

# **JOB DESCRIPTION**

**PROGRAM:** Head Start  
**JOB TITLE:** Preschool Teacher  
**CLASSIFICATION:** Preschool Teacher II

## **JOB SUMMARY**

This is a specialized position at the full-performance level guiding and instructing preschool children, some with disabilities. Work involves creative planning and implementing an individualized educational program focusing on five key areas of the Early Learning Framework: Social–Emotional, Physical, Language & Literacy, Approaches to Learning, and Cognitive and General Knowledge. Head Start program managers, staff, and families keep children safe by creating a culture of safety. Everyone contributes to an environment that allows people to speak up about safety concerns. They also make it all right to talk about mistakes and errors and encourage learning from these events. Children are safer when everyone works together to improve the strategies they use in homes, centers, and the community.

## **SUPERVISORY RELATIONSHIPS**

**REPORTS TO:** Center-based Supervisor and Preschool Deputy Director

**SUPERVISES:** Teacher Assistant, Classroom Aide, Substitutes, Student Teachers, and Volunteers, as assigned.

## **QUALIFICATIONS**

- Post-secondary degree in Early Childhood Education or a post-secondary degree in a related field;
- Minimum of one year of experience working with young children; and,
- Bilingual English–Spanish is desirable.

## **GENERAL REQUIREMENTS**

- Computer training and/or documented proficiency with popular word processing, spreadsheet, and database software; experience with and/or training in Microsoft Office products particularly Word, Excel, and Access, is preferred;
- Valid driver's license and reliable transportation available daily, with appropriate insurance coverage;
- Pennsylvania State Police Criminal History Clearance, Child Abuse Clearance, FBI Clearance, National Sex Offender Registry check prior to hire; and Motor Vehicle Record check;
- Mandated Reporters of Child Abuse training completed within 30 days of hire;
- Current PedFACTS (Pediatric 1<sup>st</sup> Aid) and CPR certification;
- Physical ability to perform essential job functions without health restrictions, including the ability to stand, walk or sit for long periods of time; lift and carry up to thirty pounds; have unrestricted use of the upper and lower body, corrected or uncorrected hearing and vision within normal ranges, and a clear speaking voice; and, other abilities necessary to ensure child safety in the classroom, other group areas, and when in the community, such as, but not limited to, the following:
  - Ability to bend, squat, reach, kneel, and climb stairs;
  - Ability to move from a sitting to standing position quickly, safely, and without difficulty;
  - Ability to chase an eloping child;

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- Ability to join the children's active play including jumping and running indoors and outdoors; and,
- Ability to assist children with diapering, toileting, and change of clothing requiring lifting, bending, and squatting.
- Physical examination prior to hire;
- Tuberculosis test prior to hire;
- Nontraditional work hours, as required, including but not limited to evenings and weekends; and,
- Job-related training, as assigned.

### **SPECIFIC DUTIES**

#### **❖ Establishes and maintains a safe, healthy learning environment:**

- Maintains a well-arranged, orderly room that provides direction and a sense of organization;
- Provides materials appropriate to the developmental levels and learning styles of children;
- Keeps materials in good repair and stored in a safe, orderly fashion;
- Implements a well-established, positive routine adapted to the needs of the children;
- Encourages daily health routines with children, including toothbrushing and handwashing;
- Provides adequate supervision, insuring the safety of all children; and,
- Plans emergency procedures, maintains emergency information, and initiates emergency action when necessary.

#### **❖ Advances children's physical and intellectual competence:**

- Promotes physical development of children;
- Promotes language understanding and use in an accepting atmosphere;
- Provides opportunities for development of cognitive skills and awareness of concepts in math, science, and social studies;
- Provides a variety of opportunities for creative expression through art, music, and drama; and,
- Applies Pre-K Classroom Assessment Scoring System (CLASS) strategies in daily interactions.

#### **❖ Supports children's social-emotional development and provides positive guidance:**

- Provides children with opportunities for success through individual, small group, and large group activities;
- Involves children in all phases of self-care (dressing, eating, toileting, etc.);
- Utilizes appropriate group management techniques;
- Eats with children, modeling proper table manners and sharing the same menu; and,
- Includes multicultural and multiethnic materials, displays, and activities in curriculum planning.

#### **❖ Establishes positive and productive communication with families:**

- Schedules and makes periodic home visits;
- Maintains contact with parents through calendars, verbal and written communication, phone calls, posted information, and other media;
- Attends parent meetings and participates in appropriate parent activities;
- Involves parents in the education plan for their child by sharing individualized developmental information and planning goals for each child;
- Encourages parent participation and self-development;
- Develops and provides parent packets for each family;

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- Stresses the importance of parent cooperation with the program's confidentiality policy; and,
- Explains to parents the legal mandate to report child abuse and neglect.
- ❖ **Plans and documents classroom activities:**
  - Documents daily observations;
  - Assesses each child;
  - Submits lesson plans addressing all developmental areas;
  - Plans developmental goals for each child through the use of daily curriculum, individualized objectives, and long-range goals;
  - Develops and carries out Individual Education Plans for special needs children and evaluates the success of plans;
  - Maintains accurate, up-to-date records, including, but not limited to Home Visit Reports, Progress Reports, inventories, Family Contact Logs, time sheets, and children's files;
  - Monitors food reimbursement and petty cash budgets;
  - Plans, organizes, reports, and participates in educational field trips;
  - Participates in staff meetings, in-service sessions, class staffing, transition meetings, and other appropriate meetings;
  - Makes referrals to appropriate component coordinators and agencies;
  - Supervises teacher assistant and classroom aide:
    - Provides orientation and training to the Teacher Assistant and Classroom Aide;
    - Plans regular staff meeting with Teacher Assistant and Classroom Aide;
    - Monitors Teacher Assistant and Classroom Aide performance;
    - Completes observations and evaluations of Teacher Assistant and Classroom Aide; and,
    - Addresses performance concerns promptly and reports continued performance issues to Education Supervisor;
  - Acts as a member of the Head Start team; and,
  - Completes all duties as assigned.

### **REQUIRED KNOWLEDGE, SKILLS, & ABILITIES**

- ❖ Knowledge of the following:
  - Head Start Program and its services;
  - Principles, practices, and precedents of early childhood education and current developments; and,
  - Program performance standards and program objectives.
- ❖ Skill in the following:
  - Development and implementation of educational lesson planning for groups and individuals, some of whom are individuals with disabilities; and,
  - Techniques of supervision and basic management.
- ❖ Ability to:
  - Communicate effectively through speaking, listening, reading, and writing;
  - Supervise a group of children;
  - Speak, write, and listen effectively in English;
  - Organize and maintain accurate record keeping and reporting;
  - Demonstrate respect for individuals and groups with varied cultural, racial, ethnic, religious, and linguistic identities or backgrounds;
  - Establish positive relationships with people from varied social, economic, and educational

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backgrounds;

- Be sensitive to the needs of, and effectively communicate with, low-income children and families;
- Maintain confidentiality;
- Recognize emergencies and areas where action is necessary; and,
- Direct and supervise adults.