

- Title:** **Head Teacher**
- Qualifications:** Four-year degree in Early Childhood Education (ECE) required.
One year of preschool classroom experience preferred.
Prior instructional experience with children with disabilities preferred.
Fluency in conversational and written Spanish preferred.
Must possess valid driver's license and vehicle operated legally according to Ohio law.
- Reports to:** Education Field Supervisor
- Job Summary:** To provide Developmentally and Individually Appropriate Practices (DIAP) through an integrated curriculum with daily lessons and activities which reflect mandated State and Head Start performance standards, parent input, cultural diversity and promotes growth and learning for preschool children.

Essential Functions

1. Adhere to agency policies and procedures including Head Start Performance Standards and state regulations by maintaining accurate, objective, complete, timely, and well-organized child/family records and exhibiting an understanding by incorporating them into own teaching practice.
2. Builds an understanding of the program by communicating its philosophy, mission, and services to staff, families, and the community.
3. Responsible for keeping current with the mandatory trainings (child abuse and prevention, first-aid and prevention, recognition and management of communicable diseases, Blood-borne pathogens) that are required for ODE licensing and HCESC requirements.
4. Collaborate with colleagues to develop cohesive working relationships within the classroom, district, and agency environments.
5. Supports program improvement efforts by contributing information to the program's planning, evaluation, self-assessment, and other program development efforts.
6. Implement and monitor intervention plans, health plans and classroom modifications that address unique needs of individual children.
7. Support classroom management by supervising and managing children at all times, maintaining a safe and clean working environment, responding appropriately to crisis and emergency situations, and completing all and safety documentation as dictated by HCESC Head Start policies and procedures.
8. Recognize/monitor each child's health and well-being and assist children with meal preparations, toileting procedures/accidents, and toothbrushing in conjunction with the Assistant Teacher and Health Nutrition Assistant.
9. Promote healthy and interactive discussions during family style meals.
10. Conduct required parent/teacher conferences and home visits as well as the required paperwork mandated by Federal and State regulations.
11. Demonstrate flexible and efficient time management and ability to prioritize workload.

12. Collaborate, monitor, and plan activities for assistant teacher/volunteers/substitutes and assume responsibilities of the Assistant Teacher or HNA in their absence.
13. Foster partnerships with families by supporting parents in extending children's learning by providing newsletters, take-home activities, attending parent meetings, volunteering, and curriculum suggestions.
14. Ensures that own communication is easily understood by speaking and writing clearly and using standard grammar and spelling, that information is shared objectively & non-judgmentally, and that technology (e.g., fax, voice-mail, computers – email, file sharing, etc.) is utilized whenever possible.
15. Employs a culturally competent and flexible approach when working with those from various cultures by acknowledging, accepting, and accommodating differences (e.g., providing information in an understandable format and/or language for those who have limited/no reading skills or who are English language learners).
16. Follow School District procedures (e.g., emergency plans, school closings, evacuations)
17. Attend/participate in all joint planning meetings (staff, IEP, team meetings, specialists), trainings, and professional development activities as designated/approved by supervisor.
18. Implement HCESC lesson plans with fidelity by integrating learning knowledge of each child's temperament, interests, gender, culture, language, learning approaches, understanding, misconceptions, and abilities and by working collaboratively with families and a range of specialists (e.g., medical, dental, speech, nutrition, mental health).
19. Support the goals of the curriculum by planning/establishing child-accessible learning centers and changing materials intentionally.
20. Use developmentally appropriate practices to facilitate activities with groups/individuals and to develop/Implement schedules and routines.
21. Set up and supervise the environment (indoor/outdoor) for the children's daily activities and maintain a healthy physical environment by following health and safety procedures (e.g., following universal precautions, regularly sanitizing equipment, child-proofing environments).
22. Observe and record each child's strengths and areas to grow within the TS GOLD objectives of each child, utilizing objectives indicated within the lesson plans.
23. Accurately assess and monitor children's development by aligning goals and approaches to support children's progress, collaboratively teaming with classroom/support staff, and following through with recommendations.
24. Administer developmental screenings in the classroom and implement intervention plans.
25. Help children gain independence and autonomy by implementing Positive Behavior Supports.
26. Individualize HCESC lesson plans to help children acquire meaningful content knowledge by ensuring that learning experiences are based on information that is current, accurate, and focused at the children's level of understanding.
27. Provide children who are learning English supports (e.g. visuals, gestures, incorporating basic words in the child's home language) they need to fully participate in classroom experiences.
28. Build children's pride in their cultures, families, and communities by ensuring that classroom learning centers and materials reflect children's cultures and communities (e.g. book and print in families' languages, family photographs, items from their culture).
29. Facilitate transitions to or from Early Head Start Head Start, home and/or other early education and care settings by engaging families, others in the program and members of the community in

planning and implementing strategies that ensure successful transitions, including the transfer of child records.

30. Furthers professional growth by seeking feedback, reflecting on and assessing own practice, and taking advantage of opportunities to improve skills and knowledge.
31. Serves as a role model for families and other staff by following and exhibiting sound daily physical and emotional practices (e.g., wearing seat belts, making healthful food choices, washing hands, communicating positively, understanding and accepting cultural differences).
32. Physical ability to respond to children quickly in emergency.

Other Performance Responsibilities:

- Frequent decision-making abilities
- Ability to handle confidential, sensitive information and set/maintain professional boundaries with families and center staff.
- Ability to apply Early Childhood Development theory in daily classroom activities.
- Excellent professional/organizational, verbal and written communication skills.
- Computer literacy and familiarity with various applications, database, word processing, email, and internet.
- Regular walking, kneeling, bending or sitting.
- Occasional lifting up to 25 lbs.
- Possess a valid driver's license and vehicle operated legally according to Ohio law.

Terms of Employment:

Shall be assigned to 196 days of work. Salary to be established by the Board.

Evaluation:

Performance will be evaluated in accordance with Board policy.