**Job Description**

Puget Sound Educational Service District

**Assistant Teacher, Preschool**

**Purpose Statement**

The job of Assistant Teacher, Preschool is done for the purpose/s of assisting the Head Start Lead Teacher/Teacher in providing quality, comprehensive child development services to preschool children and their families.

This job reports to Lead Teacher, Preschool

**Essential Functions**

* Acts as a support and resource person for families for the purpose of assisting the Lead Teacher or Teacher in case managing specific needs with families, advocating for parents, and encouraging parent involvement in the program.
* Assists in instructing children (e.g. self-care, social, motor skills, language skills, etc.) for the purpose of optimizing development of each child.
* Assists in maintaining a variety of documents, files, and records (e.g. student records, meal counts, attendance, observations, etc.) for the purpose of ensuring an efficient and effective work environment, under the direction of the Teacher and Assistant Teacher.
* Assists with the administration of health screenings (e.g. hearing, vision, height/weight, etc.) for the purpose of identifying areas of concern and/or providing information to the appropriate personnel.
* Assists children with hand washing, tooth brushing, diapering (as assigned), etc. for the purpose of modeling appropriate personal hygiene.
* Attends meetings and/or workshops for the purpose of conveying and/or gathering information required to perform functions and/or maintaining their professional knowledge.
* Cleans facilities, equipment, and playground area for the purpose of ensuring a safe and sanitary environment.
* Communicates with parents and family members of the children in the classroom for the purpose of sharing relevant information and encouraging parent involvement in the program, under the direction of Lead Teacher or Teacher.
* Embodies the principles and practices that form our culture and commitment to becoming an Antiracist Multicultural Organization for the purpose of meeting the Agency’s End: Success for Each Child and Eliminating the Opportunity Gap by Leading with Racial Equity.
* Engages in Active Supervision, as defined by the Head Start National Center on Health, with focused attention and intentional observation of children at all times for the purpose of providing a safe and positive learning environment.
* Implements weekly curriculum plans with individualization for students in collaboration with classroom team that includes: indoor and outdoor instruction, quiet and active learning opportunities, group, small group and individualized instruction, environmental adaptations and use of daily routines for learning for the purpose of supporting individual and group needs, maximizing child outcomes and delivering services in compliance with established guidelines.
* Maintains classroom equipment, work areas, student files/records (e.g. instructional materials, meal counts, dental/health screenings, cleaning work areas/playground, observations, etc.) for the purpose of ensuring availability of items, providing reliable information and/or ensuring a safe and sanitary environment.
* May assist with home visits with children and families for the purpose of assisting the Lead Teacher or Teacher in providing information and resources to families on a schedule in compliance with program requirements.
* Models conversations, respectful interactions, manners, clean-up activities, listening, etc. for the purpose of demonstrating appropriate social behavior.
* Monitors students in a variety of educational settings (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.
* Organizes and serves meals and snacks in coordination with the Lead Teacher and Teacher for the purpose of meeting nutritional needs of students.
* Participates in local and national evaluation activities for the purpose of continuous program improvement.
* Participates as a team member in interdisciplinary planning for children and families for the purpose of conveying and/or receiving information related to program plan.
* Participates in activities with small groups of children for the purpose of providing classroom activities and routines that support individual/group needs and/or delivering services in compliance with established guidelines.
* Performs functions of Head Start Lead Teacher or Teacher for the purpose of ensuring adequate coverage in his/her absence, as requested.
* Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

**Other Functions**

* Assist other personnel as may be required for the purpose of ensuring an efficient and effective work environment.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge, and Abilities**

**SKILLS** are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: See competencies under Abilities below.

**KNOWLEDGE** is required to perform basic math; understand written procedures, write routine documents, and speak clearly; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: See competencies under Abilities below.

**ABILITY** is required to schedule activities; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include:

**ANTIRACIST LEADERSHIP COMPETENCIES**

**CULTURAL PROFICIENCY**: Articulates and applies historical context of racism and understands the current reality of students and communities of color in order to support racial equity. Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities to meet the Agency's End and goal of becoming an Antiracist Multicultural Organization in support of eliminating the opportunity gap.

**RACIAL EQUITY ADVOCATE**: Recognizes, supports, and engages in dismantling institutional racism. Partners with and is accountable to those with whom we are in a transformational relationship, including children, families, and communities of color.

**RACIAL EQUITY MINDSET**: Demonstrates awareness of biases, internalized racial superiority and oppression. Leads with a racial equity lens and actively uses the racial equity tool in meaningful ways.

**TRANSFORMATIONAL VALUES**: Contributes to valuable and positive, antiracist transformation in individuals, organizations, and social systems in an effort to actively progress across the antiracist multicultural institution continuum. Is able to foster a sense of community and shared purpose via collaboration and cooperation with others inside and outside PSESD. Embodies the principles and practices that form the Agency’s culture. Operates from an abundance mentality that recognizes opportunities, and is optimistic and realistic about the future.

**JOB-SPECIFIC COMPETENCIES**

**CONTINUOUS LEARNING AND SELF-DEVELOPMENT**: Engages a growth mindset through learning and input from others, and takes responsibility to actively pursue self-development.

**COURAGEOUS CONVERSATIONS**: Engages in uncomfortable or difficult conversations to explore others’ views in order to gain a shared understanding.

**CRISIS MANAGEMENT**: Anticipates potential crises and implements best practices in prevention, using available avenues and resources. Responds appropriately and with a sense of urgency when a crisis occurs. Fulfills commitments made during a crisis and establishes avenues of learning to prevent, mitigate, and/or better prepare.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization’s services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

**Experience**: Job related experience is required

**Education**: High school diploma or equivalent

**Equivalency**:

**Required Testing Certificates and Licenses**

Child Development Associate

Early Childhood Education (ECE) credits

**Continuing Education / Training** **Clearances**

Maintains Certificates and/or Licenses Criminal Justice Fingerprint/Background Clearance

Post Offer Health Exam, TB Screen

**FLSA Status Approval Date Salary Grade**

Non-Exempt 6/3/2014