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## Job Description

### Our Mission:

It is our mission at Kendal's Early Learning Center to provide the families of on-site employees and families from the surrounding community with a high-quality educational program founded on Kendal's Quaker-based Values and Practices, which provides the following: a written, evidence-based comprehensive curriculum; diverse enrollment of all income levels from the local community; safe secure environment in an intergenerational setting; and trained and experienced teaching staff.

### Our Vision:

Kendal Early Learning Center (KELC) will be a leader in person-centered intergenerational programming in Ohio for the children of Kendal Northern Ohio staff members and families from the surrounding community.

KELC will unite generations with relationships having lasting positive effects on the lives of their children and residents. This is accomplished by using Conscious Discipline and a research-based curriculum focusing on the needs and interests of each child and on the interests and talents of each resident according to Kendal's person-centered philosophy. KELC will maintain an environment aligned to NAEYC's quality benchmarks and adheres to our mission to develop fiscal viability through community and philanthropic resources.

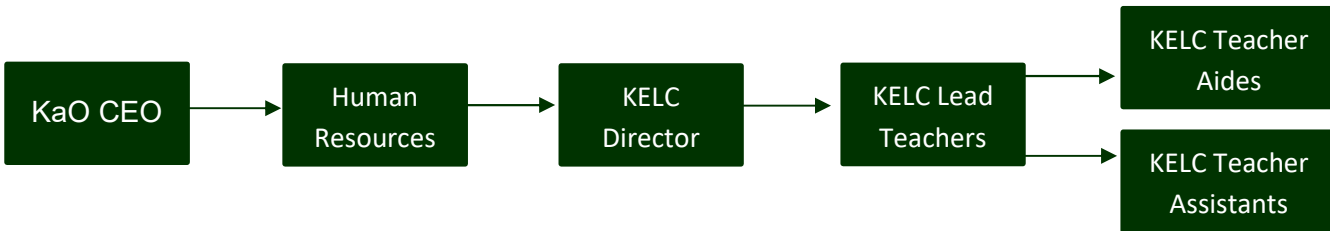
### General Position Description

The Lead Teacher works with Assistants, Aides, and the Director in helping to create a high quality, caring, and safe environment for all children. This includes forming positive relationships with students, parents, coworkers, grandfriends, and community partners. S/he must be able to communicate, listen and work well with others in a team environment. This position also includes working with coworkers in creating lesson plans, individual goals for children, documenting children's progress, and carrying out activities on lesson plans to improve the child's knowledge and skills utilizing Developmentally Appropriate Practice (DAP), Conscious Discipline and Creative Curriculum. Lesson plans are based on children's interests and each child receives care based on their individual needs. All teachers work together to observe and document children's interest and progress, this information is then also relayed back to parents and coworkers. This position reports to Lead Teachers then the KELC Director.

The Lead Teacher works with the KELC Director in developing a cohesive teaching team in our classroom. The Lead Teacher must be skilled in communicating with both children and adults in order to meet the needs of the children, resolve parental concerns, and effectively guide teacher assistants/aides. It is vital teachers in this role understand children's cognitive, social, emotional and physical development in order to ensure a safe and stimulating classroom environment where children are actively engaged and encouraged to succeed. Other duties include managing the day-to-day operational activities of the classroom. This position also works with the KELC Director to ensure all staff understand and implement Conscious Discipline and our curriculum with compliance to its foundations. This position reports to the KELC Director.

# KELC Lead Teacher

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### Key Responsibilities

- Coordinate and implement educational curriculum by utilizing the study webs, studies, and classroom activities based on developmentally appropriate practices and early learning standards.
- Lead by example; encourage teaching team success through modeling and coaching.
- Plan individual and group age-appropriate individual goals for children in partnership with fellow teachers and the child's caregivers.
- In partnership with fellow teachers, they provide daily lesson plan activities to actively engage children and encourage social, cognitive and emotional growth. (This includes planning activities to help children accomplish their individual goals that are set for them.)
- Maintain frequent communications with parents through informal discussions, progress reports, and gather and share information individual children's progress in assessment items at parent-partnership meetings (conferences).
  - Assessments for children assigned to you as a caregiver.
  - Send monthly emails to parents about their child's goals/progress.
    - Communicate inbetween emails if a concern or behavior arises with the child.
  - Hold Conferences with parents in November and May each year.
- Ensure all center policies, standards, state, accreditation, and any other regulations are met.
- Ensure a healthy classroom environment – including maintaining appropriate hygiene and cleanliness standards and safety and security of children.
- Supervise teacher assistants, aides, and classroom volunteers to ensure they are following planned activities, hygiene and safety standards.
- Maintain accurate records, forms and files.
- Maintain personal professional development plan to ensure continuous quality improvement.
- Help ensure smooth, daily transition from home to school.
- Hold Weekly meetings with staff at 5 pm covering:
  - What information is still needed for the child or what standards still need information for conferences? (Divide and conquer these tasks with fellow teachers.)
  - What progress have you observed for children's individual goals that weren't documented?
  - Are there new goals that need to be made for the child?
  - Are the goals set for the child no longer relevant and need to be changed?
  - Tasks that need to be done in the classroom – divide and conquer again with the tasks that are needing to be done.
  - Any announcements to ensure everyone is on the same page.
- Utilize Assessment time to look at the documentation that has been added and what information still needs to be gathered.

