions, implementing adopted curriculums to encourage active exploration, physical, cognitive and social/emotional development. Implement integrated quality service delivery in accordance with Head Start Performance Standards, Regulatory Guidelines, Department and TCAction policies and procedures. Establish and ensure nurturing and responsive practices, interactions, and environments that foster trust and emotional security for children. Utilize developmentally appropriate strategies and individualization to ensure planning, classroom management and adult-child interactions support the growth of all children. Complete and utilize anecdotal notes as the basis for individualized planning, completing assessments, Parent/Guardian conferencing, Home Visits, outcome reporting and supporting child/family program transitions. Meet program plans that support School Readiness and Family Engagement framework outcomes and provide quality, integrated service delivery to children and their families at classroom sites throughout Tompkins County.

## **Job Responsibilities:**

### ***Program Delivery: (85%)***

#### **School Readiness:**

- Implement all aspects of the HighScope curriculum into classroom program delivery and daily lesson planning.
- Actively engage families in lesson planning that include all educational domain areas and opportunities for participation of families.
- Utilize supportive curriculum enhancements to meet program delivery goals and enhance school readiness and family engagement outcomes.
- Provide an environment and opportunities to support the development of children's cognitive and language skills
- Include cultural, ethnic and linguistic diversity; and promote interaction and language use among children and between children and adults
- Assure physical development is promoted by integrating daily use of indoor and outdoor space and equipment that promotes active play and movement
- Ensure skilled focused, adult led Small / Large Group activities are planned and incorporated into lesson plans, coordinating with Teacher Assistants who plan and lead activities twice a week.
- Complete developmental, social and emotional screenings for children within forty-five (45) days of entry into program utilizing designated assessment tool.
- Create and implement Individualized Child Goal Plans that promotes a child's progress across Early Learning Outcome Framework that meet a child's developmental level and increases their active participation in learning.
- In coordination with Specialists and Parent/Guardians, create and implement Individualized Service Plans, as needed, to support learning experiences.
- Incorporate strategies into daily planning to support children's Individualized Service Plans
- Provide inclusive and developmentally appropriate classroom opportunities that support children with disabilities; utilizing Department resources, Specialists and Consultants; providing referrals and access for Parent/Guardians.
- In coordination with Teacher Assistant, plan and implement nutrition activities, utilizing the LANA curriculum as a guide, and dental health activities, utilizing Cavity Free Kids curriculum as a guide.
- Regularly observe children, and maintain concise anecdotal notes for assessment in the Child Observation Record; posted online weekly
- Collaborate with Specialists, Consultants and Agency staff to support children and families program goal outcomes.
- Actively engage in daily and weekly planning with classroom team

**Family Engagement:**

- Maintain an open, friendly and informative relationship with children's families that encourage their participation in the program.
- Employ a culturally competent and flexible approach when working with various cultures by supporting the home language, culture, and household composition of children and families
- Create and encourage daily family volunteer opportunities in the classroom.
- Offer families opportunities to increase their developmental observation skills by providing information that encourages participation at classroom.
- Provide Parent/Guardian Conferencing opportunities at regular intervals and when requested by families; minimally two (2) Parent/Guardian conferences and two (2) Home Visits per program year
- Partner with families to create home to classroom consistency which supports both program and home family goals.
- Provide information and advocate for family involvement in Policy Council and parent committees, includes planning and participation in meetings.
- Provide resources for children and families to acquire auxiliary community services as needed including family and adult education opportunities.
- Document all parent/guardian verbal and written communication daily; include monthly meetings, conferences and Home Visits as defined in Department Procedures.
- Participate in Child/Family Planning with classroom and program team, as defined in Department Procedures.
- Collaborate with program staff to support family's program option transitions by engaging families and coordinating with community partners in planning and implementing strategies that ensure successful transitions, including the transfer of records.
- Supervise Parents/Guardians, Interns and Community members as Volunteers in the classroom and program events.
- Support and participate in program recruitment and community involvement activities, as requested - may include nights and weekends.

