**Job Description**

Puget Sound Educational Service District

**Lead Teacher, Infant & Toddler**

**Purpose Statement**

The job of Lead Teacher, Infant & Toddler is done for the purpose/s of providing quality, comprehensive child development services and selected health services to infants and toddlers, and their families; and encouraging parental involvement in educational planning, goal setting and center activities.

This job reports to Mentor Teacher

**Essential Functions**

* Acts as a support to families for the purpose of meeting specific family needs related to child guidance and development, advocating for parents, and encouraging parent involvement in the program.
* Administers health screenings (part day) and developmental testing programs, assessments, etc. (both part day and full day) for the purpose of identifying needs, assessing student development and/or developing individual learning plans.
* Assists children with hand washing, tooth brushing, diapering, etc. for the purpose of modeling appropriate personal hygiene and meeting standards.
* Attends a variety of educational workshops, seminars, in-service trainings, etc. for the purpose of maintaining their professional knowledge.
* Collaborates with families for the purpose of optimizing development of each child and helping to enhance parenting skills.
* Conducts home visits and conferences for the purpose of providing information and resources to families on a schedule in compliance with program requirements and to partner with families in educational planning and goal setting.
* Coordinates development of Individualized Educational Plans for the purpose of ensuring compliance with established regulations and performance standards, encouraging parent involvement, and maximizing child outcomes.
* Coordinates and manages classroom preparation of teaching materials, planning and management of classroom routines and staff roles for the purpose of ensuring the availability of equipment, materials, and personnel to achieve objectives.
* Develops weekly curriculum plans with individualization for students in collaboration with classroom team including (e.g. indoor and outdoor instruction, quiet and active learning opportunities, group, small group and individualized instruction, environmental adaptations and use of daily routines for learning to support individual and group needs, etc.) for the purpose of maximizing child outcomes and delivering services in compliance with established guidelines.
* 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 academic, behavior, developmental, health and nutrition plans for the purpose of ensuring compliance with established regulations and performance standards; maximizing student outcomes, achieving program objectives and encouraging parent involvement.
* Instructs children for the purpose of optimizing outcomes for each child in accordance with School Readiness goals.
* Maintains files and/or records for the purpose of providing up-to-date reference, cross component communication and/audit trail for compliance with district, local, state and federal regulations.
* Maintains classroom equipment, work areas, student files/records for the purpose of ensuring availability of items, providing reliable information and/or ensuring a safe and sanitary environment.
* Models conversation, respectful interaction, conflict resolution and, clean-up/selfcare activities for the purpose of demonstrating appropriate social behavior and supporting a positive classroom climate in a culturally sensitive manner.
* Organizes and serves meals and snacks in compliance with USDA and HS regulations for the purpose of meeting nutritional needs of students.
* Participates in a variety of program activities for the purpose of conveying and/or receiving information related to program plan.
* Participates in local and national evaluation activities for the purpose of continuous program improvement.
* Prepares reports for the purpose of documenting family and child activities as described in the work plan.
* Provides child guidance information and support for the purpose of increasing parent/family understanding of child development, learning and school readiness.
* Provides care to children for the purpose of ensuring a safe and healthy environment for children.
* Replies to inquiries from a variety of sources for the purpose of resolving issues, providing information and/or referrals.
* Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
* Serves as an active and engaged team member in interdisciplinary planning for children and families for the purpose of conveying and/or receiving information related to child development, learning, and health; and family goals.
* Supervises personnel (e.g., provide coaching and consultation on technical issues, adaptive challenges, personnel matters, strategic opportunities, career goals, professional development, job performance, etc.) for the purpose of advancing the development of effective leaders and high performing teams and achieving agency and departmental objectives.
* Supervises Teachers and/or Teacher’s Aide for the purpose of collaborating to meet the needs of the family, providing training and encouraging their participation in planning, curriculum development and classroom activities.

**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 single, technical tasks with a potential need to 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, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. 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 and/or meetings; gather, collate, and/or classify data; and use basic, job- related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. 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**

**BOUNDARY SETTING**: Maintains professional relationships between self and others by establishing parameters regarding interpersonal interactions. Engages in discussions about work constraints while maintaining positive relationships.

**CLASSROOM GUIDANCE AND LEADERSHIP**: Demonstrates knowledge of evidence-based classroom leadership practices that create a climate for student learning.

**CURRICULUM AND INSTRUCTIONAL SUPPORT**: Demonstrates knowledge and expertise related to State and Federal learning standards and curriculum adaptation and implementation. Utilizes evidence-based research regarding teaching strategies to advance practices that meet the needs of all students.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; operating within a defined budget. There is a continual opportunity to have some impact on 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**: Bachelor’s degree in job-related area

**Equivalency**: **Educare Early Learning Center** - No equivalency

 **Highline Head Start** – AA Degree

**Required Testing Certificates and Licenses**

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

CPR/First Aid Certificate within 60 days of employment Criminal Justice Fingerprint/Background Clearance

Food Handler's Card within 30 days of employment Proof of physical examination including TB Screen

Hepatitis B immunization within 120 days of employment

**FLSA Status Approval Date Salary Grade**

Exempt 6/3/2014