

<b>St. James Lutheran Child Care Center</b>	<b>JOB DESCRIPTION</b>	<b>Page:</b> 1 of 4
	<b>Position Title:</b> Lead Teacher/GS	<b>Position Description Effective:</b> 9/2/08
	<b>Department:</b> Instruction	<b>FLSA Status:</b> Exempt
	<b>Reports to:</b> Director	<b>Wage:</b> \$20,800-\$22,800

Every effort has been made to make this position description as complete as possible. However, it in no way states or implies that these are the only duties you will be required to perform. The omission of specific statement of duties does not exclude them from the position if the work is similar, related, or is a logical assignment to the position.

**POSITION SUMMARY:** The teacher is responsible for the care and education of a group of children as part of a teaching team and functions as a team leader or co-leader. The teacher plans and implements the curriculum and, with active participation of other members of the teaching team, works with parents and assesses the needs of individual children.

*The teacher must have an interest in and understanding of child development, appropriate lesson planning in early education, and be committed to the development of Christian values and morals in children. This position requires a high skill level in the areas of written and oral communication, conflict resolution, organization and prioritization.*

**ESSENTIAL FUNCTIONS:**

1. **Establish and maintain a safe and healthy environment** by *a)* complying with state/local regulations regarding the care of children, *b)* keeping the classroom neat, clean, organized and supplied, *c)* designing appropriate room arrangement to support the goals of the classroom, *d)* implementing a nutritious snack program and promoting healthy eating practices, *e)* posting necessary information to ensure the safety and well-being of the children leading to the maintenance of a safe environment, *f)* completing accident/incident reports, reporting all injuries, changes in health conditions and/or behaviors and accomplishments of the day (as well as completing the illness/injury log the first of each month for the previous month’s reported illnesses, injuries or incidents, *g)* helping to care for the personal needs of all children such as diapering, hand washing, toileting, teeth brushing, and all other needs as they arise, and *h)* being consistent in following hygiene, nutrition and safety policies. **Rating** \_\_\_\_\_

2. **Advance physical and intellectual competence** by *a)* implementing all daily activities including program, curriculum, and Christian Education, etc., *b)* meeting the cognitive and physical needs of the children through planning and implementation of activities and experiences that promote language and literacy, and the acquisition of mathematics and science concepts, as well as using the appropriate equipment and materials for play that promote children’s physical development, *c)* providing a balance between child-initiated and adult-initiated activities, *e)* providing a balance between quiet and active learning

activities, *d*) involving children in planning and implementing learning activities, and *e*) providing an integrated curriculum that meets the needs of individual and groups of children. **Rating** \_\_\_\_\_

3. **Support social and emotional development and provide positive guidance** by *a*) speaking to the children with respectful and nurturing language, *b*) bringing the children to a better understanding and appreciation of the presence of God in their daily lives, *c*) meeting the spiritual, social and emotional needs of the children through planning and implementation of hands-on activities that develop positive self-esteem and social skills, using and promoting positive guidance techniques, providing a wide variety of creative and expressive activities, communicating with children at their developmental level, encouraging children to be independent, and using consistent guidance and discipline procedures, *d*) planning and implementing culturally diverse experiences, and *e*) establishing routines with smooth transition periods. **Rating** \_\_\_\_\_

4. **Establish positive and productive relationships with families** by *a*) maintaining confidentiality of children, parents and staff, *b*) facilitating direct communication with families on a daily basis, including but not limited to greeting individual family members during drop-off and pick-up and engaging in direct conversations, *c*) promoting communication and sharing classroom information with parents through daily completion of (“Look what we did today”...wipe off board and “Look what I did today”...care reports), weekly progress notes, a monthly newsletter, and semi-annual parent conferences, *d*) completing and sharing child observation with parents within 45 days of program entry and twice a year thereafter, *e*) encouraging parents to participate in a variety of ways in the program, *f*) helping to plan and coordinate at least one annual group activity to involve parents in meeting program learning goals, *g*) providing parents with written and verbal information on health, human services, wellness, nutrition, fitness and/or child development topics at enrollment and annually thereafter, *h*) preparing, scheduling and participating in parent conferences twice annually to discuss the child’s progress and behavioral, social and physical needs, *i*) implementing (when applicable and in conjunction with parents and service providers) activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives, *j*) relating assessment information to parents and offering support for dealing with children at different developmental stages, and *k*) providing general information to parents regarding transitioning children to another classroom or educational setting including a written transition plan and participation in an individual meeting to share specific information. **Rating** \_\_\_\_\_

