



***Inter-Tribal Council of Nevada***

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**POSITION:** Lead Head Start Teacher

**DEPARTMENT:** Head Start Program

**LOCATIONS:** Fallon, Yerington, and Walker River

**PAY RATE:** \$18.00 an hour—Full time— Exempt Employee.

**Open until filled.**

**JOB SUMMARY:** Responsible to assist the Lead Teacher in the daily operations of the center and classroom, including planning, record- keeping, carrying out activities, engaging family, maintaining the classroom facilities, supervising children, parent/teacher conferences, classroom volunteers, as well as mentoring other staff at site.

**DUTIES AND RESPONSIBILITIES** including but not limited to:

**Lead center staff to establish mutually respectful partnerships with families to enhance the quality of their children's education in Head Start.**

**Indicators:** Lead Teacher working with children and families must demonstrate their ability to **assist** in the following:

- Conduct in the outreach and door-to-door recruitment of children throughout theyear.
- Communicate effectively using appropriate verbal and non-verbal messages and reflective listening skills.
- Conduct two home visits per year. With the initial home visits prior to children starting school.
- Provide parents/guardians with orientation on Philosophy of Head Start and services provided.
- Conduct a minimum of two Parent/Teacher conferences to engage parents in the developing of school readiness goals for individual children.
- Report child's progress and update goals as needed during the school year.

**Lead center staff to Plan, Train , and Support families in their engagement to reach children's school readiness goals.**

**Indicators:** Lead Teacher working with children and families must demonstrate their ability to **assist** in the following:

- Organize, conduct, and summarize initial child screenings within 45 days from the first day child enters school. To include but not limited to.
  - Developmental screenings, Mental Health Observations, Health screenings (Physical, Dental, vision, Nutrition, height & weight charts).
- Review the Summary of screening with families to collaborate in the development of children's goals and transition activities.
- Engages parents/guardians in classroom and home activities to promote school readiness goals.
- provide specific child activities for home to promote skills acquisition.
- Provide opportunities, encouragement, and recognition for parents/guardians to volunteer in a variety of modalities to enhance the development of children in the program.

- Conduct ongoing child assessment based on ITCN Head Start School Readiness Goals under the mandated five essential domains of Physical Health, Social/Emotional, and Approaches to Learning, Language & Literacy, and Cognition & General Knowledge.
- Conducts, maintains, and analyzes weekly observations on enrolled children to document progress towards individual goals.
- Assist and engage parents in the transitions of children into other programs and school, including children with disabilities.
- Advocate for the children and support parents as the primary teacher for their children and full partners in the education of their children.
- Inform, assist, and encourage parents to be involved in the referral process for further need of assessment when children are not meeting expectations appropriate for their developmental level.
- Provide parents with assistance, information, and support necessary to actively participate in Inter-disciplinary team meetings, for the diagnosis and development of Individual Educational Plans (IEP) in a timely manner.

**Lead center staff to provide opportunities for parents to get engaged in group activities as learners, educators, advocates, and community leaders.**

*Indicators:* *Lead Teacher working with children and families must demonstrate their ability to **assist** in the following:*

- Attend Parent and community functions (parent meetings, trainings, parent/child activities, etc.)
- Provide Curriculum Planning reports to Center Committee and Tribal Leaders.
- Provide training to parents on but not limited to activities that promote Physical and Health. Social/Emotional; Approaches to Learning Language & Literacy; and Cognition and General Knowledge
  - Child Development, stages & stages, brain development, etc.
  - Guidance Techniques and strategies.
  - Nutrition Activities/Budgeting
  - Importance of school attendance towards school readiness
- Share the curriculum objectives for interest areas in the classroom with parents and community.
- Seek and document ideas for curriculum planning and donations of recyclable materials to use in classroom experiences.
- Facilitate and guide center parent committees towards appropriate group activities that support and enhance the children's development as a focus.
- Involve parents in the self-assessment of the program to develop or update program goals.
- Involve parents in the process of community assessment to identify strengths and needs, available resources and advocate for needed services in the community.

