

**HEAD START TEACHER**  
**Job Description**

**POSITION TITLE:** *Head Start Teacher*

**REPORTS TO:** *Head Start Director/Education Coordinator*

**ESSENTIAL  
FUNCTIONS**

1. *Represents REC IX/LCHS in positive manner, interacting with public, colleagues, and children/families*
2. *Adheres to applicable federal, state, and local guidelines and regulations for all children including those with disabilities (IDEA, IFSP, Head Start Performance Standards, FERPA, ACYFIM, Head Start Act, NAEYC, Licensing, etc.)*
3. *Manages all aspects of classroom instruction and organization as assigned by supervisor and in compliance with Head Start Performance Standards and Area Service Plans*
4. *Develops materials and visuals for bulletin board displays, instructional materials, interest centers, etc*
5. *Is responsible for record keeping, referral and progress as assigned by supervisor and in accordance with Head Start Performance Standards, including attendance tracking, meal counts, menu record books, nutrition activities, progress reports, parent volunteer and other in-kind documentation*
6. *Participates fully as an employee of the REC IX/LCHS with all assigned duties and responsibilities as assigned by supervisor*
7. *Responsible for ensuring the completions of all home visits and parent/teacher documentation, Head Start child outcomes, assessments, individual development plan, portfolios and all other required documentation included in the Area Service Plan and the curriculum guide to support case management approach to service delivery*
8. *Communicates positively and effectively with parents, children, colleagues, and other agency personnel, while maintaining confidentiality regarding all facets of the REC IX/LCHS in compliance with FERPA and other federal and state regulations*
9. *Participates in professional development activities as agreed upon with supervisor and acquires current information pertaining to developmentally appropriate practices and other instructional strategies*

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- approach
10. *Assist disabled students as appropriate and fully participates in the IEP/ISFP development and implementation*
  11. *Participates as a team member in school activities that will enhance the learning and working environment*
  12. *Communicates positively with children/family and colleagues in order to enhance the Head Start program to meet the individual social-emotional, health, and educational needs of each child*
  13. *Maintains a productive appropriate classroom climate for all students through a consistent, positive, and disciplined to the learning environment*
  14. *Serves as the responsible party for direct communication between administration, staff and parent regarding classroom concerns and activities*
  15. *Other responsibilities deemed necessary and appropriate by administration*

#### **QUALIFICATIONS**

*Associates of Arts degree from an accredited college or university with emphasis in Early Childhood or related field. Two years successful work in public schools/institutions of higher education or other agencies in early childhood settings. Must demonstrate strong written, verbal, and interpersonal skills. Must demonstrate dependability, cooperation, loyalty and responsible attitude and behavior. Must demonstrate a willingness to work in a cooperative working environment in a team setting with another teacher. Other qualifications determined necessary by the Head Start Director or Executive Director.*

#### **PERFORMANCE RESPONSIBILITIES/ WORKER TRAITS**

*Commitment to appropriate service provision for children and their families that are delivered in a culturally sensitive manner. In the educational setting, the Head Start lead teacher will communicate clearly in giving and receiving oral/written instructions. Will demonstrate adaptability in relations with co-workers. Must exhibit an accepting, culturally sensitive and non-threatening attitude toward children/families. Must demonstrate developmentally appropriate behavior management strategies.*

#### **PHYSICAL REQUIREMENTS**

##### **I. SITTING TASKS**

- A. *Sitting is an occasional but essential requirement of the job up to 33% of the time*

##### **II. WALKING TASKS**

- A. *Walking is an occasional but essential requirement of the job*

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**III. STANDING TASKS**

- A. *Standing is an occasional but essential requirement of the job up to 33% of the time*

**IV. SPRINTING/RUNNING**

- A. *In emergencies*
- B. *Appropriate activities of instruction/play*

**V. FLEXIBILITY**

- A. *Bending or twisting at the neck more than the average person is an occasional requirement of the job up to 33% of the time*
- B. *Bending or twisting the trunk more than the average person is an occasional requirement of the job up to 33% of the time*
- C. *Squatting, stooping, and kneeling is an occasional requirement of the job up to 33% of the time*
- D. *Reaching above the head is an occasional requirement of the job up to 33% of the time*
- E. *Reaching forward is an occasional requirement of the job up to 33% of the time*
- F. *Repeating the same hand, arm, or finger motion many times is an occasional requirement of the job up to 33% of the time*

**VI. USE OF ARMS AND HANDS**

- A. *Manual dexterity is a frequent requirement of the job 34 – 66 % of the time*
- B. *Finger dexterity is a frequent requirement of the job 34 – 66% of the time*

**VII. LIFTING 10 – 25 POUNDS**

- A. *Lifting 10 – 25 pounds is an occasional requirement of the job up to 33% of the time*
- B. *Lifting items above the shoulders is a rare requirement of the job*
- C. *Lifting items above the waist is an occasional requirement of the job*
- D. *Lifting items above the knees is a frequent requirement of the job*

**VIII. LIFTING 26 – 50 POUNDS**

- A. *Lifting 26 – 50 pounds is an occasional requirement of the job up to 33% of the time*
- B. *Lifting items above the shoulders is a rare requirement of the job*
- C. *Lifting items above the waist is an occasional requirement of the job*
- D. *Lifting items above the knees is a frequent requirement of the job*

**IX. PUSHING AND PULLING**

- A. *Pushing and pulling 75 – 90 pounds is an occasional requirement up to 33% of the time*
- B. *Pushing and pulling 50–75 pounds is an occasional requirement up to 33% of the time*
- D. *Pushing and pulling 25 – 50 pounds is an occasional requirement up to 33% of the time*

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**X. CARRYING TASKS**

- A. *Carrying 25 – 50 pounds is an occasional requirement of the job up to 33% of the time*
- B. *Carrying 10 – 25 pounds is an occasional requirement of the job up to 33% of the time*

**XI. PHYSICAL ABILITIES/ACTIVITIES**

- A. *Vision*
  - 1. *Being able to see at a distance is a frequent requirement*
  - 2. *Being able to see closely is a continuous requirement*
  - 3. *Having depth perception is a frequent requirement*
  - 4. *Being able to differentiate colors is a continuous requirement*
- B. *Hearing*
  - 1. *Must be able to hear in a quiet environment occasionally*
  - 2. *Must be able to hear in a noisy environment continuously*
  - 3. *Must be able to locate sound occasionally*
  - 4. *Must be able to differentiate sounds frequently*
- C. *Speech/Communication*
  - 1. *Communicating through written and spoken language is a continuous requirement*

**XII. USE OF PROTECTIVE EQUIPMENT**

- A. *None*