**Health, Safety & Security:**

- Actively ensure the health and safety of all children and families throughout classroom sites.
- Promote children's security and attachment by responding promptly and consistently to their needs
- Establish and maintain, in collaboration with Supervisor and Specialist staff, a classroom child supervision plan that ensures staff are actively engaged and closely supervising all the children at all times
- Maintain current knowledge of individual children's special needs; including medical, nutrition, and education Individualized plans. Individualized plans.
- Maintain accurate count of children in attendance at all times, utilizing method of frequently counting children, in accordance with NYS Office of Children and Family Services Child Care Regulations
- Ensure a healthy and safe physical environment for children to prevent and reduce injuries and illness; notifying Supervisor of any unsafe condition in a timely manner
- Ensure room arrangement, schedule and monitoring of children is conducive to competent, direct supervision
- Enhance each child's strengths by encouraging self-control through setting clear, consistent limits and having realistic expectations to encourage respect for others'.
- Ensure the Daily Classroom Safety Checklist, Daily Attendance, Health Check, and Meal Count documentation is completed, including daily electronic submission, based on classroom plan, in the absence of Teacher Assistant and according to Department Procedures
- Support all components for the implementation of program food services delivery, as defined by classroom and/or /site plans.
- Adhere to Site Plan, and Supervisor direction, for playground safety checks and daily clean-up
- Maintain current knowledge of individual family's special circumstances, such as: child custody and restraining order documentation.
- Maintain knowledge of, and act as, Mandated Reporter; follow guidelines and complete documentation as defined in Department Procedures.

**Reporting: (10%)**

- Complete classroom planning form, including documenting individualized children and family involvement activities
- Prepare Child Progress Reports reflective of child assessment data, observations and all relevant information pertaining to the child's development.
- Submit Child Observation Record Summaries for each child, four (4) times per year as defined in Department Procedures.
- Complete monthly HS Teacher report, as defined in Department Procedures, and submit to Supervisor
- Maintain accurate, objective, complete, timely and well organized child and family records, including needed and required releases and permissions as defined by Department Procedures.

- Prepare End of Year and Parent/Guardian reports, as defined in Department Procedures, review with and submit to Supervisor
- Immediately report facility and equipment issues or repairs needed to Supervisor

**Other: (5%)**

- Promote Agency Mission and adhere to policies, procedures and guidelines as defined by TCAction and all program funders; must understand, comply with, and implement Head Start Program Performance Standards and NYS Office of Children and Family Services Child Care Regulations.
- Establish and ensure nurturing and responsive practices, interactions, and environments that foster trust and emotional security; providing consistency including maintaining defined work hours and 99% work schedule attendance.
- As defined in Program Event Calendar and Schedule, participate in Program Events and Community Activities, which may include nights and weekends
- Attend all trainings as defined in Department Training Plan; missed trainings will require individual “make-up” completion as directed.
- Expand knowledge base and identify professional development opportunities; completing Professional Development Plan annually with Supervisor and Specialist staff.
- Meet regularly with Supervisor and submits all requested and required reports
- Participate in Teaching staff meetings, as active team member, to enhance and expand the program, problem solve and increase efficiencies.
- Collaborate with and support all program staff; sharing resources, techniques and solutions to enhance quality program service delivery.
- Participate in Department Annual Self-Assessment
- Other duties and responsibilities as assigned; may include nights and weekends

**Required Knowledge, Skills, and Abilities:**

- Ability to work in professional manner, with diverse groups and individuals, in all work scope situations
- Ability to read, understand and follow performance standards, regulations and procedures
- Computer literacy including: spreadsheet and word processing
- Strong planning and organizational skills, attention to detail and work prioritization
- Excellent communication skills; written and verbal
- Excellent interpretation and problem solving skills
- In depth knowledge of the principles of child growth and development; how children acquire language, creative expression and develop physically, cognitively, and socially; including understanding and acquired skills to support children with special needs
- In depth knowledge of early childhood development, educational, mental health, and health / nutrition needs
- In depth knowledge of classroom management techniques

**On-going Clearance:**

- Satisfactory clearance: NYS Division of Criminal Justice Services and NYS Central Register of Child Abuse and Maltreatment
- Complete and maintain First Aid & CPR certifications.
- Complete and maintain Medication Administration Training (MAT)
- Complete annual Mandated Reporting Training Certificate
- Physically able to bend, stoop, kneel, climb, run short distances, stand for long periods and lift up to 50 lbs. Medical and Sick Leave absences require *Return to Work Clearance* documentation.
- Bi-Annual satisfactory physical including TB test (Mantoux or Chest X-ray)
- Meet TCAction criteria for satisfactory driver’s license in order to access agency owned vehicles and access to personal transportation for work related activities.

**Minimum Qualifications:**

- Associate Degree in Early Childhood Education, Child Development, or equivalent
- Two (2) years’ work experience meeting position competencies

**Print Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_