# POTRERO KIDS PRESCHOOL
## Job Description

### Job Title: Teacher
### Position Status: Regular, Full Time
### FLSA Classification: Non-Exempt
### Reports To: Site Supervisor
### Benefits: PTO Accrual, with Health, Life, Dental, and Vision employer-sponsored coverage. Also eligible For 401 (k)

## Summary Description

Responsible for the day-to-day operation of the Preschool Center program ensuring that Federal, State, local and agency regulations, policies and procedures are followed. Teachers must demonstrate good leadership skills and the ability to effectively supervise, motivate, and monitor students under their supervision. Must be knowledgeable in implementing and developing a play-based curriculum; focusing on developmentally appropriate practices and individualized education.

## Essential Duties and Responsibilities include the following. Other duties may be assigned.

### TYPICAL DUTIES

#### Program:

**Procedural / Personal**
- Attend and participate in pre-service and in-service training sessions and regular staff meetings as determined.
- Sign in/out daily on time clock for an accurate recollection and accuracy of working hours.
- Prepare and submit complete and accurate reports as required by program needs and supervisor.
- Keep open communication with other teachers and the Program Director.
- Maintain confidentiality regarding staff, families and students.
- Staff must always maintain a professional attitude when interacting with other staff members, students and families.
- Prepare documentation to support referrals for further evaluation and specialized services for children with suspected special needs including mental health referrals and other mental health documentation for children with emotional and behavioral challenges.
- Read, review and follow instructions in weekly and administrative memos.
- Ensure all necessary requirements are completed in a timely fashion.
- Continue education by enrolling in and successfully completing college-level courses in Early Childhood Development, Spanish or English courses (as warranted), or
general education in accordance with an individualized staff development plan developed with the supervisor.

Curriculum
● Plan and implement appropriate classroom lesson plans each week. Create and implement developmentally appropriate lesson plans based on children’s strengths, interest and needs reflected in observations, screenings and the DRDP+R assessment results.
● While interacting and providing instruction to children in the classroom, responsible for role-modeling the use of the Spanish language in order to assist children and families to acquire English/Spanish language skills and to expand the language skills and vocabulary of English/Spanish speakers.
● Complete children’s virtual portfolios that individualized children’s progress throughout the year with proper documentation tools, such as pictures, quotes, DRDPs measures and detail/descriptive explanations of each observation.
● Work closely with children around large group free-play, specific planned activities and on an individual basis as assigned.
● Participate in center team planning sessions throughout the year.

Program Evaluation
● Jointly conduct the early Childhood Environmental Rating Scale (ECERS) and with center staff, develop and implement a plan of action to address findings.
● Three times annually, after each developmental assessment (DRDP+), develop and implement a Desired Results Summary of Findings with the participation and input of center teaching staff based on analysis of the DRDP+ child outcomes for each classroom.

Maintain Environment
● Work as a team to set up and maintain a safe, healthy learning environment in accordance with Department of Social Services regulations.
● Maintain a safe and healthy learning environment at the center and on field trips.
● With other team members, thoroughly clean and sanitize the kitchen food preparation area, refrigerator and other equipment and supplies weekly.
● Complete specific tasks to ensure that all members perform an equal share of the work.
● Be able to carry trikes, scooters, balls and other play equipment on the yard.
● Assist other education staff in maintenance of equipment and supplies including emergency supplies.
● Correct identified deficiencies indoors and outdoors. Perform minor repairs and maintenance in the classroom as needed. Report major repair needs to your supervisor immediately.
● Assist volunteers/parents in working with children in the classroom with proper health practices, food handling and interaction/supervision of children.
● Engage substitutes or volunteers during the school year to ensure that there are sufficient adults in the classroom.
Working with Children

Child Interaction

- Perform developmentally appropriate practices in all interactions with children at all times by respecting and acknowledging children’s individual developmental learning styles. Work closely with other teachers in developing and implementing activities that are challenging, stimulating and growth-enhancing.

- Create an environment of cooperation, mutual respect, problem solving, tolerance and active listening.

- Create a balance of teacher-initiated and child-initiated activities that promote experimentation, exploration and inquiry.

- Promote/model healthy eating practices among the children.

- Promote children to become independent thinkers by posing open-ended questions and extending their learning through follow-up comments and questions.

