

## Site Manager/Teacher

**REPORTS TO:** Regional Management Coordinator

**FLSA STATUS:** Exempt

**STATUS:** Full-Time, 42 weeks, 40 hours per week

**SAFETY SENSITIVE:** Yes

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### **Job Summary:**

Responsible for administering all pertinent provisions of policies and procedures and for the total operation of the site, including setting an example in supporting Head Start philosophy of meeting the needs of the family as a whole, planning, implementing, and evaluating programs; staffing; establishing and maintaining systems; and applying the proper regular and special education and management principles in working with all children, families, and staff within the Head Start Program.

Responsible for working directly in the classroom with a direct focus on children 3 to 5 years of age, including working collaboratively with the assistant teacher to ensure the successful operation of a school readiness classroom with a total of 15-20 children, working with his/her team members to plan, monitor and implement content areas and with family members to implement the curriculum to achieve outcomes for children of all abilities within the Head Start Program.

### **Essential Functions:**

The Site Manager/Teacher will ultimately be evaluated on a combination of skills, dispositions and behaviors, some of which are related to the specific service area of this position and others that represent general expectations of all our agency employees.

The Site Manager/Teacher responsibilities chiefly fall within the following essential functions, although s/he may perform other tasks and/or duties as assigned. The Site Manager/Teacher will demonstrate competency to perform essential functions that include:

- Supervises center staff in all activities including: recommending for hire/dismissal; train, guide, counsel, monitor, appraise performance, goal setting, provide T/TA, develop staff improvement plans and discipline as needed. Supervises home visitations, observes & participated in a minimum of one home visit per teaching team per year.
- Plans, schedules and conducts follow up: work assignments, staffing, events, meetings, referrals, IEP, public school transition process.
- Ensures Center compliance with: Federal, State, agency and local regulations. Head Start Program Standards, parent involvement, health and safety, licensing, average daily attendance, legal and liability issues, federal, state laws, rules and regulations.
- Manages information, including: disseminates program information, and ensures understanding for all center staff, parents, and volunteers. Relays local information and concerns back to Central Office.
- Responsible for completion of required reports, documentation, logs, and database.
- Serves as liaison between parents and local community leaders, organizations, and institutions.
- Coordinates and conducts public relations functions; Community Needs Assessment.
- Develops and maintains partnerships.
- Administers site operations, which may include multiple Head Start and Early Head Start options.
- Oversees all building maintenance issues, including: requisitioning supplies, equipment, repairs, inventory control, budget management, general maintenance.
- Supervises ongoing recruitment and enrollment of eligible children for the program.
- Ensures that Developmentally Appropriate Practice (DAP) is implemented in the classroom.
- Assists special needs children in their daily routine, which may include diapering, feeding, etc.
- Ensures compliance with Head Start Confidentiality Policy.
- Meets regularly with immediate supervisor and attends all meetings and training sessions as requested.

Teacher Portion of the position is chiefly responsible for the following essential functions, although s/he may perform other tasks and/or duties as assigned.

- Provides a safe environment and teaches children safe practices to prevent and reduce injuries.
- Teaches children about good nutrition and practices that promote health and wellness.
- Provides an environment that reduces the amount of behavior issues by arranging the classroom and creating a routine that keeps children's developmental and individual needs in mind.
- Responsible for organizing and using positive interactions, physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play,

- exploration, and learning of all children including children with disabilities and special needs.
- Implements curriculum by using a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote curiosity, reasoning, problem-solving, physical development and other cognitive skills of all children.
- Promotes children's learning of language, literacy, mathematics, science, technology, social studies, and the arts.
- Implements curriculum and strategies that help them children communicate their thoughts and feelings; regulate their emotions and behaviors; establish and sustain positive relationships; and participates cooperatively and constructively with peers.
- Assures dual-language learners make progress in understanding and speaking both English and their home language.
- Develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in his or her individual and cultural identity.
- Establishes a positive, responsive, cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program, and supports the child's relationship with his or her family.
- Communicates and collaborates with staff, parents and community who represent culturally and ethnically diverse populations.
- Uses observation, documentation, and planning to support children's development and learning and to ensure individualization in planning and effective operation of the classroom or group.
- Ensuring a planned and organized program responsive to participant needs.
- Makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in school readiness services, and takes advantage of opportunities to improve knowledge and competence.
- Manage, monitor and supervise to meet legal and regulatory requirements.

**Minimum Requirements:**

- Associate degree in Early Childhood Education (ECE); or Associate degree in a related field and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children; or Baccalaureate degree and has been admitted into the Teach for America Program. All education must be from an accredited institution. PGCCS retains the right to obtain a Teacher Education Waiver from Office of Head Start as needed. BA in ECE or related field preferred institution.
- Certificate from an accredited Food Protection Managers Program within 30 calendar days.
- Six months BCCL experience.
- Three years; of Early Childhood classroom experience, and of adult supervision
- Site Manager/Teacher must be at least 21 years old per BCCL requirements.
- Requires advanced computer skills in using Word processing, data entry, Internet, e- mail.
- Two years' pre-school (ages 3-5) classroom teaching experience is preferred.
- Two years Head Start preschool teaching preferred.
- Two years of adult supervisory experience preferred.
- Strong team leadership required.
- Maintain CLASS Reliability certification.
- Intermediate to advanced computer skills, internet and e-mail.
- Arizona Driver's License, proof of insurance, fingerprint card, Social Security card, CPR and First Aid, and provide a vehicle for program business.
- Health Questionnaire is required at hire and will be updated every 3 years.
- Employee must be able to speak, read, write, and understand English.
- Bilingual English/Spanish skills highly desirable.

**Knowledge, Skills, and Abilities:**

- Knowledge in application of the principles in early care and education, management, supervision to workplace situations, processes, adult learning styles, and Cultural and Ethnic Diversity and Family Dynamics required.
- Frequent significant decision and problem solving abilities.
- Ability to respond appropriately to an emergency or a crisis situation.
- Ability to supervise pre-school children in a safe environment and apply early childhood development theory in daily activities to adapt to the individual needs of children.
- Possess excellent oral/written communications.
- Demonstrate the understanding of CPS reporting system, signs and symptoms of child abuse and neglect.

- Knowledge of Child and Adult Food Program (CACFP) and how to implement per position.

**Physical Requirements:**

Able to perform the following physical requirements of the position with or without reasonable accommodation: critical sensory requirements include general vision, specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Hear or listen in the normal range (corrected) and speak and give directions clearly. Able to walk, sit, stand, kneel, crouch, crawl, reach, lift, carry, push, pull or otherwise move objects up to 40 lbs., run 50 feet, and demonstrate exercises – jumping jacks, leg lifts, etc.

**Working Conditions:**

Work is performed in a classroom/office setting where minimal exposure to injury exists. Hours of work will generally be during regular business hours and average at least 40 hrs. per week. There will be work variations in work hours due to employee special projects, deadlines, and other concerns. PGCCS employees have the possibility of exposure to blood or other potentially infectious materials through collateral duty to their routine work assignments, such as rendering first aid if need arises, and seldom exposure to vibration, toxic conditions, odors, dust, mold and poor ventilation.

**Acknowledgment:**

This job description describes the general nature and level of work performed. The employee may be required to perform other job-related duties. All requirements are subject to change over time. I am fully qualified for this position, and can perform the duties as described. I understand that PGCCS is an Affirmative Action/EEO/At-Will Employer and that PGCCS reserves the right to revise this job description as necessary.

I acknowledge that this job description is neither an employment contract nor a legal document. I have received, read, and understand the expectations for the successful performance of this job and my questions have been answered thoroughly.

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Employee Signature

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Date