**Lead center staff develop and implement developmentally appropriate experiences for pre-school children to meet school readiness goals in the mandated five essential domains of Physical Health, Social/Emotional, Approaches to Learning, Language & Literacy and Cognition & General Knowledge.**

*Indicators:* *Lead Teacher working with children must demonstrate their ability to **assist** in the following:*

- Provides a smooth planned program of experiences and activities, which support and enhance developmentally appropriate practice for preschool children and parent engagement.
- Utilizes appropriate discipline and guidance techniques such as re-direction, positive reinforcement and setting acceptable limits.
- Collect accurate child data through observations and child work samples regularly.
- Analyze data gathered and provide reports on child outcomes to demonstrate progress towards SRG in the Fall, Winter, and Spring.
- Identify trends and patterns of learning for program improvement.
- Develop children's goals and objectives based on ongoing assessment to demonstrate progress towards school readiness goals. (SRG)
- Plan and implement daily experiences to meet individual children's goals and objectives.
- Develop a daily routine with alternating periods of strenuous activity and periods of rest or light activity to

avoid over-stimulation and fatigue in children.

- With a minimum of one hour of moderate to strenuous physical activity (Music and Movement, Indoor and or outdoors, etc.)
- Engage in all activities with children to promote Emotional Support, Classroom Organization, and Instructional Support as listed in the CLASS domains and indicators.
- Develops activities based on IEP's goals so the child with disabilities receives integrated and full range of child development services, like all other children, in the least restrictive environment.

**Lead center staff with the management of fiscal planning, budgeting, inventory and purchasing of center supplies and equipment necessary to maintain and support program goals.**

Indicators: *Lead Teacher working with families must demonstrate their ability **assist** in the following:*

- Conduct and review inventory of classroom materials, equipment, and consumable supplies.
- Develop a list of prioritized materials/equipment needed to carry out classroom experiences based on children's goals.
- Ordering necessary supplies & materials for the effective operation of the center approved by Lead teacher.
- Stay within the center budget to purchase necessary supplies.
- Provide Center Committee a Report on center budget and facilities status.

**Lead center staff to provide a Safe and Healthy Learning Environment for the children enrolled in the program.**

Indicators: *Lead Teacher working with children must demonstrate their ability to **assist** in the following:*

- Conduct facility safety checklists indoors and outdoors in accordance with the IHS Health Code.
- Conduct regular emergency evacuations and fire safety drills.
- Maintain a presentable, welcoming, and clean physical environment for children, parents, and community.
- Work cooperatively with local tribal maintenance personnel to continue with consistent and ongoing maintenance of facilities.

**Lead center staff and serve as role model, a team leader, mentor, and trainer as a learner for self-development and the development to acquire necessary skills to perform the job duties.**

Indicators: *Lead Teacher working with children, families and staff must demonstrate their ability to **assist in** the following:*

- Attend community college classes to acquire the necessary staff qualification degree for the position.
- Attend Pre-Service and In-Service to stay abreast of changes in strategies and skills to perform job duties in the classroom and as a productive member of the team; a minimum of fifteen clock hours of training per year.
- Participate in effective staff meetings to maintain open communication with the center team and management staff.
- Plans curriculum planning sessions to include all center staff and volunteers when available.
- In the absence of Lead teacher, assumes the supervision of classroom, kitchen, and Family Services staff to implement activities planned.
- Participates in the development and updating of individual education plans for self-
  - improvement.
- Provides substitutes with orientation and guidance prior to the first days as substitute.
- Provides guidance, hands-on-training, direction, and delegate duties to other center staff accordingly.
- Provides supervisor and co-workers with regular positive feedback and strategies to improve center operations.
- Is responsible for ensuring staff attendance is consistent. (Attendance, breaks, lunches, etc.)