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- Hold yourself and fellow coworkers accountable to daily tasks that are required to be followed with licensing and help create solutions if the plan that is place is not working.
- Strategic Planning – working together to accomplish goals, document progress, and communicate with the team.
- Cleaning on assigned day & NAEYC monthly cleaning. (Everyone contributes to NAEYC monthly.)
- Switching materials out slowly each month in assigned areas. (Ensuring labels are made and attached to bins BEFORE putting materials out.)
- Bathroom breaks 8:30, 10:30, 12:30, 2:30 and 4:30 pm. Including documenting when they “tried” and when ALL children have accidents on Brightwheel.
- Recording who eats and the meals in Brightwheel.
- File new books on bookshelves and excel sheet.
- Ability to learn about, comply with, and commit to following rules and regulations set forth by:
  - Conscious Discipline
  - Ohio Department of Children and Youth (Licensing, SUTQ, ECE, PFCC)
  - National Association of the Education of Young Children (NAEYC)
  - Ohio Healthy Program (OHP)
  - Child and Adult Food Program (CACFP)
  - Creative Curriculum
  - Assessment processes
- Be assertive with your communication to peers, parents, children, students, etc.
- Look at the yearly calendar of events and intentionally and purposefully plan ahead and prepare for upcoming tasks.
- Problem solve –
  - Create systems to help when there are areas of the day, schedule, routine, or any part of our program that are not working for children, teachers, parents, etc.
  - Create adaptations for children to help them be more successful in our school family.
- All employees comply with Kendal at Obelrin and Kendal Early Learning Center policies, procedures, standards, and regulations.

## As a Supervisor:

- Ensure weekly schedule meets required ratios.
- Be mindful of our budget and make adjustments as needed in all areas to keep our spending below budget.
- Ensure everyone is following policies and procedures in all parts of our program.
- Cover as the “acting director” when the KELC director is away.

## Employment Type

Full-time

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### Schedule

This position is expected to work four days a week from 7 am to 5:30 pm. You receive a 45-minute break daily. An alternate schedule could be Monday through Friday 9 am to 5:30 pm.

### Wage Range

Wage is based on an individual's experience and education.

### Additional Knowledge, Skills and Experience Required

- Minimum of 1-2 years of professional teaching experience with ages birth to five years old.
- High energy.
- Ability to work well with others.
- Strong oral and written communication skills and basic computer skills.
- An understanding of child development and developmentally appropriate practice.
- Excellent leadership, organizational, and interpersonal skills.
- Currently certified in Infant/child CPR and First Aid. If not currently certified willing to obtain certification.
- Has been trained or willing to be trained in Communicable Disease and Child Abuse.

### Educational Requirements

- High School Diploma or GED is required.
- Holds an associate degree in early childhood learning (ECE) field.
- Has 2 years' experience in a preschool setting.
- Works as a team member with other KELC staff.
- Attends trainings outside the normal scheduled hours at KELC.

### Physical Requirements

- The KELC work environment is an upbeat and lively place but is also professional and organized.
- A safe learning environment is necessary for students to grow and mature in our preschool classroom.
- Preschool work environments tend to be noisy, so consider your tolerance for a moderate noise level.
- The ability to take frequent walks, use hands and fingers, handle objects, tools or controls, talk to and hear voices at many levels. May also be required to kneel, bend, squat or crawl.
- A specific vision ability may be required. Including the ability to see up close and up to a certain distance, to see colors, have peripheral vision and depth perception.
- Able to lift 50 pounds and stand/walk 85% of the workday.
- Possible exposure to inclement weather and temperatures while outdoors with children.
- **Must clear full background check and pass health screening.**

### KELC Core Behaviors

Teacher Assistant/Aide is expected to respect and follow our Kendal and Conscious Discipline Core Values. This includes all interactions, daily activities, and day to day in and out of the classroom. (Kendal)

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- **Simplicity** - Use financial and natural resources carefully. Value the spirit over material objects.
- **Peace** - Build conflict resolution skills and see conflict as a springboard to moral growth. Make decisions by consensus to reach a “sense of the meeting” for the greater good.
- **Integrity** - Treat others with respect and honesty.
- **Community** - Connect with all members of the community. Respect different people and different ideas. Celebrate a rich community made up of many cultures.
- **Stewardship** - Protect and care for the earth as a sacred trust. Promote environmental, economic, and social sustainability.

