

JOB DESCRIPTION

PROGRAM: STEP Head Start
JOB TITLE: Preschool Manager
PAY GRADE: HS-12

JOB SUMMARY

Provide expert guidance and high-level support to the Center-Based Supervisors and education staff on best practices to support children's growing competencies; monitor and evaluate the effectiveness of implementation. Support teaching staff in the establishment and maintenance of positive and productive partnerships with families, community partners, and Head Start staff. Ensure services comply with the Head Start Performance Standards, the Head Start Act, and other applicable laws and regulations. Adhere to early learning and family support principles. Head Start program managers, staff, and families keep children safe by creating a culture of safety. Everyone contributes to an environment that allows people to speak up about safety concerns. They also make it all right to talk about mistakes and errors and encourage learning from these events. Children are safer when everyone works together to improve the strategies they use in homes, centers, and the community.

SUPERVISORY RELATIONSHIPS

SUPERVISES: Center-Based Supervisors and Floaters
REPORTS TO: Head Start Deputy Director Education

ESSENTIAL QUALIFICATIONS

- Bachelor's or higher degree in Early Childhood Education, Child Development, or a related field with coursework equivalent to a major in Early Childhood Education;
- Minimum of three years' preschool teaching;
- Minimum of two years' experience observing, training, assessing, and evaluating adults, preferably in a preschool program;
- Minimum of two years' experience observing, identifying, and assessing quality in early childhood environments, with special focus on curriculum implementation and individualized planning for children; and,
- Minimum of two years' supervisory experience.

GENERAL REQUIREMENTS

- Valid driver's license and vehicle with adequate insurance coverage available for daily use;
- Pennsylvania State Police Criminal History Clearance, Child Abuse Clearance, FBI Clearance, National Sex Offender Registry check prior to hire; and a Motor Vehicle Record check;
- Recognizing and Reporting Child Abuse training completed within 90 days of hire;
- Physical examination prior to hire;
- Tuberculosis test prior to hire;
- Computer training and/or documented proficiency with popular word processing, spreadsheet, and database software; experience with and/or training in Microsoft Office products particularly Word, Excel, Access, Power Point and Publisher preferred;
- Physical ability to perform essential job functions without any health restrictions; requirements include but are not limited to the ability to sit, stand, carry up to thirty pounds, climb stairs, have unrestricted use of the upper body, corrected or uncorrected hearing and vision within normal ranges, and a clear speaking voice; and, other abilities necessary to ensure child safety

JOB DESCRIPTION

Preschool Manager

in the classroom, other group areas, and when in the community, such as, but not limited to, the following:

- Ability to bend, squat, reach, kneel, and climb stairs;
 - Ability to move from a sitting to standing position quickly, safely, and without difficulty;
 - Ability to chase an eloping child;
 - Ability to join the children's active play including jumping and running indoors and outdoors;
 - Ability to assist children with diapering, toileting, and change of clothing requiring lifting, bending, and squatting;
- Overnight travel and evening meetings, as required;
- Nontraditional work hours, as required, including, but not limited to, evenings and weekends; overnight travel; and,
- Job-related training, as assigned.

SPECIFIC DUTIES

❖ Advisory Responsibilities

- Provide input and support the Deputy Director of Education in efficient and effective education services management including collaborative planning, multidirectional communications, recordkeeping, and reporting systems to ensure consistent, high-quality services;
- Recommend and assist with education-related policy and procedure preparation and revision;
- Participate in program planning in all areas including self-assessment, long- and short-term and strategic planning, state and federal on-site review preparation and response, and quality improvement planning;
- Represent STEP Head Start on interagency groups; act as liaison to other agencies; and,
- Recommend, select, approve, and purchase equipment, materials, and supplies; review and assist with inventories.

❖ Quality Assurance

- Assist with developing job descriptions, hiring, orientation, and training;
- Monitor transportation systems;
- Train and orient Center-Based Supervisors and Floaters;
- Conduct performance evaluations on Center-Based Supervisors and Floaters;
- Conduct regular meetings with the Center-Based Supervisors to develop and monitor action plans; review center visits, lesson plan reviews, and observations; recommend continued employment of teaching staff, disciplinary action, and/or, if appropriate, employment termination;
- Monitor how the Center-Based Supervisors support the Teachers, Teacher Assistants, and Classroom Aides; provide coaching, training, and technical support as needed;
- Monitor and document education staff compliance with the Head Start Performance Standards, Head Start Act, PA Early Learning Standards, Pre-K Counts, Head Start Supplemental Assistance Program, and other state and local regulations in collaboration with the Deputy Director of Education;
- Assist with the development of a classroom monitoring timeline for supervisors based on data, performance standards, and child outcomes;

