

PRIVATE INDUSTRY COUNCIL OF WESTMORELAND/FAYETTE, INC.

JOB DESCRIPTION

PAGE 1 OF 3

POSITION: LONG TERM SUBSTITUTE PRE-K COUNTS CLASSROOM SUPERVISOR

DIVISION: EARLY CHILDHOOD DEVELOPMENT

DEPARTMENT: PA PRE-K COUNTS

PURPOSE: Provides instruction and guidance to pre-school children in a classroom setting thus preparing them for entrance into the school systems. Offers support and guidance of pre-school children and families providing smooth transitions into the school systems.

QUALIFICATIONS:

Education: Bachelor's Degree with Early Childhood Education Certification

Experience: Preferred one (1) year classroom experience with pre-school children. Knowledge of social service agencies in Fayette County helpful.

Skills, Abilities and Knowledge:

- a. Problem solving ability where independent judgment may be required.
- b. Ability to maintain confidentiality.
- c. Excellent interpersonal skills.
- d. Effective oral and written communication skills.
- e. Machine operations could include calculator, computer, photocopier, typewriter, tape/CD recorder, phonograph, projector, telephone.
- f. Knowledge of the PA Early Learning Standards.
- g. Ability to deal with and adapt to frequent change.
- h. Ability to work with and delegate work to volunteers and classroom aides.
- i. Good organization skills.

REPORTS TO: Pre-K Counts Project Supervisor

SUPERVISES: Pre K Counts Classroom Support Personnel

JOB REQUIREMENTS:

Mental Concentration: Considerable concentration intermittently.

Interruptions: Occur constantly.

Physical Effort: Moderate physical effort in predominantly sitting position and walking positions.

Confidential Information Used: Child's health/mental health information and educational information, family economic information, family environment information.

Special Demands: Moderate travel, potential eye strain and occasional lifting.

Special Requirements: Current Act 33 and Act 34, FBI fingerprinting clearance documentation. Valid PA driver's license. Maintain teaching certification as addressed by Act 48.

RESPONSIBILITIES: Duties may include any or all of the following. This list is intended to be representative.

1. Conducts home visits and conferences with each enrolled family.
 - Attend Individual Education Plan (IEP) conferences including those that are held in homes when necessary.
 - Attend ITM (Interagency Team Meetings) as needed.
2. Plans and implements a sound instructional program by:
 - Developing IEPs (conference, preparation, and follow up), writing lesson plans, health forms, volunteer sheets. Address each child's needs through assessment and individual planning forms.
 - Instructing all special needs children according to their IEP's.
 - Preparing daily activities (health, fine motor skills/gross motor skills) for use in the classroom.

LONG TERM SUBSTITUTE PRE-K COUNTS CLASSROOM SUPERVISOR

PAGE 2 OF 3

- Encouraging participation in group activities such as free play, dramatic play, safety in classroom and home, etc.
 - Rotating materials in the classroom on a regular basis.
 - Providing health and nutrition awareness activities for children.
 - Promoting self-esteem through the encouragement and acceptance of individual differences.
 - Writing observations of children's actions for the purpose of assessing development.
 - Completing progress reports from observations of children's actions and discussing progress reports with parents at least 3 times a year.
 - Researching necessary agencies for potential in-kind.
 - Planning and organizing field trips.
 - Making referrals when necessary.
 - Providing literacy and transition activities that are developmentally appropriate and individualized.
 - Assuring all activities are congruent with the PA Early Learning Standards.
 - Planning, communicating and implementing transition activities.
3. Assesses children in areas of growth on an ongoing basis.
- Updating children's progress with regular assessments but no less than three times per year.
 - Completing a developmental screen on each enrolled child.
 - Completing a behavioral screen on each enrolled child.
 - Completing height/weights on each enrolled child.
4. Participates in staff meetings discussing program operation methods, child referrals, parent involvement, etc.
- Informing and updating the Assistant Director of Early Childhood Development of any improvements/problems with IEPs.
 - Work with Early Intervention to assure children receive necessary services.
5. Use Early Childhood Environmental Rating Scales (ECERS) as a guide to maintain a safe and healthy environment by:
- Administering medications in life threatening circumstances when necessary.
 - Assisting in hand washing, brushing teeth, toileting.
 - Providing snacks and lunches.
 - Conducting fire drills.
 - Performing health checks of children (free from communicable disease) daily.
 - Checking for and promptly reporting any signs of suspected abuse/neglect according to program procedure.
 - Modeling appropriate eating habits and mealtime behavior.
 - Cleaning classroom as needed.
 - Administering First Aid/CPR when necessary.
 - Preparing for emergency situations by keeping emergency supplies available and acquiring an evacuation site.
 - Maintaining cleanliness of classroom.
6. Schedules, delegates, and/or monitors Instructor Aides, Family & Student Services Coordinator and parent classroom volunteers.
7. Supplements the regular instructional program by:
- Assisting families in identifying strengths and weaknesses.
 - Cultivating family strengths using.
 - Working with the family on a scheduled one-to-one basis in their home for minimum of 90 minutes weekly.

- Assisting parents in developing and fostering healthy self-concepts which will assist in becoming their child's primary educator.

- Assisting parents in developing ways of using household articles as teaching tools.
 - Acting as a liaison and family advocate between the community and the family.
 - Assisting families in fully utilizing all available community resources.
 - Making referrals and linking families with community services (ie. D.P.W., Drug and Alcohol, etc.)
8. Visits Social Service agencies, as needed, to become aware of functions, gather literature, and become familiar with operations.
 9. Attends trainings, meetings, etc.
 - Seeking to attain greater knowledge in early learning (i.e. Special conditions, signs/symptoms, etc.).
 10. Maintains daily/monthly paperwork and records required by program procedures or as requested including:
 - Keeping record of attendance and meal count sheets.
 - Filling out required monthly paperwork (tallying attendance and meal count sheets, forms required for telephone work, timesheets).
 - Preparing reports when requested.
 - Preparing timesheets and travel vouchers.
 - Updating the children's individualized plans.
 - Completing Early Intervention/ IEP's as needed
 11. Substitutes, when necessary and available.
 12. Performs recruiting tasks.
 13. Keeps supervisor informed of schedules, needs, problems, ideas, and suggestions, and seek help when necessary.
 - Giving input for ordering supplies and equipment.
 - Participating in program planning committees or surveys.
 14. Performs other related work as required or requested.

CORPORATE EXPECTATIONS:

Every employee of the Private Industry Council of Westmoreland/Fayette, Inc. is an ambassador that influences the public's impression of our organization. As such, every employee is expected to demonstrate the following attributes: Commitment, Enthusiasm, Flexibility, Positive Attitude, Proactive Approach, and Teamwork. These qualities are important to both individual and corporate success.

PAY GRADE: F

HOURS PER WEEK: 40
(non-traditional)