- Help children become accountable for what they say and do and how they treat others. Allow them to be an active participant in resolving their conflicts.

- Communicate concerns about a child’s development to the Program Director

- Follow policies and procedures in reporting suspected child abuse in accordance with federal and state law.

- Assure that staff and parents are aware of safety practices and possible hazards in the center and at home.

- Encourage independence and self-help skills in all the children

Child evaluation

- Observe children in all the developmental domains and document observations according to policy and procedures within the identified timelines.

- Conduct parent/teacher conferences for each child in accordance with program policies and procedures.

- Conduct developmental assessments, DRDP-R and/or PKDW evaluation as needed, for each child.
Parent interaction

- Encourage and motivate parents to participate in all levels of the program (classroom, center committees, PAC, fundraising, and other parent committees).
- Be conscious and respectful to each family’s culture and socio-economic background.
- View families as each child’s first teachers and create a relationship of open-communication to gain insight into each child’s needs, interest and abilities.
- Coordinate and follow through on kindergarten transition activities including preparation and distributing of child’s immunization and health records to parents.
- Emphasize that play and learning are integrated.

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Interpersonal Skills - Focuses on solving conflict, not blaming; maintains confidentiality. Maintain healthy and professional relationships with families, co-workers and supervisors.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions; demonstrates group presentation skills; participates in meetings.

Written Communication - Writes clearly and informatively; edits work for spelling and grammar; varies writing style to meet needs; presents numerical data effectively; able to read and interpret written information.

Teamwork - Balances team and individual responsibilities; exhibits objectivity and openness to other’s views; provides and welcomes feedback; contributes to building a positive team spirit; places success of team above own interests; able to build morale and group commitments to goals and objectives; supports everyone’s efforts to succeed.
Organizational Support - Follows policies and procedures; completes administrative tasks correctly and on time; supports organization’s goals and values; benefits organization through outside activities; supports affirmative action and respects diversity.

Planning/Organizing - Prioritizes and plans work activities; uses time efficiently; plans for additional resources; sets goals and objectives; organizes or schedules other people and their tasks; develops realistic action plans.

Quality - Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality.

Dependability - Follows instructions, responds to management direction; takes responsibility for own actions; keeps commitments; commits to long hours of work when necessary to reach goals; completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Volunteers readily; undertakes self-development activities; seeks increased responsibilities; takes independent actions and calculated risks; looks for and takes advantage of opportunities; asks for and offers help when needed.

Work Environment/Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit, talk and hear. The employee is occasionally required to stand from a sitting position, walk, use hands to finger, handle, and feel; reach with hands and arms, stoop, kneel, crouch, or crawl. The employee may need to lift while bending at the knees and/or move up to 25 pounds. Specific vision abilities required by this job include close vision. The noise level in the work environment is usually moderate.

Other Requirements
Bi-annual physical examination
CPR First Aid Training Certificate
Annual tuberculosis Test/Clearance
Child Abuse Index Clearance
FBI/Department of Justice Fingerprint Clearance

Education and/or Experience
Preferred: BA Degree, (With emphasis in Early Childhood Education), or degree in related field, with 12 core ECE Units, or at minimum 24 ECE Units. Bilingual, (English/Spanish). Must be Spanish fluent, able to read and comprehend instructions, short correspondence and memos. Ability to write correspondence, and to effectively
present information in one-on-one, small or large group situations to parents and to other employees of the organization.

**Minimum:** AA, with emphasis in Early Childhood Education, or degree in related field, with 12 core ECE Units, plus 3 units supervised field experience in ECE, and Site Supervisor permit or eligible for one, plus two years experience supervising staff in a preschool classroom. Bilingual, (English/Spanish). Must be fluent in Spanish, able to read and comprehend instructions, short correspondence and memos. Ability to write correspondence, and to effectively present information in one-on-one, small or large group situations to clients and to other employees of the organization.

This agency has the right to change duties as business requires. This job description does not constitute a written or implied contract of employment.

A copy of this job description, with original signature of employee is filed in the agency administrative files with other appropriate personnel records. Duplicate copy of signed document is provided to employee.

_________________________________________            ________________
Signature of Employee            Date Received

_________________________________________            ________________
Signature of Supervisor            Date Received