JOB DESCRIPTION

Preschool Manager

- Visit, observe, and monitor classroom operations; provide feedback and develop quality improvement plans in conjunction with the Center-Based Supervisors;
 - Assess classroom quality using standardized measures such as ECERS and CLASS; develop action plans and monitor implementation;
 - Monitor child outcomes reporting; review outcomes; identify areas of needed improvement; provide technical support; develop action plans and monitor implementation;
 - Monitor classroom schedules, building/site schedules, staff work schedules, and related program activities for supervised staff; provide feedback;
 - Support Early Intervention and Mental Health staff in monitoring the timely implementation of developmental screenings and assessments; monitor re-screenings and evaluations as appropriate;
 - Monitor delivery of a high-quality curriculum and an ongoing assessment system that are developmentally, individually, ethnically, culturally, and linguistically appropriate and responsive to the needs of each child and family;
 - Ensure a safe, age-appropriate learning environment that promotes the healthy growth and development of each child, including those with disabilities, in compliance with all federal, state, and local standards; communicate facility noncompliance issues through the STEP work order system;
 - Monitor teacher implementation of transition policies and procedures for program entry, change in program option, and transition into school or another preschool program;
 - Ensure that teachers provide comprehensive, integrated services, including nutrition, health, mental health, parent engagement, social services, and special services to children and families;
 - Monitor teachers' parent involvement activities and support for parent participation in classroom, governance, and other program activities, including center committee meetings and Policy Council;
 - Monitor Center-Based Supervisors involvement and participation in agency events and community events;
 - In collaboration with Early Intervention and Mental Health staff and the Deputy Director of Education, ensure that education staff meet the needs of children with disabilities or children suspected of having disabilities or special needs; assist staff with Individualized Education Plan (IEP) implementation; and,
 - In conjunction with Early Intervention Mental Health Manager, ensure that the education services and materials meet the needs of Dual Language Learners and their families.
- ❖ **Recordkeeping and Reporting**
- Review and plan with the Deputy Director of Education ongoing child assessment and child outcomes to ensure compliance with Performance Standards and program plans;
 - Collect, organize, analyze, and process child development-related information in order to generate meaningful records and reports of activities and outcomes; and,
 - Assist with maintenance of information management systems to track and report on indicators of Performance Standards compliance, staff training, observations, and other job requirements.
- ❖ **Professional Development**
- Serve as an expert in child development; plan, arrange, and/or provide coaching, training, technical assistance, and support;
 - Assess staff training needs in collaboration with Deputy Director of Education; and other
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JOB DESCRIPTION

Preschool Manager

managers as appropriate;

- Oversee the development and implementation of comprehensive training plans responsive to program, group, and individual goals;
- In coordination with Center-Based Supervisors; oversee Professional Development Plans for teaching staff and use the information to assess training needs and develop individualized training plans;
- In coordination with Center-Based Supervisors; support, guide, and train staff on group management strategies;
- In coordination with Center-Based Supervisors; support staff to implement behavior modification plans for children including data collection, monitoring, feedback, and parent collaboration;
- In coordination with Center-Based Supervisors; provide training and technical assistance to ensure inclusion of children with disabilities in curricular and lesson planning;
- Model best practices for teaching staff;
- Provide parent training as appropriate or as requested;
- Assume responsibility for ongoing personal professional growth and development; and,
- Attend meetings, trainings, and conferences as required.

❖ **Program Operations**

- Maintain confidentiality at all times;
- Abide by the Code of Conduct;
- Act as a member of the Head Start team; and,
- Perform all other tasks as assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

❖ Knowledge of the following:

- Head Start Performance Standards, the Head Start Act, Pre-K Counts, and Head Start Supplemental Assistance Program regulations and laws;
- Developmentally appropriate practices and other principles of early childhood development, including current and emerging practices and theories;
- Early childhood screening, assessment, and curriculum planning for positive child outcomes including reporting systems;
- Issues facing low-income families, with specific appreciation for the demands placed upon young children and their families;
- Principles and methods of adult supervision including observation, monitoring, and evaluation, and collaborative improvement plan development; and,
- Microsoft Office Suite, including but not limited to Microsoft Word, Excel, Access, Power Point and Publisher components.

❖ Skill in the following:

- Oral communication, such as speaking, listening, and interviewing;
- Writing, editing, and communicating, including knowledge of English grammar, spelling, and punctuation as they would relate to the production of reports, work plans, and other operational documents, as well as their use in communicating with a variety of individuals and groups;
- Building and working within complex management and services delivery systems;
- Classroom management and behavior modification techniques, including child behavior recording system; and,
- The use of tracking and reporting systems.

JOB DESCRIPTION

Preschool Manager

- ❖ Ability to do the following:
 - Be creative, resourceful, and flexible;
 - Lead and inspire others;
 - Take a strengths-based approach to motivate and empower adults;
 - Orient and instruct supervised staff on program procedures, effective service delivery practices, regulations, laws, and techniques;
 - Monitor and evaluate work, and provide technical assistance and guidance to supervised staff;
 - Observe early childhood classroom environments and provide feedback;
 - Collect, organize, analyze, and process information quickly and efficiently;
 - Prepare and maintain written records and reports;
 - Implement administrative procedures and operations, and evaluate their efficiency and effectiveness;
 - Establish and maintain effective, collaborative partnerships with staff, parents, Head Start and grantee staff, and community agencies;
 - Demonstrate respect for individuals and groups with varied cultural, racial, ethnic, religious, and linguistic identities or backgrounds;
 - Serve as a role model for staff and parents; and,
 - Identify and meet goals, objectives, outcomes, and timelines within broad parameters and work independently of direct supervision.