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| **Job Title:** | **Primary Teacher** |
| **Department:** | **Child & Family Development** |
| **Reports to:** | **Site Coordinator** |
| **Grade:** | **P** |
| **Supervises:** | **Associate Teacher** |
| **FLSA Status:** | **Exempt** |
| **Prepared by:** | **Katherine Kwiatkowski** |
| **Date:** | **March 4, 2021** |
| 52 weeks/40 hours a week/ Full Time | |
| **Purpose:** To provide relational learning at EHS Centers to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. | |
| **Position Objectives:**   * Be responsible for the general management of the classroom. * Develop and implement center policies and the program. * Administer day-to-day operations within the classroom, including being available to address parent, child, and staff issues. * Monitor staff and conduct evaluations for each staff member. * Oversee child assessment and the planning, implementation, and evaluation of the classroom program. * Oversee staff and ensure overall care and supervision of children. | |
| **Essential Functions:**  ***Eligibility Recruitment Selection Enrollment & Attendance***   * Team with Family Services Specialist (FSS) to recruit and select eligible children. Enroll children to ensure full enrollment. * Work with the FSS to provide information about the benefits of regular attendance. * In collaboration with FSS, make face to face contact to address any barriers with families when child attendance is below 90%. * Provide orientation for each newly enrolled child. * Ensure attendance is being entered correctly into Child Plus Attendance app every day.   ***Education and Child Development Program Services***   * Utilize the Head Start Performance Standards, Head Start Act, NMCAA Head Start Program Plan, Michigan Rules for Child Care Centers, to ensure programs requirements are being met. * Provide a developmentally appropriate classroom environment using the Creative Curriculum for Infants, Toddlers, & Twos, School Readiness Goals, and Early Learning Outcomes Framework. * Create and submit weekly lesson plans in collaboration with Associate Teacher utilizing parent input and child outcome data from Teaching Strategies GOLD assessment reports. * Provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior using Conscious Discipline guidelines. * Utilize the program protocols to identify a course of support for guiding behaviors. * Must adhere to the NMCAA Head Start/GSRP Guidance Policy and NMCAA Program Philosophy. * Ensure completion of child assessments and screenings within designated timelines. * Prepare and distribute monthly newsletters that include center news/events, how to access current NMCAA job openings, and information on child development with a focus on family literacy. Attach a calendar that lists family engagement opportunities.   ***Health Program Services***   * Provide a safe and healthy classroom environment using the State of Michigan Licensing Rules for Child Care Centers, Head Start Program Performance Standards, Great Start to Quality, and CLASS as guidance. * Follow mandated child abuse and neglect reporting procedures. * Follow requirements for universal precautions for handwashing, and cleaning and sanitizing guidance and disinfecting procedure for routine activities, such as before and after meals and snacks and toileting. * Responsible for general indoor and outdoor center cleanliness as directed by supervisor. * Assist with the transfer of food from a vendor, as needed. * Follow USDA, State of Michigan Licensing Rules for Child Care Centers, and Head Start nutrition guidelines. * Sit with the children during snack and mealtimes, share the same menu, and engage them in conversations when needed. * Support completion of child health requirements. * Follow allergy and food substitution instructions, as needed. * Follow on-demand sleep and eating patterns for infants. * Follow mental health referral procedures for both children and families. * Implement the mental health plans put into place by the mental health professionals for the children and families.   ***Family and Community Engagement Program Services***   * Provide daily written communication to parents as required by State of Michigan Licensing Rules for Child Care Centers. * Team with the FSS on a regular basis to access resources and partner when appropriate on family engagement activities. * Develop relationships with other professional agencies and area schools. * Attend curriculum and advisory meetings to partner with area preschools. * Document and provide home visits and parent teacher conferences in accordance with program procedures. * Build collaborative partnerships with families to establish mutual trust and identify family needs, strengths, necessary services, and other support. * Work with assigned families to develop school readiness goals and family plans. Review progress of the goals and plans throughout the year. * Work with FSS to link families to NMCAA programs, community resources, service providers, and health care systems to problem solve barriers. * Partner with FSS to support family engagement activities. * Encourage and mentor families to participate in their child’s education. * Educate families about developmentally appropriate expectations for infants, toddlers and two-year-olds.     ***Additional Services for Children with Disabilities***   * Develop and implement an IAP (Individualized Action Plan), as needed, to meet identified child goals and objectives based on Individualized Family Service Plan/Individualized Education Plan (IFSP and IEP), eDECA(s), and/or child assessments. * Follow special needs referral procedures for children and families. * Guide parents through the ISD referral process, attend IFSP/IEP, and advocate for them in securing services for their child. * Individualize lesson plans and home visits according to IFSP/IEP goals. * Ensure all education staff are aware of individualized plans to support implementation when working with children.   ***Transition Services***   * Work with families and classroom staff to plan, implement, and individualize next steps in consideration of child’s development, temperament, and progress in preparation for subsequent settings.   ***Human Resources Management***   * Use provided guidance and checklists regarding due dates and timelines. * Complete Associate Teacher performance evaluations within specified timeframes. * Maintain Outlook calendar that is accessible to staff. * Monitor Associate Teacher professional development plans and mutual goals. * Partner with the Site Coordinator and Human Resources Manager to participate in and complete hiring activities for the Associate Teacher position.   ***Program Management and Quality Improvement***   * Ensure completion of the GOLD reliability certification for all education staff entering checkpoints on the Teaching Strategies website by the first GOLD checkpoint. * Maintain professional and personal confidentiality. * Meet on a regular basis to recap for job requirements and professional development with Site Coordinator. * Meet weekly with Associate Teacher to recap and plan for classroom needs and activities. * Attend all required trainings, meetings and recaps, on time, prepared and ready to participate. * Participate in professional growth opportunities. * Write a Professional Development Plan and follow through with the goals throughout the school year. * Implement new ideas and mentor staff using supervisory/coaching feedback. * Utilize ChildPlus systems.   ***Financial & Administrative Requirements***   * Notify Lead Primary Teacher of supply needs in a timely fashion for ordering. * Support the completion and submission of in-kind documentation within specified timelines.   ***Other Requirements***   * Perform other related duties as assigned by supervisor. * Adhere to established work schedule with the understanding that flexibility is necessary to meet all assigned job requirements. | |
| **Measured by:**   * The accuracy and timeliness of completed work. * The quality of services provided. * Cooperation and feedback from families and co-workers. * The ability to represent NMCAA professionally in service to families and the larger community. * Performs job duties in accordance with agency policies and procedures. | |
| **Minimum Education:**   * Bachelor’s degree preferred, minimum of Associate’s degree in early childhood education or child development with a focus on infant and toddler development.   **Additional Qualifications Required:**   * Be at least 19 years of age. * Ability to meet the State of Michigan and Federal Bureau of Investigation background check requirements. * Ability to meet the State of Michigan and federal health requirements (medical clearance, mental wellness, and TB examination). * Exhibit good moral character per the definition in Licensing Rules for Childcare Centers. | |
| **Minimum Experience:**   * Prior experience working with low income/at risk families. * Strong teamwork skills which balance team and individual responsibilities. * Experienced in working collaboratively with community members. | |
| **Essential Abilities:**   * A commitment to the NMCAA Head Start philosophy, mission, and Cornerstones of Culture. * Ability to maintain confidentiality. * Ability to interact positively with staff and parents in a non-judgmental, tactful and courteous manner. * Ability to suggest innovative approaches in completing job responsibilities. * Ability to work openly and cooperatively as a team member. * Ability to perform physical tasks to carry out specific job duties. * Ability to interact positively with co-workers and clients in a non-judgmental, tactful and courteous manner. | |
| **Minimum Skills Required:**   * Possess management skills that include written and verbal communication abilities, decision making, time and stress management and strong observation abilities. * Basic computer skills and experience with internet access, web-based software, and e-mail. Working knowledge of office equipment. * Strong organizational skills with the ability to plan, organize, prioritize in order to work efficiently and effectively. * Willingness to seek further training and education. * Willingness to adhere to the NMCAA Head Start/GSRP Guidance Policy and implement positive behavior guidance techniques. | |
| **Minimum Physical Expectations:**   * Physical activity that requires keyboarding, sitting, phone work and filing. * Physical activity that requires travel by car. * Physical activity that requires lifting up to 50 lbs. * Physical activity that requires bending, stooping, reaching, climbing, kneeling and/or twisting and prolonged periods movement throughout the center and between classrooms. * Pushing and/or pulling over 25lbs. but not more than 50 lbs. | |
| **Minimum Environmental Expectations:**   * Possible exposure to blood and bodily fluids or tissues. * Possible exposure to communicable diseases. * Exposure to potential traffic dangers and varying weather conditions when conducting work related travel. | |