

Wayne County Action Program, Inc.

Job Description

Job Title: Head Start and Head Start UPK Teachers

FLSA Status: Non-Exempt

Department: Head Start

Reports To: Education Assistant

Summary:

The Head Start Teacher instructs children in activities designed to promote social, emotional, physical, and intellectual growth needed for primary school by performing the following duties.

Essential Duties and Responsibilities:

Instruction and early childhood development

- Establish a positive climate in the classroom that includes positive affect, positive communication, and positive relationships with children. Demonstrate genuine understanding and interest in children's responses and needs.
- Demonstrate alert supervision. Be aware of and responsive to children's needs.
- Implement in-person and/or virtual curriculum that includes whole child development: cognitive, social, emotional, and active physical development through developmentally appropriate learning experiences. Maximize learning time, using engaging instructional learning formats. Be in compliance with program curriculum requirements and practices.(virtual learning will take place when state and federal regulations prohibit in-person learning)
- Plan and implement learning experiences that ensure effective curriculum implementation across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.
- Implement in-person and virtual curriculum that includes whole child development: language, cognitive, social, emotional, and active physical development through developmentally appropriate learning experiences.
- Demonstrate fidelity to curriculum.
- Demonstrate effective use of assessment that promotes children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.
- Prepare materials ahead of time. Offer a variety of materials and experiences and a visual learning environment.
- Demonstrate CLASS behavioral indicators and communication, using a variety of learning

modalities and strategies to encourage children's language, learning, and thinking.

- Daily facilitate language development and literacy in the classroom and provide quality feedback to expand children's learning. Build children's vocabularies and read to children daily.
- Encourage children's use of language and model language by asking open-ended questions, using repetition and extension, helping children make connections to their real world and/or past learning, encouraging conversation and talking about vocabulary words.
- Demonstrate the use of integrated thematic teaching using visual and auditory modalities of teaching, and hands on materials that make the theme evident.
- State learning objectives at the beginning of a large group or small group session. The teacher will make sure the assistant and aide (if applicable) are aware of objectives to state in small group sessions.
- Demonstrate support for children's choices, leadership, and autonomy as appropriate.
- Use self talk and parallel talk.
- Plan for active movement activities, follow the outdoor policy, plan for some teacher directed physical activities and motor skill development. Substitute indoor large motor activities for inclement weather.
- Promote family literacy and embrace the role of the parent as the primary educator of the child. Promote and support the parent-child bond by supporting parent involvement in all aspects of the Head Start program.
- Direct the activities of assistants, aides and volunteers including the supervision of assigned workers from other agencies.
- Foster positive communication at all levels and in all classroom situations.
- Manage classroom behavior appropriately and respectfully, remaining sensitive to individual child needs.
- Maintain appropriate limits to ensure safety, using positive child guidance and following classroom management policies.
- Direct and supervise all indoor and outdoor activities.
- Maintain the "family style" meal model to eat with the children daily, serving as a role model in trying new foods, using good manners and beginning conversational skills. Encourage children to serve themselves and pass platters in a family-style setting.
- Administer first aid as needed.

Planning and Organization

- Complete lesson plans and submit them on a timely basis, two weeks ahead of time.
- Apply a specific assessment instrument to plan for each child's current needs, interests, and (developing) abilities.
- Prepare materials ahead of time.

- Make substitute arrangements in the event that personal attendance is not possible; ensuring that lesson plans are available for substitutes. Give advance notice, whenever possible, for planned time off.
- Annually plan and conduct a minimum of two home visits to the family of each classroom child and at least two parent-teacher conferences.
- Plan for cleaning to maintain a neat and attractive classroom which is both inviting to children and conducive to learning. Take care to maintain all classroom equipment in good condition.

Program Compliance and Reporting

- Implement the daily program, consistently incorporating developmentally appropriate best-practices, High/Scope Strategies, Head Start Performance Standards, Wayne CAP policies and procedures as well as NYS Daycare Licensing regulations.
- Appropriately record children's progress and growth and provides for on-going evaluations of each child's development using a specific assessment instrument.
- Protect and support the needs of Head Start children and families by becoming aware of the physical and behavioral signs of child abuse, neglect, and maltreatment, reporting all suspected cases of child abuse, neglect and maltreatment, become familiar with Head Start's procedures for reporting suspected cases of abuse, neglect, and maltreatment.
- Keep accurate daily attendance records on children and input in COPA.
- Staff are required to input home visits, case conferences, parent conferences, case notes into COPA. Staff will be oriented upon hire and continuous training on COPA will continue throughout each program year.
- Report children's health concerns or injuries through documentation, required forms and procedures.
- Maintain, submit and file appropriate paperwork in a comprehensive and timely manner.
- Assist in the evaluation of classroom staff and volunteers.
- Submit reports to the Education Specialist, the Early Childhood Education Director or the Early Childhood Administrator in a timely manner.
- Maintain consistent attendance; thereby demonstrating to other classroom personnel the importance of consistency and classroom ratio maintenance. Make substitute arrangements in the event that personal attendance taking care to fulfill proper classroom ratio responsibilities at all times. Call in 1 hour in advance if not reporting for work. Give advance notice, whenever possible, for planned time off. Utilize the substitute list and attempt to get own sub.
- Follow WCAP dress code.
- Use careful and alert supervision. Be aware of the number of children in your care at all times. Children should be visible to you at all times.
- Be aware of any child allergies, health care plans, special diet plans.

