

Summary

The Lead Teacher is responsible for the implementation and coordination of the comprehensive education program in the classroom. The Lead Teacher ensures that the classroom activities and environment are developmentally appropriate and reflect the agency's philosophy and curriculum. The Lead Teacher ensures that the individual needs of the children are met as mandated by federal, state and local standards.

Essential Job Duties

Supervision

- Supervise, coach and mentor the Teacher Assistant and Teacher Aide in the classroom.
- Supervise, coach and mentor the Teacher Assistant and Teacher Aide in formal and informal interactions with parents and family members.
- Supervisory responsibilities including:
 - Complete and execute performance appraisals with the Master Teacher
 - In conjunction with the Site Manager and/or Master Teacher, complete and execute corrective actions as needed.
 - Conduct weekly team meetings and monthly individual reflective supervision meetings.
 - First level of approval for time off requests and time sheet review.
 - Monitor quantity and quality of child documentation required of classroom staff and work with teaching staff on continuous improvement in this area of their work.
- Administration
 - Create child education binders and develop monitoring system to ensure information is accurate and up to date.
 - Facilitate and document weekly team meetings.
 - Ensure all required program documentation and reports are completed accurately and submitted in a timely manner.
 - Participates in recruitment efforts of program participants to help maintain full program enrollment.
 - Monitor and ensure that daily attendance, health checks, parent sign/scan in, and meal participation reports are completed daily.
 - Ensure all confidential information is protected.
 - Read and respond to Outlook e-mail daily.

Child Development

- Observe, assess and document each child's health, skills, behavior, growth and development.
- Provide opportunities for the children to develop positive self-images and experience success.
- Ensure goals are made with parents and are reflected in children's individual plans
- Participate in Family/Child Reviews.
- Identify any developmental concerns regarding the children and follow agency protocol.

- In conjunction with the Master Teacher, the Lead Teacher will coordinate team participation in family staffings and other meetings as required.
- Ensure all classroom staff adhere to all IEP, IFSP, Implementation Plans and/or strategies provided by Education Managers and/or Consultants.

Curriculum and Assessment

- Facilitate curriculum planning sessions to develop clear learning objectives that effectively incorporates documentation collected on each child for optimal developmental and learning outcomes.
- Develop lesson plans with goals, objectives, experiences and outcomes for children that integrate health, nutrition, mental health, disabilities and parent involvement into the plans.
- Incorporate children’s interests, culture, school readiness goals, State and Head Start guidelines, program curriculum (Creative Curriculum) and approach (New Beginnings & Erikson Early Math Lessons) into individualized and group learning opportunities. Work with assessment team, Master Teacher and Curriculum Manager to utilize standardized and authentic assessment data to create learning opportunities to advance children’s development and learning, providing follow-up with parents, partners and staff as appropriate.
- For Pre-K only – Research, plan and schedule meaningful field trips that enhance the current study in your classroom
- Establish and maintain a classroom environment which includes positive guidance and emotionally supportive techniques that meets state and local licensing regulations, Head Start Program Performance Standards and the Ounce’s philosophy and curriculum.
- Ensure that all children are under appropriate supervision at all times and no child is left unattended
- Develop and maintain an attractive, clean, safe and engaging environment that encourages children’s independence and self-selection of activities.
- Maintain a classroom environment that reflects the use of “New Beginnings” and follows the guidelines of ITERS or ECERS.

Parent Involvement

- In coordination with Family Support Staff:
- Schedule, conduct and ensure completion of at least two Parent/Staff conferences for each child. Conferences need to adhere to the parent/staff conference guidance policy.
- Schedule, conduct and ensure the completion of two home visits per program year for each child. Home visits need to adhere to the home visit guidance policy.
- Conduct the Initial Quick review and complete FCR’s on each child and family twice a year
- Encourage and provide opportunities for parent participation in the program, including participation in parent events, home visits, conferences and volunteering in the classroom.
- Provide examples and ideas for educational activities for parent/child participation at home.
- Develop positive and effective partnerships with families using the Touchpoints Approach (once trained).
- Hold friendly daily conversations with families
- Maintain professional boundaries

Other

- Attend and actively participate in all required meetings and trainings, including supervisory trainings.
- Performs other duties as assigned within the scope of the job description.
- Follow all mandates of Head Start regulations, state and local licensing and the Ounce’s philosophy and curriculum.
- Input classroom data into appropriate information systems.
- Administer medication when necessary (ex. nebulizer treatments, epipen)
- Maintain required certifications and continuing education hours.

Required Qualifications – Required qualifications to effectively perform the job. An equivalent combination of education, training and experience will be considered. (Additional requirements may be designated by position.)

- Bachelor’s degree in ECE, CD, or related field with a minimum of 27 credits in ECE and two years’ experience in a relevant early childhood group setting required.
- **Head Start:** Type 04 Education Certificate / Educator License with ECE approved Endorsement. Special Education Endorsement preferred. **Early Head Start:** Infant Studies Certificate (in 0-3 age classrooms), or Level 5 Infant Toddler Credential.
- Clearance of background check by Department of Children and Family Services.
- A biannual physical examination and TB test are required as condition of initial employment and continued employment.

Knowledge, Skills and Abilities – May be representative, but not all-inclusive, of those knowledge, skills and abilities commonly associated with this position.

- Working knowledge of early childhood education, child development theories and teaching best practices.
- Ability to effectively train and mentor classroom staff in small or large groups.
- Communicate effectively and function well with parents, staff and various professional community groups.
- Analytical and problem solving skills.
- Knowledge of and ability to implement early childhood curriculum and developmentally appropriate practice for the specific age group (0-3 or 3-5) and be able to remain abreast of developments in the child development field.
- Knowledge of and ability to implement Head Start Performance Standards and state and local licensing requirements.
- Demonstrated leadership abilities and ability to implement reflective supervision.
- Ability to work as a cooperative and supportive team member.
- Ability to communicate and work with diverse families and professionals.
- Ability and willingness to work in a program located in a high-risk, low-income community.
- Ability to exercise discretion in handling confidential information and materials.
- Intermediate knowledge of computer applications, word-processing software in a Windows environment and ability to learn and master other computer technology /software as needed.

- Ability to communicate and respond in a manner that consistently demonstrates respect and concern.
- Must have excellent command of the English language and grammar, both verbal and written.
- Must be able to manually operate and use a telephone, copier, computer and other office equipment.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- General office and classroom conditions. Exposed to moderate noise levels.

Physical Abilities - Activities that are commonly associated with the performance of the functions of this job. The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to physically interact with children, including talk, hear, sit, stand, walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch, or crawl and lift and or move items of up to 40 pounds.
- Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.
- Must have excellent command of the English language and grammar, both verbal and written.
- Must be able to manually operate and use a computer and other office equipment.
- Ability to clearly hear and understand telephone conversations.