

**PRIVATE INDUSTRY COUNCIL OF WESTMORELAND/FAYETTE, INC.**

**JOB DESCRIPTION**

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**POSITION:** SUBSTITUTE INSTRUCTOR

**DIVISION:** Head Start

**PURPOSE:** Provides instruction and guidance to pre-school children in the various Head Start options thus preparing them for entrance into the school systems.

**QUALIFICATIONS:**

**Education:** Bachelor's Degree with Early Childhood Education Certification, OR a Bachelor's Degree in Elementary Education with a Child Development Associate Certificate credential for children 3 to 5 years of age, OR a Bachelor's Degree in Elementary Education with an Early Childhood Option or state awarded Private Certification in Nursery/Kindergarten, OR Bachelor's Degree in Education, OR Bachelor's Degree in Family Studies with Private Academic Certification as a Nursery/Kindergarten Teacher.

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

**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 Head Start Performance Standards, policies and procedures.
- g. Ability to deal with and adapt to frequent change.
- h. Ability to work with and delegate work to volunteers and classroom aides without having supervisory authority over them.
- i. Good organization skills.

**Reports to:** Early Childhood Development Supervisor

**Supervises:** None

**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 clearance documentation. Valid PA drivers 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. Conduct two home visits and two conferences with each enrolled family.
  - Attend IEP conferences including those that are held in homes when necessary.
  - Attend ITM (Interagency Team Meetings) as needed.

2. Plan and implement 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.
  - Constructing teaching tools to accomplish developmental goals for parents and children.
  - Preparing daily activities (health, fine motor skills/gross motor skills) for home-based and/or center children.
  - 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 to coincide with the theme.
  - 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.
  - Doing 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 social services.
  - Planning and organizing socialization and community outings.
  - Making referrals when necessary.
  - Providing literacy and transition activities that are developmentally appropriate and individualized.
3. Assess children in areas of growth on an ongoing basis.
  - Update children's progress with regular assessments but no less than three times per year.
  - Complete a developmental screen on each enrolled child.
  - Complete a behavioral screen on each enrolled child.
  - Complete height/weights on each enrolled child.
4. Participate in staff meetings discussing program operation methods, child referrals, parent involvement, etc.
  - Inform and update the Special Services Manager of any improvements/problems with IEPs.
  - Work with T-BASE team to develop and implement support plans.
5. Using Facilities and Health/Safety checklist as a guide, 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 monthly.
  - 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.
6. Schedule, delegate, and/or monitor Instructor Aides and parent classroom volunteers.
7. Supplement the regular instructional program in the home-based settings by:
  - Assisting families in identifying strengths and weaknesses using the Family Needs Assessment.
  - Cultivating family strengths using Family Goals Plan.
  - 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.
  - Providing socialization experiences at least three times a month (two socializations at the center, plus community outing).
  - Acting as a liaison and family advocate between community resources and the Head Start 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.)
  - Including all Head Start components one time or more during the month (Education, Parent Involvement, and Social Services).
8. Visits Social Service agencies, as needed, to become aware of functions, gather literature, and become familiar with operations.
9. Attend training, meetings, etc.
- Seek to attain greater knowledge in Child Development field (i.e. Special conditions, signs/symptoms, etc.).
10. Maintain 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, transportation logs, safety checklists, route cards).
  - Preparing reports when requested.
  - Preparing timesheets and travel vouchers.
  - Updating the children's individualized plans.
  - Completing Early Intervention IEPI Health Progress Reporting forms and updates, IEP's as needed
11. Substitute, when necessary and available.
12. Perform recruiting tasks.
13. Keep supervisor informed of schedules, needs, problems, ideas, and suggestions, and seek help when necessary.
- Gives input for ordering supplies and equipment.
  - Participate in program planning committees or surveys.
14. Performs other related work as required or requested.

PAY GRADE: G

SESSION FEES: \$50.00 for 4 Hours  
\$100.00 for 8 Hours

HOURS PER WEEK: 40  
(non-traditional)