**Ohio Valley Opportunities**

**Job Description**

**Job Title:** Teacher

**Department:** Head Start

**Reports To:** Center Director

**FLSA Status:** Class II Non Exempt

**Prepared By:** Jamie Bare

**Prepared Date:** 7/13/2017

**Approved By:** Melanie Harrell

**Approved Date:**  July 2017

**SUMMARY**

Provides structured learning activities that promote the social, physical and cognitive development of children to reach School Readiness Goals through partnership with the parents and fellow staff

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

**REQUIREMENTS**

Responsible for the safety of all children while in programming

Adhere to all Personnel Policies, Head Start Performance Standards, the Policy and Procedure Manual and the Written Plan

Must be flexible and willing to adjust work hours as deemed necessary to accommodate families, program activities, and/or training

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

Provide required reports and paperwork to the appropriate Coordinator and/or Center Director as indicated through the Policy and Procedure Manual

Actively participate as a Transportation Monitor as needed to meet requirements

Work collaboratively with other staff to help maintain full and consistent enrollment and Average Daily Attendance requirements

Maintain child and family records at the Center level

Assist with cleaning duties as determined by the Teaching Team

Assist with annual Self-Assessment process

Teachers who maintain agency sponsored CDL’s are required to drive when requested by their supervisor

Assist with collecting and documenting IN-Kind and donations

Maintain positive and collaborative relationships and communicate with all O.V.O. Head Start staff and community partners

Attend and actively participate in training, specialized workshops and regularly scheduled local and out of town staff meetings as required by the supervisor, agency and funding source

Seek and take opportunities to improve knowledge and job competence

Serve as a role model and lead the teaching team, helping to train new staff, substitutes, and volunteers

Maintain enrollment in college courses related to job requirements and submit proof of completion and grade as required in the Individual Professional Development Plan

Complete developmental screenings and regularly assess children’s needs, interests, learning styles and abilities in order to plan meaningful learning experiences

Utilize the Family Conference Forms three times per year to jointly develop a plan for continued improvement with child’s family and to emphasize the child’s growth and success

Conduct a minimum of two education home visits and two parent teacher conferences per child each year

Integrate the learning of appropriate skills, concepts, and knowledge based upon sound early childhood philosophy, Developmentally Appropriate Practice, and the required Head Start Domains to guide lesson planning, learning centers and individualization for children

Ensure that all children progress toward the required school readiness goals

Assess the children’s development daily though collecting observation notes, gathering work samples, and planning activities that meet their individual needs

Work cooperatively with the Teacher Aide Transportation Monitor and/or the Teacher Aide Bus Driver as a unified teaching team

Provide a good role model for young children – physically, mentally, emotionally, and socially

Get down on the child’s level, take time to listen and respond to both individual and group needs

Plan and participate in special experiences and field trips and schedule community members to visit the classroom

Display a positive attitude in classroom management, using a calm, quiet voice for directing and redirecting children’s activities

Support and/or participate in the Mentor/Protégé program to provide encouragement and staff development

Assure weekly opportunities for children to participate in the Lending Library

Attend case conferences that address developmental or behavioral needs of children upon request of parents or your supervisor

Assist in writing and implementing Behavior Modification Plans

Implement Local Education Agency (LEA) generated Individual Education Plan (IEP) goals and RTI plans in daily planning

Refer children to the Special Needs Mental Health Coordinator using the in-house referral system for mental health and developmental concerns

Help the children know and accept themselves, and develop a sense of independence and high self-esteem

Help children learn to get along with others and encourage feeling of empathy and mutual respect among children and adults

Eat with the children in a modified family style, while promoting and modeling good nutrition habits

Instruct children in practices of personal cleanliness, self care, and responsibility

Assure documentation of CACFP at the point of service, and accurate compilation of CACFP forms monthly

Communicate well with families through verbal, written and person to person contact and document contact activities as appropriate

Support parent engagement activities that promote the program’s school readiness goals and parent, family and community engagement goals

Maintain an open, friendly, and informative relationship with each family that encourages their participation and is culturally sensitive to individual ethnicities

Cooperate with the Family Support Specialist to provide support to families involved in the Family Partnership Agreement Process as needed

Participate in developing family newsletters and monthly calendars

Conduct follow up services for child absences and provide appropriate support and documentation

Assist with providing educational home activities for children and their families to share beyond the classroom

**SUPERVISORY RESPONSIBILITES**

This job has no supervisory responsibilities

**QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Must be able to pass ongoing physical exams for State Daycare Licensing

Must be able to be certified in CPR, First Aid and Universal Precautions and maintain certification throughout employment

Must pass initial drug test and ongoing random drug testing

Must be free from TB and provide negative skin test, lung x-ray, or equivalent annually

Must pass a State Criminal History Background Check and the State Registry as required by State Daycare Licensing standards

**EDUCATION and/or EXPERIENCE**

Must have a minimum of 1. Associate’s Degree in Early Childhood Education, or 2. Associate’s Degree in a related field with 15 credit hours in Early Childhood Education, child development, special education, family relationships, or teaching practices, or 3. possess a valid waiver from OHS and be in the process of obtaining an Associate’s Degree in Early Childhood Education, and have experience in early childhood.

Individuals may be encouraged to hold or obtain a Bachelor’s Degree in Early Childhood Education, or hold a Bachelor’s Degree in a related field with credit hours equaling a degree in Early Childhood Education (36 credit hours) to meet the Federal Requirements of the Head Start Act of 2007, which states that 50% of all Head Start teachers will hold a BA degree in ECE by 2013

Prefer one year experience in a classroom setting, related experience working with children

**LANGUAGE SKILLS**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization

**MATHEMATICAL SKILLS**

Ability to add and subtract two digit numbers and to multiply and divide with 10’s and 100’s

**REASONING ABILITY**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form

**CERTIFICATES, LICENSES, REGISTRATIONS**

Maintain valid driver’s license and automobile insurance

**PHYSICAL DEMANDS**

The physical demands described here 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 the essential functions.

While performing the duties of this job, the employee is regularly required to stoop, kneel, crouch, or crawl and talk or hear. The employee frequently is required to stand, walk, sit, use hands to finger, handle or feel, and reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions.

The noise level in the work environment is usually moderate to loud

The physical location for this position: Center Location as assigned

Some out of town travel is required for training and staff meetings

**ACCEPTANCE**

I have read and understand the above qualifications and agree to abide by all OVO policies and procedures.

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Employee Date

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Supervisor Signature Date