

JOB DESCRIPTION

PROGRAM: Head Start Program
JOB TITLE: Center-Based Supervisor
PAY GRADE: HS-11

JOB SUMMARY

Provide expert guidance and high-level support to education staff on best practices to support children's growing competencies; monitor and evaluate the effectiveness of implementation. Support teaching staff in the establishment and maintenance of positive and productive partnerships with families, community partners, and Head Start staff. Assure services comply with the Head Start Performance Standards, the Head Start Act, and other applicable laws and regulations. Adhere to early learning and family support principles. 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

SUPERVISES: Education staff
REPORTS TO: Preschool Manager

ESSENTIAL QUALIFICATIONS

- Bachelor's or higher degree in Early Childhood Education, Child Development, or a related field with coursework equivalent to a major in Early Childhood Education;
- Minimum of three years' preschool teaching;
- Minimum of two years of experience observing, training, assessing, supervising, and evaluating adults, preferably in a preschool program; and,
- Minimum of two years' experience observing, identifying, and assessing quality in early childhood environments, with special focus on curriculum implementation and individualized planning for children.

GENERAL REQUIREMENTS

- Valid driver's license and vehicle with adequate insurance coverage available for daily use;
- Pennsylvania State Police Criminal History Clearance, Child Abuse Clearance, FBI Clearance, and National Sex Offender Registry check prior to hire; and Motor Vehicle Record check;
- Recognizing and Reporting Child Abuse training completed within 90 days of hire;
- Physical examination prior to hire;
- Tuberculosis test prior to hire;
- 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 are preferred;
- Physical ability to perform essential job functions without any 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 range, 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

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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;
 - Ability to join the children's active play including jumping and running indoors and outdoors;
 - Ability to assist children with diapering, toileting, and change of clothing requiring lifting, bending, and squatting;
- Work non-traditional hours as needed or assigned, including evenings, weekends, and overnight travel; and,
- Job-related training, as assigned.

SPECIFIC DUTIES

❖ **Advisory Responsibilities**

- Provide input and recommendations regarding efficient and effective education services management, including collaborative planning, multidirectional communications, recordkeeping, and reporting systems, to ensure consistent, high-quality services;
- Recommend and assist with education-related policy and procedure preparation and revision;
- Participate in program planning in all areas, including self-assessment, long- and short-term, and strategic planning, federal on-site review preparation and response, and quality improvement planning;
- Represent STEP Head Start on interagency groups; act as liaison to other agencies; and,
- Recommend, select, and purchase equipment, materials, and supplies; assist with inventory.

❖ **Quality Assurance**

- Assist with developing job descriptions, hiring, orientation, and training;
- Conduct regular observations of supervised teaching staff; conduct teacher performance evaluations; develop and monitor action plans; recommend continued employment, disciplinary action, and/or, if appropriate, employment termination;
- Monitor teacher supervision of Teacher Assistants and Classroom Aides; provide coaching, training, and technical support as needed;
- Monitor and document education staff compliance with the Head Start Performance Standards, Head Start Act, PA Early Learning Standards, Pre-K Counts regulations, and other state and local regulations;
- Visit, observe, and monitor classroom operations; provide feedback and develop quality improvement plans;
- Assess classroom quality using standardized measures such as ECERS and CLASS; develop action plans; monitor implementation;
- Monitor child outcomes reporting; review outcomes; identify areas of needed improvement; provide technical support and develop action plans; monitor implementation;
- Support Early Intervention and Mental Health staff in monitoring the timely implementation of developmental and sensory screenings and assessments; monitor re-screenings and evaluations as appropriate;
- Monitor classroom schedules, staff work schedules, and related program activities for supervised staff; provide feedback;