5. **Ensure a well-run, purposeful program responsive to participant needs** by *a*) keeping colleagues up to date on matters regarding your room, children in your care, families of children in your care, and staff under your supervision, *b*) directing questions and concerns to the Director, *c*) assessing program supplies and materials needed prior to implementing activities, *d*) coordinating and helping to supervise aides, assistants and volunteers working in the classroom, *e*) assessing needs and developmental progress of the children three times per year utilizing appropriate observation techniques, *f*) completing monthly observations of child used to share with parents within 45 days of program entry, *g*) completing the Child Assessment three times during the year (once in the beginning, middle and end), *h*)

using results of observations and assessments to provide a written plan of activities, curriculum development, and individual child planning (and referral to community resources), *i*) implementing a learning curriculum that incorporates the PA Learning Standards that crosswalks curriculum and assessment tools to the Learning Standards, *j*) maintaining weekly written plans based on child observation, using learning standards for classroom planning and documentation of children’s learning, *k*) reporting children’s outcomes using Ounce/Work Sampling System’s Guidelines and Checklists (effective 7/1/09), *l*) preparing cubbies, mailboxes, mats, etc. for new children and ensuring classroom labels for areas and shelves are maintained, and *m*) working with assistant teachers, ordering basic supplies needed to carry out lesson plans and maintaining an orderly learning environment referencing the age appropriate environmental rating scale –

**Note:** Keystone Stars Standards requires that:

- The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be a 5.25;
- Each individual sampled classroom/age group must have an ERS score no less than 4.25;
- A written Improvement Plan must be developed to address any ERS subscale score below a 4.25.

**Rating** \_\_\_\_\_

6. **Maintain a commitment to professionalism** by *a*) attending monthly staff meetings as scheduled, *b*) complying with all state regulations regarding staff records, *c*) completing and maintaining a Professional Development Record to be stored in the child care office at all times, *d*) promoting the center’s vision, mission, philosophy and educational objectives, *e*) supporting the center’s code of ethical conduct, *f*) engaging in ongoing staff development to improve personal and professional skills, *g*) supporting the professional growth and development of colleagues by sharing materials and information, and providing helpful feedback and encouragement, *h*) attending workshops and in-service training as instructed by the Center Director based on the PDR training plan (each teacher completes 24 clock hours of professional development annually), and *i*) participating in two professional growth and development activities, and assisting the director with planning and implementing special events.

**Rating** \_\_\_\_\_

7. **All other duties as assigned by the Director.**

**Overall Rating** \_\_\_\_\_

**QUALIFICATIONS:**

1. Bachelor’s or Associates Degree in Early Childhood Education, Child Development, Administration, Special Education, Elementary Education, or Human Services and two years work related experience.
2. Must satisfactorily complete on-the-job training.

**MINIMUM QUALIFICATIONS:**

1. Successful completion of an associates degree program from a program conforming to NAEYC’s Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (1985b) or successful completion of an associate degree in a related field plus 30 semester hours of professional studies in early childhood education including 300 hours of supervised teaching experience in an early childhood program.

**Note:** As a Keystone Star Participant and Star 4 Qualified we are required to meet the following standards:

- 100% of Teachers/Group Supervisors (GS) at Level V (Associate’s/AAS with 60/65 credits including 18 ECE credits) or above;
- And 25% of Teachers/Group Supervisors (GS) at Level VI (Bachelor’s including 30 ECE credits) or above on Career Lattice.

**PHYSICAL Requirements:**

1. Must be able to lift children weighing up to 50 pounds.
2. Must be capable of stooping, bending, crouching, or kneeling to children’s level.
3. Must be able to reach at and above shoulder height to access higher areas of play equipment, etc.
4. Must be capable of frequent changes of position throughout the work day.

**Lead Teacher/GS Receipt and Acknowledgement of Job Description:**

<b>Employee Signature</b>	<b>Date</b>
---------------------------	-------------

<b>Employee Printed Name</b>	<b>Date</b>
------------------------------	-------------

<b>Agency Representative</b>	<b>Date</b>
------------------------------	-------------