

Position Description

Exempt

Revised 10/16/18

Reports to: Head Start Director

Supervises: Center Staff/Center Operations Coordinator/ Teaching Staff



ARVAC, Incorporated
Center Director (Educational Leader)

Introduction

This position serves as a Center Director for the Head Start program. The Center Director serves as the educational leader and supervises Center Operations Coordinators and teaching staff. The Center Director plans and collaborates with the other leadership staff in the Head Start program to ensure that outcomes are achieved for children of all abilities.

Essential Functions and Duties:

This position is chiefly responsible for the following core functions and performs other tasks as needed:

1. **Education**
2. **Family Partnerships**
3. **Human Resources & Supervision.**
4. **Communication & Service Coordination**
5. **Record Keeping & Reporting**
6. **Ongoing Monitoring & Self-Assessment**
7. **Operations & Facilities**
8. **Program Governance & Leadership**
9. **Uphold the shared mission and values of ARVAC**

The Center Director is primarily responsible for achieving the following outcomes for the Head Start program:

1. **Education:** Serve as education lead for the center, overseeing implementation of all aspects of education services and providing teachers with supervision, training, coaching and monitoring.
 - Ensure full implementation of all aspects of the Head Start program early learning system, policies/procedures and tools with the goal of supporting all children to achieve School Readiness Goals.
 - Provide ongoing coaching to teaching staff to support them in successfully fulfilling all aspects of their role, including but not limited to effective practices in the following:
 - CLASS™ Teacher-Child Interactions
 - Learning Environments
 - Curriculum
 - Child Assessment

- Meeting All Children’s Needs
- Working with Families
- Professional Growth and Collaboration
- Oversee training of new hires (in conjunction with education & HR leads); develop, conduct or arrange other training as needed for staff, parents or volunteers.
- Work with teachers to implement program curriculum that incorporates all elements and meets all standards (in compliance with Head Start standards and best practices).
- Oversee and approve the preparation of weekly lesson plans, including individualization and all other required elements.
- Ensure that teachers integrate goals from Individual Education Plans (IEPs) for children with disabilities (in consultation with Mental Health/Disabilities Coordinator).
- Ensure the completion of all required child screenings and assessments, including 45 and 90-day requirements for new children and quarterly progress assessments for all children.
- Ensure that classrooms, gym and outdoor areas are supplied with developmentally appropriate materials.
- Participate in team meetings, home visits, and community events as needed.
- Support teachers in understanding child outcomes data and using it to improve practice.
- Provide teachers with coaching and support for quality improvement and professional growth through regular observation and formal and informal feedback.

1. **Family Partnerships:** Supervise or coordinate with Family Advocates to ensure full implementation of family services and parent involvement (in consultation with Director of Health and Family Services/Family Engagement Coordinators).

- Model strong, positive relationships with families.
- Support Family Advocates to implement all aspects of family services program, including planning monthly Parent Committee meetings.
- Ensure parents are integrally involved in developing the program’s curriculum and approach to child development and education through regular meeting with Policy Council members and others.
- Assist teaching staff in developing a system offering parents opportunities for enhancing and increasing their child observation skills.
- Coordinate training for parents and community members wanting to volunteer in the classroom.
- Coordinate training for and implementation of ARVAC family engagement programs.

1. **Human Resources & Supervision:** Directly supervise center staff, ensure completion of all human resources activities, and ensure compliance with relevant policies and procedures.

- Meet at least once per month with the people you supervise to monitor, provide ongoing verbal and written feedback consistent with their individual development plans for performance improvement, ensure adherence to Head Start performance standards, and to plan and direct work.
- Plan and adjust work operations to meet changing or emergent program requirements within available resources.

- Submit annual performance evaluations in a timely manner.
- Work with teachers to develop and support their individual development plan, including training plans for each teacher to obtain a bachelor's degree or higher in Early Childhood Education or a related field. Individual development plans filed in personnel folder and a training log.
- Understand the personnel policies and procedures, and ensure that the people you supervise are aware of these and any changes to them that occur.
- Assign and review work of the people you supervise. Instruct, train and work effectively with the people you supervise from a variety of backgrounds and with differing levels/areas of training. Model best practices within the service area.
- Devise work methods and procedures that support improvements in existing work practices; supporting the people you supervise in developing and setting goals, priorities and timelines.
- For open positions, comply with the program employee recruitment and selection procedures to ensure consistency and compliance with Equal Employment Opportunity (EEO), legal hiring practices and internal policies and procedures.
- Take required disciplinary action, in an objective and fair manner, following Program Policies and Procedures and EEO requirements. This includes requirements involving the Head Start Policy Council in employee hiring and termination as outlined in Performance Standards 45 CFR 1304, Appendix A.
- Make appropriate personnel decisions not requiring higher approval as-needed and submit others as a recommendation to supervisor.

