

YWCA of Richmond Position Description

Job Title: LEAD TEACHER
Department/Program: Child Development Center
Reports To: Director of Early Childhood Education

GENERAL PURPOSE OF JOB

Duties include but not limited to instructing preschool-age children in activities designed to promote social, emotional, physical, and intellectual growth needed for success in school.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

1. Ensures the care and safety of all children in the classroom, on field trips, and during all hours of operation. Develops positive adult/child relationships and ensures appropriate level of confidentiality on behalf of the children.
2. Creates, develops and implements detailed lesson plans for individual and group activities designed to stimulate growth in language, social/emotional, and motor skills. Learning activities will include teaching skills that enhance the child's ability to listen to instructions, play with others, and appropriately use play equipment.
3. Supervises activities such as field trips, group play, and dramatic play-acting to stimulate students' interest in, and broaden, understanding their physical and social environment.
4. Encourages students to experiment with singing, dancing, rhythmic activities, and art to promote self-expression.
5. Develops and maintains positive relationships with parents to ensure open communication, timely attention to problems, and consistent parent/teacher interaction that supports appropriate developmental and academic environments for the children.
6. Develops and encourages cooperative social behavior through games and group projects to assist children in forming satisfying relationships with other children and adults.
7. Helps children develop habits of caring for own clothing and picking up and putting away toys and books; instructs children in practices of personal cleanliness and self care.
8. Assists cook with distribution of food during serving of meals and refreshments to children.
9. Alternates periods of strenuous activity with periods of rest or light activity to avoid over stimulation and fatigue; observes children to detect signs of ill health or emotional disturbance.

The following are examples of duties as they apply to staff demeanor, discipline, and classroom

management:

- 10.** Be available and responsive to children.
 - Reassure crying children.
 - Listen to children with attention and respect.
 - Respond to children's questions and requests.
 - Be aware of the activities of the entire group even when dealing with a smaller group; staff must position themselves strategically and look up often from involvement.
 - Spend time observing each child without interrupting an actively involved child.
- 11.** Speak with children in a friendly, positive, courteous manner.
 - Speak with individual children often.
 - Ask open ended questions.
 - Call children by name.
 - Include child in conversations; describe actions, experiences, and respond to children's comments and suggestions.
- 12.** Talk with individual children, and encourage children of all ages to use language.
- 13.** Treat children of all races, religions, family backgrounds, and cultures with equal respect and consideration.
- 14.** Provide children of both sexes with equal opportunities to take part in all activities.
- 15.** Encourage children's development of independent functioning, as appropriate. Teachers foster the development of age appropriate self-help skills such as picking up toys, wiping spills, personal grooming (toileting, hand washing), obtaining and caring for materials, and other skills.
- 16.** Facilitate the development of responsibility, self-regulation, and self control in children.
 - Set clear, consistent, fair limits for classroom behavior and in the case of older children, help them set their own limits.
 - Use children's mistakes as learning opportunities, describing the situation and encouraging children's evaluation of the problem rather than imposing the solution.
 - Anticipate and eliminate potential problems, redirecting children to more acceptable behavior or activity.
 - Listen and acknowledge children's feelings and frustrations and respond with respect.
 - Guide children to resolve conflicts and model skills that help children to solve their own problems.
 - Encourage appropriate behavior, patiently reminding children of rules and rationale as needed.
 - Apply logical or natural consequences in problem situations.
- 17.** Support children's emotional development, assisting them to be comfortable, relaxed, happy and involved in play and other activities.
 - Comfort and reassure children who are hurt, fearful, or otherwise upset
 - Help children deal with anger, frustration, or sadness by comforting, identifying, and reflecting feelings.

- Help children use various strategies to express emotions and solve social problems, as appropriate for age of child.
 - Intervene quickly when children's responses to each other become physically aggressive, discuss the inappropriateness of such action, and help children to develop more positive strategies to solve conflicts.
 - Encourage children to verbalize feelings and ideas, including both positive and negative emotions. For example, supply words for very young children to describe feelings; discuss alternative solutions with children 2 years and older.
- 18.** Recognize and encourage prosocial behaviors among children, such as cooperation, helping taking turns, talking to solve problems, and concern for others. Teachers support children's beginning friendships and provide opportunities for children to learn from each other as well as adults.
- 19.** Use a variety of teaching strategies to enhance children's learning and development throughout the day.

SUPERVISORY RESPONSIBILITIES

Provides guidance and in-class supervision for Assistant Teacher.

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Minimum Requirement: Must be 18 years of age; currently have an Associate Degree in early childhood education/development, or a four-year degree in child related field with three months programmatic experience in the group care of children and CDA or early childhood certificate or be enrolled in a community college and or university level class in a certificate/degree program; or have a degree in a related field to early childhood with six months or more experience in child care.

LANGUAGE SKILLS

Ability to read and comprehend verbal instructions, as well as, written documents such as short memos, operating and maintenance instructions, and procedure manuals, etc. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students or parents.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

OTHER QUALIFICATIONS

Free from abuse and neglect/exploitation convictions and clean criminal record in accordance with current regulatory requirements; references validating good character/reputation; documented evidence of negative tuberculosis screening within past year; capable of communicating with emergency personnel/understanding instructions on a prescription bottle or as given by emergency personnel.

PHYSICAL DEMANDS The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to stand, walk, use hands to finger, handle or feel; and reach with arms and hands. The employee is occasionally required to sit, stoop, kneel, crouch or crawl; and taste or smell. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORKING RELATIONSHIPS The essential relationships needed for success in this position are YWCA Board and staff; parents; children; volunteers; general public

TO APPLY send resume and cover letter to Bobby Kost at bknost@ywcarrichmond.org or 6 North Fifth Street, Richmond, VA 23219 by 5:00 p.m. on Wednesday, August 31, 2011.