- Participate in monthly safety drills and be familiar with procedures and routes.

Collaboration and Parent Inclusion

- Promote the program and the agency in a positive and professional manner.
- Plan ways in which parents and staff will work together to understand each child and provides for his/her learning experience.
- Participate in recruiting families and children to the program.
- Recruit and incorporate the use of volunteers in the classroom.
- Communicate with CPSE providers, attending CPSE meetings to assist in the development of specific Individual Education Plan (IEP) for children with special needs. Attend case conferences with consultants, specialists, CPSE, and parents as needed.
- Maintain the confidentiality of all pertinent data.
- Participate on at least one program committee such as a program self-assessment committee (literacy, menu... UPK teachers must attend School Readiness Committee meetings.
- Attend mandatory site- support meetings.
- Attend meetings as required by the agency, including case conferencing with the Family Worker. Participate in information coordination and planning with all center staff as appropriate.
- Assist in the high-quality service and continuing improvement of the Head Start program through participation on Advisory and Center Committees.
- Foster positive parent communication through a weekly classroom newsletter, a personal welcome and orientation for parent volunteers in the classroom and other innovative activities as appropriate.
- Demonstrates cohesive and effective communication skills, striving to work with others in a team approach.
- Immediately inform the Health Coordinator of any suspected health concerns with regard to children or staff.
- Assist family services staff with recruiting eligible children.
- Collaborate with center Family Worker in monitoring children's attendance, checking on children with poor attendance.
- Other duties as reasonably assigned, including subbing as a bus aide or kitchen aide if needed.

Safety Responsibilities:

- Obey all safety rules, government regulations, signs, markings and instruction

- Become familiar with safety policies that apply directly to you in the area in which you work
- Attend and actively participate in safety meetings
- Report any unsafe hazardous conditions to your supervisor
- Refrain from any unsafe act that might endanger yourself, consumers or fellow employees
- Report all workplace accidents, incidents immediately to your supervisor
- Practice good housekeeping by picking up tools, materials and putting them into their proper places
- Compliance with safety and health rules and regulations is a condition of employment

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.
- Meet Day Care Licensing Medical standards as proven by submittal of Medical Statement forms at time of hiring.
- Obtain clear fingerprinting and State Central Registry Clearance as per NYS Daycare Regulations at the time of hire and every 5 years thereafter according to HS Performance standards.
- Must show proof and submit COVID-19 vaccination and/or approved exemption.

Education/Experience:

- Head Start Teachers must have bachelor's degree in early childhood or a degree in a related field with coursework equivalent to an early childhood degree. Preference is given to candidate with early childhood education certification.
- UPK teachers are required to have early childhood teacher certification or a plan to achieve this approved by the school district.

Language Ability:

- Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports and business correspondence. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Fluency in Spanish is helpful

Math Ability:

- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume.

Reasoning Ability:

- This position requires the 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.

Computer Skills:

- Must have working knowledge of basic computer applications such as Microsoft Office, social media platforms, and Zoom.

Certificates and Licenses:

- UPK teachers must have current NYS teacher certification.
- Valid driver's license.
- Must meet Day Care Licensing medical standards as proven by submittal of physical forms (including TB clearance) at the time of hiring and every other year thereafter.

Supervisory Responsibilities:

- A teacher has general supervisory responsibility for the Teacher Assistant, Teacher Aide, Workforce Development Worker, and volunteer. A teacher is responsible for the supervision of the children assigned to the classroom. A teacher has the ability to assign work; instruct and train employees and children; conduct performance evaluations. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

Work Environment:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- The noise level in the work environment is usually quiet.
- **Medicaid fraud and abuse effects all New Yorkers by depleting valuable public funds meant to provide healthcare and health related services to vulnerable citizens. The New York State Office of the Medicaid Inspector General (OMIG) is a nationally recognized leader among Medicaid program integrity agencies. OMIG's recovery efforts and cost-containment initiatives save hundreds of millions in taxpayer dollars each year.**

Wayne County Action Program employees are required to assist OMIG in fighting fraud, waste, and abuse by reporting potentially suspicious behavior or incidents. The agency encourages anyone who observes instances of potential Medicaid fraud, waste, or abuse to contact OMIG's fraud hotline. Tips can be completely anonymous – and OMIG investigates all reported information.

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.
- The employee must occasionally lift and/or move up to 35 pounds. Specific vision

abilities required by this job include Close vision, Distance vision, Peripheral vision, Depth perception and Ability to adjust focus. While performing the duties of this Job, the employee is regularly required to talk or hear. The employee is occasionally required to stand; walk; sit; use hands to finger, handle, or feel and reach with hands and arms.

Employer's Disclaimer

- **All requirements are subject to possible modification to reasonably accommodate individuals with disabilities.**
- **This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor.**
- **This document does not create an employee contract, implied or otherwise, other than an “at will” employment relationship.**