1. **Communication & Service Coordination:**

- Lead regular team meetings to ensure effective communication and service coordination.
- Ensure families receive monthly newsletter.
- Attend local, state and regional initiatives to represent the center and to develop professionally.
- Ensure children's individual health, nutrition, disabilities or mental health needs are met, through implementation of ARVAC referral system, coordination with appropriate coordinators/specialists, and participation in case conferences as necessary.
- Develop a working knowledge of local community resources related to education and transition.
- Actively participate in Head Start community, including staff meetings, mandated trainings, committee meetings, and other program-wide functions as needed, including some evening activities.

1. **Record Keeping & Reporting:** Ensure complete and accurate implementation of all required systems for recordkeeping and reporting, including:

- Individual child/family files
- Master binders
- Education portfolios or other documentation of early childhood education services
- Oversee the Center Operations Coordinators in purchasing and tracking of supplies and equipment

- Oversee the Center Operations Coordinators in managing Employee Time sheets and pay.
- Child, family & program information in ChildPlus
- Child observations, assessment & planning information in CreativeCurriculum.net

1. **Ongoing Monitoring & Self-Assessment:**

- Review weekly MBI (managing by information) report and ensure all concerns are addressed in a timely fashion.
- Review quarterly MBO (managing by outcomes) report and ensure all concerns are addressed in a timely fashion.
- Review quarterly and annual child outcomes data and oversee teacher planning to help all children make developmental gains.
- Participate in annual program self-assessment
- Oversee the Center Operations Coordinators in the implementation of all monitoring systems required by ARVAC, Head Start, child care licensing CACFP or other agencies, including
 - Daily visual check of indoor & outdoor safety.
 - Monthly or quarterly completion of health & safety monitoring tool

1. **Program Governance and Leadership:**

- Participate in annual and quarterly planning to set, plan for, and monitor program goals.
- Contribute to annual review and revision of program's integrated service plan.
- Lead for the good of the entire organization, understand the big picture and use it as framework to make decisions
- Make decisions that support program quality and maintain program accountability.
- Establish focus for education service area and act to align area's goals with the strategic direction and needs of the center; ensure that employees in the area understand how their work relates to the center as a whole and the relevant regulations and performance standards.
- Improve quality and effectiveness of education service area and overall organization by initiating, sponsoring and implementing organizational change and by helping others to successfully manage organizational change.
- Promote consistent exchange of information and a cooperative environment within the leadership of the center.
- Attend parent committees, Policy Council and board of director meetings as needed or requested.
- Ensure teachers and volunteers understand regulations associated with prevention of occupational disease and injury, including the exercise of universal precautions.
- Recognize that your job description is service area specific but not limited to: confidentiality, child abuse reporting, attendance and dependability, appropriate dress, customer service and support to all families, prudent use of program resources, and promoting and maintaining safe work environment.
- Uphold the shared mission and values of ARVAC, Inc.

1. **Operations and Facilities:** Supervise the Center Operations Coordinator and ensure compliance with all program policies/procedures and Head Start, licensing or other regulations
 - Ensures that facilities, materials, and equipment are safe, appropriate, and conducive to learning and reflective of the different ages and stage of development of each child, including children with disabilities.
 - Ensures Center-based environments are free of toxins, such as smoke, lead, pesticides, and herbicides.
 - Ensures arrangements and space, as well as types and use of materials and equipment, match grantees identified curriculum.
 - Ensures the facilities are accessible to persons with disabilities as required by the Section 504 of the Rehabilitation Act.
 - Conduct and/or supervise monthly safety checks of all facilities.

REQUIRED COMPETENCIES

In order to successfully accomplish the responsibilities and expectations outlined above, the Center Director must possess, develop, and be evaluated on the following competencies:

Position-Specific Skills

Management

1. Supports teachers to implement high-quality educational services.
2. Builds a strong team among staff with varying positions and levels of experience.
3. Represents center in the community and with a variety of key stakeholders

Operating & Managing Skills

(1) Quality of Work

- a. Planning: Uses a clear, thorough planning process that incorporates relevant data or requirements; is focused on goals; and includes advance preparation.
- b. Reliability: Does what s/he says she will; follows through on obligations and meets deadlines; good attendance.
- c. Compliance: Follows instructions; uses established procedures and systems effectively; understands the importance of record-keeping.

