

Region 9 Education Cooperative

Job Description

POSITION TITLE:	Head Start/PreK Lead Teacher
Department:	Head Start/PreK
Program:	Head Start/PreK
Reports To:	HS/PreK Education Manager
Contract Hours:	1,372.5 hours
FLSA Classification:	Exempt
Employment Status:	Full Time
Employment Classification:	Unlicensed Employee
Salary Schedule:	HS/PreK Teachers
Duty Station:	Head Start - 135 El Paso Rd., Ruidoso, NM 88345

Position Overview

The Head Start Preschool Lead Teacher plans and implements developmentally appropriate learning experiences that support the social, emotional, physical, and cognitive development of preschool children. This position creates a safe, nurturing, and inclusive classroom environment, promotes school readiness, and works collaboratively with families and staff to support each child's individual growth and learning.

Key Responsibilities

General and Interpersonal

1. Represent Region 9 programs and member districts in a professional manner.
2. Communicate in a positive, culturally sensitive manner with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of Region 9 programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
3. Demonstrate promptness and punctuality in reporting to work to ensure continuity, consistency, and quality of services on a daily basis, including attendance at mandatory program meetings.
4. Demonstrate proficient verbal and written communication skills and the ability to manage conflict in a civil, professional and courteous manner.
5. Demonstrate initiative, decision making, and flexibility in the performance of various job functions.
6. Demonstrate basic proficiency with technology, including but not limited to email, organization, time-tracking systems, and other technology platforms necessary to perform the responsibilities required.
7. Provide inter-departmental planning and programming collaboration and cross-program overflow

HS/PreK Lead Teacher, FY 27

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assistance when needed.

8. Demonstrate understanding of and compliance with the Region 9 Employee Policy Manual.
9. Adhere to applicable federal and state law and local policies and regulations for public education entities, including but not limited to 6.60.9 NMAC (Code of Ethics) (for example, IDEA, Department of Health, Head Start Performance Standards, FERPA, HIPAA, NAEYC, Licensing, etc.).
10. Support the Region 9 mission, vision, values and goals.

Department/Program Job Duties/Competencies:

- Understanding and compliance with the REC9 employee policy manual, the R9 Head Start/PreK/EHS Policy Manual, and Time Clock system are required. Perform the functions of this position with a strong understanding of the Head Start Performance Standards, Head Start Act, PreK Standards, licensing, and program's Policies and Procedures.
- Check emails daily and respond in a timely and professional manner.
- Maintains required ratios at all times. Adhere to all safety and supervision of preschoolers at all times, including rest time, bathroom time, diaper/pull-up changing, potty training, and outdoor time.
- Responsible for planning and implementing the established curriculum on a weekly lesson plan that addresses the HS Early Learning Outcomes Framework, School Readiness Goals, PreK Standards, Individual child goals, IEP goals, and that are developmentally appropriate for the assigned age group.
- Guides and facilitates effective classroom management by creating a warm, nurturing, safe environment which supports the maximum learning potential for preschoolers.
- Maintain comprehensive and ongoing assessment through the established program tool for each child, including daily entry of observations and/or anecdotal records.
- Demonstrate proficiency in implementing all areas of CLASS (Emotional Support, Classroom Organization, and Instructional Support).
- Support the social and emotional development of children through the implementation of Conscious Discipline.
- Participate in meetings with parents and Head Start/PreK staff, and provide observations and documentation as part of advocating for the child. Participate in attending and implementing children's IEP. (Individual Education Plan), seeking clarification for any aspects that are not well understood. Individualize for children on an IEP in lesson plans, and follow all IEP goals to ensure they are being followed in a general education classroom.
- Advocate for children with behavioral issues or social-emotional needs by collaborating with the Coach to create behavior plans if necessary, or submit a referral for mental health services, or any other actions necessary for the child.

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- Establish and maintain a safe, healthy learning environment by following the cleaning and sanitation schedules both indoors and outdoors.
 - Ensure children are actively supervised at all times, including in the classroom, during transitions, on the playground, in the cafeteria, and at any other time during the school day. Conduct name to face checks accurately, counts the children in and out, and follows all other active supervision procedures. Understand the consequences when a child is left unattended and/or lost when being cared for in our program.
 - Change diapers/pull-ups and assist with toileting, potty training, and self-help skills.
 - Assist in the transition of children from EHS to HS, and Head Start children going into Kindergarten.
 - Encourage parent involvement in the Head Start/PreK program and participate in the PFCE activities scheduled throughout the year.
 - Facilitate home visits and parent conferences to discuss the child's individual development and goals.
 - Uses Child Plus to data-enter case notes, attendance, home visits/parent-teacher conferences, developmental screening results, and any other required documentation.
 - Participate in Family Style Dining and follow all meal policies and procedures.
 - Participate in pre-service training and attend not less than 24 clock hours of professional development per year. Participate in staff meetings and R9 All Staff Meetings throughout the year as scheduled, and any other professional development pertinent to the job. Complete all the required ECECD training and Region 9 training within the allotted timeframe.
 - When receiving feedback on weekly, monthly, and quarterly ongoing monitoring reports and classroom observations, make the necessary changes based on the outcome of the report or observation.
 - Complete and submit required forms and records in a timely and accurate manner.
 - Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
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Qualifications

- Bachelor's degree in early childhood, licensed in early childhood, or pursuing a bachelor's degree or alternative licensure in early childhood as outlined in a professional development plan, and able to submit transcripts & grades to show progress towards completion. If pursuing a bachelor's degree, the applicant must commit to and pass 6 credit hours of coursework each semester (Fall and Spring) until completion.

