

**Head Start Teacher**

Support education opportunities for children and families by assisting, providing and implementing a quality developmentally appropriate preschool experience for children enrolled. Conduct home visits with families to emphasize the home as the child's primary learning environment.

**ESSENTIAL FUNCTIONS**

***Key Performance Area – Classroom Services***

Establish and maintain a safe and healthy learning environment:

- Provides and implements weekly lesson plans that demonstrates curriculum fidelity and allow for child exploration
- Demonstrate appropriate child supervision by maintaining awareness of ratios, problem areas in need of more attention, placement in classroom and on playground
- Role model and communicate expected expectations for the assistant teacher
- Develops and implements activities that extends the child's learning to the playground with appropriate small and large group activities
- Facilitates and encourages discussion and language opportunities about nutrition during meal times
- Develops and implements activities that promote good health habits and integrate health, nutrition, and dental components into the regular daily routine by role modeling and assisting with the activities
- Perform health and safety check of children daily and greet each child by his or her name
- Assist with fire/earthquake drills monthly
- Maintain current and accurate information on medical condition and follow Classroom Health Plan
- If working with preschoolers in need of diapering, follows all posted procedures in health and sanitation and assists children with washing hands after changing

Provide a classroom program that builds and strengthens positive self-concepts and individual strengths of children:

- Provide positive, supportive and appropriate responses to children
- Incorporate mental health activities in the classroom (such as Second Step activities, Ages and Stages SE)
- Ensures the steps of the Action Plans is being followed
- Encourage children to develop positive attitudes towards a variety of diversity
- Encourage children to develop inner control by providing positive guidance and re-direction
- Engage children in the classroom to promote and stimulate learning
- Role model appropriate behaviors and interactions at all times

Plan and implement curriculum that encourages the advancement of physical, intellectual, and social competencies of children:

- Demonstrate accepted principles of early childhood education/development
- Help Dual Language Learners by providing them with the supports they need to fully participate in classroom experiences (key words in child's language, labeling, reading buddies, etc.)
- Enhance children's knowledge and language and literacy development by regularly reading books and having planned follow up activities, engaging children in extended conversations, introducing new and challenging words, and fostering teacher-child and child-child conversations
- Assist children during
- Provide "teachable moments" for guiding children to develop skills necessary to prepare for school readiness
- Fosters children's curiosity, engagement, reasoning, and problem solving by providing a balance of open-ended exploration, teacher-guided inquiry, structured activities, and play

***Position Description***

- Assists children in understanding math and science concepts by embedding math and science experiences into everyday routines
- Assist parents in identifying individualized goals for their children. Document progress toward goals and share the outcomes with parents

Assure adequate transitions throughout the day:

- Assist children in following classroom schedules, rules and routines
- Implement transitions to assure children understanding their role during transitions

Assist with volunteers in the classroom

- Assist in directing volunteers in the classroom by helping them understand the routines, transitions, and planned activities for the day
- Help volunteers identify areas where they are more comfortable assisting
- Ensures all volunteer hours are properly documented

Referrals

- Refers children with suspected disabilities to disabilities specialist for further evaluation
- Assists families in the referral process as needed

***Key Performance Area – Home Visits/Parent Conferences***

Home Visits

- Performs home visits in accordance to KCI “Education Home Visits” Standard Operating Procedure
- Home visits assist families in identifying child developmental milestones and provide framework for home activities that can enhance the child’s learning experiences from home
- Provides information on health, safety, nutrition, dental health, community activities that are available at little or no cost
- Emphasize the home as the child’s primary learning environment

Parent Conferences

- Parent conferences are scheduled and completed and last at least ½ hour
- Parent conferences include updates on the child’s progress throughout the school year
- Parent conferences include information about identifying developmental levels of children and helps parents support their child’s educational experience

***Key Performance Area – Work Habits and Practices***

- Report to work, on a regular basis, as scheduled
- Demonstrate a commitment to Kid’s Corps, Inc. mission, values, policies, and procedures in the performance of job duties
- Continue to increase professional knowledge, skills and competencies in job related areas; incorporate and demonstrate new knowledge and skills while performing duties
- Attend and participate in staff meetings and training sessions
- Accept responsibility for seeking assistance and guidance when needed to effectively perform duties

***Key Performance Area – Recordkeeping and Reporting***

- Observes and records children’s behavior, progress, and growth into Teaching Strategies Gold

Kids' Corps, Inc.

***Position Description***

- Assists with child file documentation by logging communications with families on to Family Contact Report according to guidance provided
- Records child attendance and child meal counts daily per KCI SOP
- Completes Teaching Strategies *Coaching to Fidelity* checklists twice a year

***Key Performance Area – Communication***

- Follow calendar, Teamwork Times, center newsletters, and memorandums to assure current knowledge of agency happenings
- Ensures completion of weekly observations to parents on the “What I Learned This Week” form
- Email as needed

**MARGINAL FUNCTIONS**

Perform other assignments as requested by supervisory staff  
Participate in planning or self-assessment process as directed

**Position Information**

Reports to: Center Director

Supervises: Gives input to Center Director on Assistant Teacher performance

Requirements: Associates or Bachelor’s degree in Early Childhood Education/Development or related degree – related education degrees evaluated on a case-by-case basis using transcripts.

Prefer: Bi-lingual (fluent written and verbal)

Starting Salary:

Associate’s Degree	Bachelor’s Degree	Graduate Degree
\$19.00	\$22.00	\$23.50

In the event that recruitment efforts have not produced a teacher meeting the minimum qualifications, KCI may submit for approval from the Regional office to hire a candidate who has an age-appropriate CDA Credential and significant coursework toward a 2-year degree in Early Childhood Education/Development. If a Waiver is approved, the rate of pay for a CDA Teacher on an approved waiver would be \$15.75 per hour.

Introductory Period: 90 Days

**Other Requirements:**

Certifications:

- Appropriate and current First Aid and CPR certification
- Current and approved background check with Municipal Licensing (requires fingerprinting and Interested Person’s Report from the State of Alaska)
- Proof of United States employment eligibility as required on the I-9 form

**Abilities:**

Must be able to evacuate self, children, and parents from building and bus safely in the event of an emergency

Able to work cooperatively with other adults

Able to maintain confidentiality of program information

Effective written and verbal communication abilities

**Physical Abilities:**

See attached list

This Job Description describes the essential functions and qualifications for the job described. It is not an exhaustive statement of all the duties, responsibilities, or qualifications of the job. This document is not intended to exclude modifications consistent with providing reasonable accommodation for a disability. This is not a contract. Your signature below indicates that you have read the job description and understand the essential functions of your position.

**PAYROLL INFORMATION:**

- Timesheets are due on the 15<sup>th</sup> (or last working day prior to the 15<sup>th</sup>) and the last working day of each month.
- Pay dates are twice per month 3-7 days from the date timesheets are due.
- Payroll checks are direct deposited or mailed to employees on the pay date.
- All positions are contingent upon Policy Council Approval
- This position is dependent upon availability of funding (all positions are grant funded).

All positions may be required to work occasional evening and/or weekend (usually Saturday)

Personnel Policies and Procedures are available on the Internet at <http://kcialaska.org>

All employment with Kids' Corps is "at will". This means that the employee or Kids' Corps may terminate employment at any time and for any reason with approval from the Head Start Policy Council. No term of employment is expressed or implied by this job description.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_