(2) Approach to Work

- d. Accountability: Takes responsibility for own work and for the consequences of own decisions and actions.
- a. Initiative: Identifies what needs to be done; takes action before being asked or before the situation requires it; challenges the status quo in appropriate ways to make change.
- a. Flexibility: Open to new ideas, approaches, and opportunities for learning and growth.

(3) People Management

- g. Delegation: Distinguishes between what should be done oneself vs. by others; delegates appropriate tasks

- a. Performance: Uses consistent approach to performance improvement that includes clear expectations, follow-through, and concrete measures up to & including termination if necessary
- a. Coaching: Fosters the professional development of others through individualized support.

Relationship Skills:

(1) Communication

- j. Interaction: Interacts sensitively, effectively and professionally with persons of diverse ages, lifestyles, and backgrounds (cultural, economic, racial, ethnic or professional).
- a. Feedback: Has direct, honest conversations, on difficult topics when necessary; gives feedback with clear conclusions and specific examples; receives feedback openly.
- a. Verbal & Written: Speaks and writes clearly, with professional tone and correct grammar, punctuation and spelling.

(2) Collaboration

- a. Relationships: Builds positive relationships with colleagues, families, and community members.
- b. Participation: Makes positive contributions to team meetings and processes.
- c. Teamwork: Supports and collaborates with colleagues; contributes to positive culture and sense of team.

(3) Leadership

- a. Vision: Creates a vision for program, center or department to inspire others.
- b. Balance: Drives toward results while maintaining focus on with process and relationships.
- c. Empowerment: Shares authority in meaningful ways; builds the leadership capacity of others.

Qualifications:

All team members are expected to be technically competent and committed to continuous development of their skills. The following skills, knowledge, education, or certifications are specifically required for this position:

Education: Bachelor's Degree in Early Childhood Education OR Bachelor's degree in related field with at least six (6) courses in early childhood education and experience teaching preschool aged children OR state awarded preschool teaching certification with experience teaching preschool aged children; Master's degree preferred. CLASS certification preferred.

Experience: managing an infant/toddler or preschool program. Previous experience teaching in an early childhood setting; experience with supervision, management or coaching preferred. Experience with inclusion of children with disabilities preferred Knowledge of infant/toddler health and safety licensing requirements (if applicable), Experience with collaborations and community partnerships (if applicable)

Other Requirements: Must hold a valid driver's license and have reliable transportation to commute to and from work and to other agencies within the area. Must be able to provide letters of recommendations, at least five professional references, and submit to a background and financial

background inspection. Maintain certification in CPR and First Aid. Able to lift a child weighing 40 pounds, 20 times a day if needed. Basic computer literacy in email usage, word processing and internet navigation. Pass physical examination and all Head Start/licensing required background checks. Maintain current Physical/TB screen requirements. Travel required locally or long-distance up to 10% of the time for work-related meetings and functions.

ADA Requirements (Essential Functions)

Physical Requirements*

Sitting	6-10 hours/day
Standing	3-4 hours/day
Driving	4-5 hours/day
Walking	3-4 hours/day
Use of telephone	2-3 hours/day
Working under pressure	3-5 hours/day
Working rapidly for long periods	4-6 hours/day
Use of keyboard, computer, printer, fax, copier	4-5 hours/day

Position requires close work; finger dexterity; good vision, hearing, oral communication and critical thinking on a regular basis. May occasionally work longer than 8 hours/day.

Cognitive or Mental Requirements

The following cognitive or mental requirements are necessary on a daily basis: Critical thinking; Reading; Writing; Mathematics; Accounting Practices, Drawing conclusions from written or computer generated materials; Analyzing data or report information; Creating methodologies for accomplishing a goal; Conducting research; Implementing recommendations by coordinating persons and/or other resources; Developing plans, procedures, goals, strategies, or processes; Directing activities of others to accomplish a goal; Clear verbal articulation.

Working Environment

Indoors, at a desk or in a vehicle for majority of the day.

Additional Notes

This job description is only a summary and is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required by the employer. This document is subject to change at any time.

Staff Signature

Date

Supervisor Signature

Date