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- One year of successful work experience in early childhood, public schools/institutions of higher education or other agencies in early childhood settings is preferred but not required.
- Good written and verbal communication, interpersonal skills, organizational skills, time management, and computer skills. Computer experience in the areas of word, database management, email, spreadsheets, and data collection and analysis is essential. Must be able to read, write, and speak English.
- Must demonstrate dependability, cooperation, loyalty, responsible attitude, and behavior. Must demonstrate a willingness to work in a cooperative working environment in a team setting with another teacher. Must be willing to participate in occasional evening events. Must be able to pass a criminal history background check before the hiring date, complete an initial health screening, and TB. Other qualifications determined necessary by the Head Start/PreK Director or Executive Director.

Working Conditions

- Works in active preschool classroom environments with frequent noise and activity levels
- Frequent interaction with children, families, staff, and community partners
- Requires ability to lift, bend, sit on the floor, and actively supervise children indoors and outdoors
- May assist children with meals, toileting, transitions, and daily care routines
- Participates in outdoor play and classroom activities in varying weather conditions
- May occasionally attend evening meetings, trainings, or family engagement events
- Requires preparation of classroom materials and maintaining a clean, safe, and organized learning environment
- Must manage multiple responsibilities while maintaining confidentiality and professional communication

Physical Requirements

- **SITTING TASKS**
 - Sitting is a frequent requirement 34 - 66% of the time
- **WALKING TASKS**
 - Walking is an essential requirement up to 75% of the time
- **STANDING TASKS**
 - Standing is an occasional but essential requirement up to 34-66% of the time
- **SPRINTING/RUNNING**
 - Sprinting/running is an occasional requirement to ensure child safety and respond to emergencies

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- **FLEXIBILITY**

- Bending or twisting at the neck is an occasional requirement up to 34-66% of the time
- Bending or twisting at the trunk is an occasional requirement up to 34-66% of the time
- Squatting/stooping/kneeling is an occasional but essential requirement up to 34-66% of the time
- Reaching above the head is an occasional but essential requirement up to 33% of the time
- Reaching forward is an occasional but essential requirement up to 34-66% of the time
- Repeating the same hand, arm, or finger motion many times is an occasional requirement up to 34-66% of the time

- **USE OF ARMS AND HANDS**

- Manual dexterity is a continuous requirement
- Finger dexterity is a continuous requirement

- **LIFTING 10 - 25 POUNDS**

- Lifting 10 - 25 pounds is a frequent and essential requirement 34-66% of the time
- Lifting above the shoulders is an occasional requirement
- Lifting above the waist is a frequent but essential requirement
- Lifting above the knees is an essential requirement

- **LIFTING 26 - 50 POUNDS**

- Lifting 26 - 50 pounds is an occasional but essential requirement up to 33% of the time
- Lifting items above the shoulders is a rare requirement
- Lifting items above the waist is an occasional but essential requirement
- Lifting items above the knees is a frequent requirement

- **LIFTING 50 - 75 POUNDS**

- Lifting over 50 pounds is not typically required; team lifting or mechanical assistance should be used when necessary

- **PUSHING AND PULLING**

- Pushing and pulling 75 pounds and over is not a requirement
- Pushing and pulling 50 - 75 pounds is an occasional requirement
- Pushing and pulling 25 - 50 pounds is a frequent requirement

- **CARRYING TASKS**

- Vision
 - Being able to see at a distance is a frequent requirement
 - Being able to see closely is a continuous requirement
 - Having depth perception is a frequent requirement
- Hearing
 - Being able to hear in a quiet environment is a frequent requirement
 - Being able to hear in a noisy environment is a continuous and essential requirement
 - Being able to locate noise is a frequent and occasional frequent
 - Being able to differentiate sounds and noise is a frequent requirement
- Speech/Communication
 - Communicating through written and spoken language is a continuous requirement

- **USE OF PROTECTIVE EQUIPMENT**

- Disposable gloves are required during diapering, toileting assistance, first aid, and when handling bodily fluids
- Additional personal protective equipment may be required in accordance with agency health and safety procedures

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Note: These duties are neither exclusive nor exhaustive, and the employee may be required to undertake other duties and responsibilities as assigned. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations.

Acknowledgment

By signing below, I acknowledge that I have read, understood, and agree to perform the duties outlined in this job description to the best of my ability.

Employee Name: _____

Date: _____

Employee Signature: _____

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