

Region IX Education Cooperative

Head Start/PreK Teacher Job Description

Position Title:	Head Start/PreK Teacher
Program:	Head Start/PreK
Reports To:	Head Start/PreK Education Manager
Work Day:	Minimum 7.5 hours daily
Contract Days:	183 Days
Classification:	Exempt
Salary Schedule:	Head Start PreK Teacher

ESSENTIAL FUNCTIONS

1. Represents REC 9 and its programs and its member districts in a positive manner, interacting with the general public and colleagues.
2. Adheres 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.).
3. Communicates positively and effectively with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of REC 9 programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
4. Attendance on a regular basis consistent with the REC 9 attendance policy is required. Attendance at mandatory REC 9 or program meetings and professional development is required.
5. Promptness is required including being present in the assigned workplace at set times and on a daily basis in order to provide consistency and continuity of educational services. Promptness for mandatory REC 9 or program meetings and professional development is required.
6. Proficient verbal communication skills and the ability to manage conflict in a civil, professional and courteous manner are required.
7. The ability to demonstrate flexibility in the performance of various job functions is required.
8. Inter-departmental planning and programming collaboration is required and cross-program overflow assistance when needed is required.
9. Maintaining an atmosphere that protects the privacy of confidential student and personnel records and information is required.
10. 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.
11. Check emails daily and respond in a timely and professional manner.

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12. Responsible for planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy, phonemic, and print awareness, their understanding and use of language, their understanding and use of increasingly complex and varied vocabulary, their appreciation of books, their understanding of early math and early science, their problem-solving abilities, and their approaches to learning. Uses feedback given on lesson plans to improve learning experiences, individualization, and implementation of lesson plans with fidelity.
13. Guides and facilitates effective classroom management through: implementing daily lesson plans, individualization, planning and implementing activities, selecting and arranging equipment and materials in the classroom, and all other activities that support positive classroom management.
14. Implement established curricula in the classroom and outdoor environment.
15. Create a warm, nurturing, safe environment which supports the maximum learning potential for preschoolers.
16. 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.
17. Change diapers/pull-ups and assist with toileting, potty training, and self-help skills.
18. Maintain comprehensive and ongoing assessment through the established program tool for each child, including daily entry of observations and/or anecdotal records.
19. Demonstrate proficiency in implementing all areas of CLASS (Emotional Support, Classroom Organization, and Instructional Support).
20. Establish and maintain a safe, healthy learning environment by ensuring that classroom equipment, furniture, materials, and supplies are properly maintained and stored, and daily health checks are conducted.
21. Follow cleaning and sanitation schedules to maintain a clean and safe learning environment for children both indoors and outdoors. This includes sweeping, mopping, sanitizing tables/furniture/toys, cleaning bathrooms regularly, throwing trash regularly, picking up trash outside as needed, organizing the classroom on a daily basis, cleaning & organizing the inside gym area, following the playground checklist as assigned, etc.
22. Get down on the floor or at the child's level when talking to, playing with, or otherwise interacting and engaging with the children both indoors and outdoors.
23. Support the social and emotional development of children through positive classroom climate in the implementation of Conscious Discipline and other social-emotional curricula.
24. Encourage the involvement of the families of the children in a Head Start/PreK program and support the development of relationships between children and their families. Participates in the PFCE activities, including 90% of the family engagement activities scheduled throughout the year.
25. Facilitate home visits and parent conferences to discuss the child's individual development and progress, assist the parents in developing observational skills, and solicit parent observations.

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Follow home visit and parent-teacher conference guidelines as outlined in the policies and procedures manual and appropriate forms.

26. Participate in Family Style Dining and assist children in the development of social and self-help skills, and sound nutritional practices.
27. Participate in pre-service training and attend not less than 24 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness. In addition, participate in the development of the annual Professional Development Plan. Participate in staff meetings and R9 all staff meetings throughout the year as scheduled, and any other professional development pertinent to the job. Completes the ECECD Health & Safety training within 3 months of hire.
28. Participate in monthly staffings with the Family Service Coordinator and other team members as needed to exchange information pertinent to the child and their family.
29. Respond to monthly ongoing monitoring reports and classroom observations in a manner that supports quality improvement.
30. Advocate for children in the classroom who are suspected to have a developmental delay by following Child Study Team procedures to provide the child with the needed services. Provide the Disabilities Manager with the required forms and documentation needed in a timely manner.
31. Participate in attending and implementing children's I.E.P. (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.
32. Complete and submit required forms and records in a timely and accurate manner e.g., lesson plans, individualized lesson plans, fire drills, inventory, attendance, health-related forms, classroom activity/field trip forms, etc.
33. Assist in the transition of children from Child Care, home, or Part C program to Kindergarten.
34. 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. Participate in meetings with parents and Head Start/PreK staff, and provide observations and documentation as part of advocating for the child.
35. 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.
36. Mentor the teacher assistant, floater, substitutes, and volunteers to use and develop their skills and abilities in planning and carrying out classroom activities.

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37. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Qualifications

Education

Bachelor’s degree in early childhood, licensed in early childhood, or be 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.

Experience

Two years of successful work experience in public schools/institutions of higher education or other agencies in early childhood settings. Bilingual (English/Spanish) is required for the dual language classroom.

Specific Skills

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.

Personal Characteristics

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.

Work Environment and physical demands include, but are not limited to:

Positions involve frequent bending, moving, lifting, and carrying material weighing up to 25-50 pounds; standing up and/or walking up to 15% of each day; exposure to high noise levels and may require the wearing of hearing protection. Physical abilities and sensory perceptions to include normal acuity of hearing, adequate vision, and appropriate oral and written skills are required.

Job Description Acknowledgement

I have received, reviewed, and fully understand the job description for **Head Start/PreK Teacher**.

I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name _____ Date _____

Employee Signature _____

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