**Lead center staff Become an integral part of community by developing and maintaining positive community partnerships with local resources.**

*Indicators: Lead Teacher working with children, families and communities must demonstrate their ability to **assist in** the following:*

- Works collaboratively and maintains a positive working relationship with other agencies in the community who provide services to children, including children with disabilities.
- Develops and implements a smooth transition to Local Schools Agencies and Childcare centers.
- Assists with the on-going Child Find efforts to recruit and enroll children, including children with disabilities.
- Become knowledgeable and follow the Head Start Program Screening, Referral, and IEP Process.
- Participates as a member of the Multi-disciplinary Team (MDT) and Individual Education Plan (IEP) team.
- Provides Reports to the Local Tribal Leaders in all aspects of Program operations.

**Lead center staff to respect and respond competently to the culture, traditions, lifestyle, language and values of each family and community.**

*Indicators: Lead Teacher working with children and families must demonstrate their ability to **assist in** the following:*

- Be knowledgeable about and sensitive to each family's values, beliefs, traditions, cultural influences, makeup, and circumstances.
- Work with families representing diverse cultures using a culturally competent and flexible approach.
- Identify and reflect on personal values, experiences and biases that facilitate and present barriers in working with certain groups of people.
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**Lead center staff contribute to effective program practices and maintain a commitment to professionalism.**

*Indicators: Lead Teacher working with families must demonstrate their ability to **assist** in the following:*

- Perform record-keeping, internal and external reporting tasks in a timely and objective fashion.
- Effectively utilize supervisory professional development and technical assistance resources to improve competence.
- Contribute to and participate in strategic planning, program self-assessment and other efforts to improve program services and agency responsiveness to families.
- Make decisions and act based on child development principles, theories, and practices.
- Articulate an awareness of self, values, and ethics as the impact on working with families.
- Maintain professional boundaries and confidentiality.
- Exercise good judgment, courtesy, and tactfulness in dealing with staff, parents, and community.
- Respond positively and constructively to common inquiries or complaints from parents, community, subordinates, and supervisors.

- **DESIRED QUALIFICATIONS BUT WILLING TO TRAIN**

An Associates of Arts Degree with emphasis in ECE (Early Childhood Education or six credits in ECE) In lieu of the Degree in Early Childhood listed above, must have the minimum of a CDA with three years of full-time teaching experience in a preschool setting, preferably Head Start. Must pass a State and Federal Criminal History background check (PL 101.630 and PL 101-637); Possess a valid Driver's License with the required state auto insurance. Have reliable transportation to attend training/technical assistance and conduct home visits. Willingness to work primarily with families residing in high-risk communities.

**DESIRED KNOWLEDGE, SKILLS, AND ABILITIES:**

Child Development principles.

Goal Setting, Planning and Reporting strategies.

Basic computer proficiency skills.

Operate office machines - i.e., Xerox, Fax, Calculator, Laminator, etc.

Knowledge of and sensitivity to the diverse population, with emphasis on American Indian/Alaskan Native Cultures and able to serve and effectively communicate with the children and families, enrolled in the ITCN Program.

State and Tribal Child Abuse & Neglect Reporting Laws;

Strong oral and written communication skills.

**Physical Demands:**

- The work outlined in this job description involves considerable sitting, standing, walking, bending, and lifting (maximum of 45 lbs.) daily.
- Employees must be able to respond when needed by prompt appearance at a required location.
- Employees must be able to work under physically and emotionally stressed conditions and may occasionally be subject to verbal abuse, threats, and physical violence from angry, hostile, or disgruntled community and/or family members.
- The employee may be exposed to communicable diseases.
- This employee must have specific vision abilities, to include close vision, distant visions, peripheral vision, and depth perception.

*An employee, to successfully perform the essential functions of this job, must meet the physical demands described here.*

*Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Note:** The above statements are intended to describe the general nature and level of work being performed by the person assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, skills, and physical demands required.

**PREFERENCE:** *Preference in filling vacancies is given to qualified Native American candidates in accordance with the Indian Preference Act (Title 25, U.S. Code, Section 472 & 473). However, the Inter-Tribal Council of Nevada is an Equal Opportunity Employer, and all qualified applicants will be considered in accordance with the provisions in Section 703 of Title VII of the Civil Rights Act of 1964, amended in 1991.*

**HOW TO APPLY:** *Bamboo HR*