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- Monitor delivery of a high-quality curriculum and an ongoing assessment system that are developmentally, individually, ethnically, culturally, and linguistically appropriate and responsive to the needs of each child and family;
 - Assure a safe, age-appropriate learning environment that promotes the healthy growth and development of each child, including those with disabilities, in compliance with all federal, state, and local standards;
 - Monitor teacher implementation of transition policies and procedures for program entry, change in program option, and transition into school or another preschool program;
 - Assure that teachers provide comprehensive, integrated services, including nutrition, health, mental health, parent engagement, social services, and special services to children and families;
 - Monitor teachers' parent involvement activities and support for parent participation in classroom, governance, and other program activities, including center committee meetings and Policy Council; and,
 - In collaboration with Early Intervention and Mental Health staff, assure that education staff meets the needs of children with disabilities or children suspected of having disabilities or special needs; assist staff with Individualized Education Plan (IEP) implementation.
- ❖ **Recordkeeping and Reporting**
- Review and approve lesson plans, home visit reports, ongoing child assessment, and child outcomes to assure compliance with Performance Standards and program plans;
 - Collect, organize, analyze, and process child development-related information in order to generate meaningful records and reports of activities and outcomes; and,
 - Assist with maintenance of information management systems to track and report on indicators of Performance Standards compliance, staff training, observations, and other job requirements.
- ❖ **Professional Development**
- Serve as an expert in child development; plan, arrange, and/or provide coaching, training, technical assistance, and support;
 - Assess staff training needs in collaboration with the Preschool Manager and Deputy Director of Education;
 - Oversee the development and implementation of comprehensive training plans responsive to program, group, and individual goals;
 - Maintain Professional Development Record (PDR) for supervised teaching staff and use the information to assess training needs and develop individualized training plans;
 - Support/guide/train staff on group management strategies;
 - Support/guide/train staff to implement behavior modification plans for children, including data collection, monitoring, feedback, and parent collaboration;
 - Provide training/technical assistance to assure inclusion of children with disabilities in curricular and lesson planning;
 - Model best practices for teaching staff;
 - Maintain program resource library;
 - Provide parent training as appropriate or as requested;
 - Assume responsibility for ongoing personal professional growth and development; and,
 - Attend meetings, trainings, and conferences as required.
- ❖ **Program Operations**
- Maintain confidentiality at all times;

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- Abide by the Code of Conduct;
- Act as a member of the Head Start team; and,
- Perform all other tasks as assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- ❖ Knowledge of the following:
 - Head Start Performance Standards, the Head Start Act, Pennsylvania Pre-K Counts Regulations, and other applicable regulations and laws;
 - Developmentally appropriate practices and other principles of early childhood development, including current and emerging practices and theories;
 - Early childhood screening, assessment, and curriculum planning for positive child outcomes including reporting systems;
 - Issues facing low-income families, with specific appreciation for the demands placed upon young children and their families;
 - Principles and methods of adult supervision including observation, monitoring, and evaluation, and collaborative improvement plan development; and,
 - The Microsoft Office Suite, including but not limited to Microsoft Word, Excel, Access, Power Point, and Publisher components.
- ❖ Skill in the following:
 - Oral communication, such as speaking, listening, and interviewing;
 - Writing, editing, and communicating, including knowledge of English grammar, spelling, and punctuation as they would relate to the production of reports, work plans, and other operational documents, as well as their use in communicating with a variety of individuals and groups;
 - Building and working within complex management and services delivery systems;
 - Classroom management and behavior modification techniques, including child behavior recording system; and,
 - Use of tracking and reporting systems.
- ❖ Ability to perform the following:
 - Be creative, resourceful, and flexible;
 - Lead and inspire others; take a developmental approach to motivate and empower adults;
 - Orient and instruct supervised staff on program procedures, effective service delivery practices, regulations, laws, and techniques;
 - Monitor and evaluate work; provide technical assistance and guidance to supervised staff;
 - Observe early childhood classroom environments and provide feedback;
 - Collect, organize, analyze, and process information quickly and efficiently;
 - Prepare and maintain written records and reports;
 - Implement administrative procedures and operations, and evaluate their efficiency and effectiveness;
 - Establish and maintain effective, collaborative partnerships with staff, parents, Head Start and grantee staff, and community agencies;
 - Demonstrate respect for individuals and groups with varied cultural, racial, ethnic, religious, and linguistic identities or backgrounds;
 - Serve as a role model for staff and parents; and,
 - Identify and meet goals, objectives, outcomes, and timelines within broad parameters and work independently of direct supervision.