### (Conscious Discipline)

- **Composure** – being the person you want others to become.
- **Assertiveness** – saying “no” and being heard setting limits respectfully.
- **Encouragement** – building the school family.
- **Choices** – building self-esteem and willpower.
- **Empathy** – teaching children to manage their emotions by modeling and managing your emotions in the classroom.
- **Positive Intent** – creating teaching moments with oppositional, shut-down, and aggressive children. (See the best in everyone.)
- **Consequences** – helping children learn from their mistakes.

## Competencies

**Quality** - Knowledge of Kendal policies and procedures and job-specific skills, equipment, and procedures. Strives for accuracy and best results. Meet productivity standards for the role. Detail-oriented with excellent organizational and time management skills. Builds and maintains student service and success; provides excellent service to students. Ability to work with confidential information and maintain student confidentiality.

**Values** - Exhibits Kendal Values in everyday work behaviors (the ‘how’) towards co-workers, residents, and other key stakeholders. Aware of and respects individual differences, including across race, gender, sexuality, and class; is inclusive, respectful, and considerate of others; has the ability to work effectively across lines of difference; and contributes to a positive and healthy school culture. Adapts to changing school and student needs, conditions, and responsibilities. Be open to different and new ways of doing things. Able to work well under time demands, to perform multiple tasks, sets clear limits for children's behavior and explain the reasons. This includes utilizing Conscious Discipline structures in the classroom.

**Teamwork** - Willingness to work collaboratively with others to get a job done. Readiness to respond positively to instructions and procedures and promote team goals. Works well in teams and with others in ways that promote goals and collective objectives. Service-oriented with ability to effectively interact with students, staff, families, and administrators. Excellent verbal, written, and interpersonal communication skills. Include every child's family, language, and culture in the program (Creating a school family – Conscious Discipline)

**Reliability** - The extent to which the employee can be depended upon to be available for work, to complete work properly, and complete work on time. Positive attendance and punctuality. Takes

# KELC Lead Teacher

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personal responsibility for the quality and timeliness of work and achieves results with little detailed oversight. Resourceful with ability to work independently.

**Initiative** -The ability to plan work and to proceed with a task without direction to every detail and the ability to make constructive suggestions. Recognizes situations that warrant initiative and moves forward without hesitation; reasonably resolves issues, problems, or situations. Willing to participate in skills enhancement and professional development.

## KAPE

The performance of every staff member is critical to the ongoing success of Kendal at Oberlin. Our Kendal Achievement Program for Excellence (KAPE) process includes:

1. Setting Organizational, Departmental and Individual goals guided by our Values and Practices
2. Identifying the individual's goals in collaboration with your Supervisor.
3. On-going Planning, Managing and Appraising.

All new staff members are considered to be in a training or orientation phase for their first 90 days on the job. Once it is evidenced that you have sufficiently mastered at least 95% of your job requirements, you will enter into the Kendal Achievement Program for Excellence (KAPE). If at any point your performance demonstrates that you have fallen below 95% competency, you will be placed in a Performance Improvement Plan - PIP. During the initial meeting with your supervisor, you will learn about the program.

## STAFF MEMBER FULFILLS OBLIGATIONS AND DUTIES OF KENDAL AT OBERLIN'S COMPLIANCE AND ETHICS PROGRAM, INCLUDING, BUT NOT LIMITED TO by

- Care Excellence – providing quality, compassionate, respectful, and clinically- appropriate care;
- Professional Excellence – maintaining Kendal ethical standards of healthcare and business practices;
- Regulatory Excellence – complying with federal and state laws, regulations, and guidelines that govern healthcare, housing services, and other services we provide at Kendal at Oberlin;
- Privacy Practices and HIPAA – complying with Office of Civil Rights, state requirements and Kendal policies on all HIPAA privacy and security practice.

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Staff Member's Signature

Date

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Supervisor's Signature

Date