



Job Title: **Early Childhood Lead Instructor**

Department: **School**

Supervisor: **Principal/Special Education Programs Admin**

(AKA – **Early Childhood Administrator**)

Lane Placement: **ESP Salary Schedule 8**

Schedule: **40 hours a week /184 days**

Evaluation Group: **JCES**

FLSA Classification: **Non - Exempt**

JOB DESCRIPTION

The **Early Childhood Lead Instructor** is responsible for providing instruction to young children ages 3 through 5. This job requires creating a positive learning environment where children develop language and become critical thinkers and problem solvers. Early Childhood Lead Instructor maintain a safe environment; establish rapport with students, parents and colleagues; and motivate pupils to develop attitudes and knowledge that will help them reach their career potential and be college ready. Early Childhood Lead Instructor adjust, modify, and differentiate curriculum and use effective research-based methods of instruction to suit each student's needs.

ESSENTIAL FUNCTIONS

- Teach students the core content area(s) outlined in the USOE's Pre-Kindergarten Guidelines and district curriculum, using research-based strategies and materials correlated with approved learning activities.
- Provide culturally responsive instruction to students who are linguistically diverse.
- Maintain student records.
- Assure confidentiality of all students' information.
- Meet regular, punctual and predictable attendance requirements.
- Develop lesson plans and instructional materials and provide individualized, small group and large group instruction.
- Translate lesson plans into learning experiences to best utilize the available time for instruction.
- Establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom and develop an individualized behavioral plan, with support, when needed.
- Evaluate pupils' development and growth, maintain appropriate records, and prepare progress reports.
- Communicate with parents through conferences, telephone calls, e-mails, student planners, and other means, to discuss the pupils' progress.
- Identify pupil needs and cooperate with other professional staff members in helping pupils solve health, academic, social and psychological challenges.
- Provide and maintain a safe and supportive environment in the classroom, on the school campus, and on field trips.
- Maintain professional competence through staff development education activities provided by the school district and self-selected professional growth activities.
- Demonstrate professional ethics.
- Attend all meetings and collaborate with other professionals.
- Administer appropriate pupil attendance policies and procedures.
- Participate in appropriate ESP evaluation procedures as per District guidelines.

- Participate in faculty meetings for preschool staff and school as required.
- Maintain required inventory records.
- Model professional and ethical standards when dealing with students, parents, peers, and community.
- Understand and adhere to all laws, District policies, and procedures.
- Strong oral and written communication skills with students, parents, and staff.
- Effective problem solving, organizational, multi-tasking, and time management skills.
- Ability to organize and supervise the work of others, up to 2 additional adults.
- Ability to establish and maintain effective working relationships with pupils, parents, school staff, district staff, and patrons.
- Predictable and reliable attendance.
- Other duties as assigned.

During times of state and district emergency, all employees may be required to perform additional duties that are not required on a normal basis in support of educational and operational priorities. e.g. Performs general cleaning and sanitizing of work areas, provides remote assistance to students and staff, and any other reasonable duty as needed.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an employee assigned to this position.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; background; and any licenses or certifications required.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

QUALIFICATION REQUIREMENTS

- Requires a cleared criminal background check.
- Requires a Bachelor's Degree from an accredited college or university in the area of child development or related field.
- Incumbent must demonstrate competence in reading, writing and math.
- Job requires good interpersonal skill. Interacts with students, parents, and staff.
- Job requires communication based on student needs and educational program.
- Prior work experience with students in a classroom setting is preferred.
- Requires references demonstrating personal integrity and dependability. Must demonstrate basic ability in reading, writing, math and oral communications.
- Must be competent in reading, writing, math and interpersonal skills.
- Incumbent must maintain positive relations with students and staff in both structured and unstructured situations.
- Must have strong computer, customer service and telephone skills.

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

PHYSICAL REQUIREMENTS---Not limited to the following:

- While performing the duties of this job, the teacher is regularly required to speak and/or hear. The employee is frequently required to stand, walk, reach with hands and arms, and stoop, kneel, or

crouch. The teacher is occasionally required to use hands to handle or feel and must occasionally climb or balance.

- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 50 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception.
- Ability to sit or kneel on the floor for extended periods of time.
- The teacher must be able to respond to the unique educational needs of students with disabilities in a stressful setting.
- This job may emphasize intervention with and management of aggressive and self-abusive students, angry students, emotional students, students with infectious diseases, and personal physical abuse.

- Physical ability to perform the essential functions listed above with or without reasonable accommodation
- Possess the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel

Note: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*

All employees are required to participate in the District evaluation process.
It is the employee's responsibility to review and adhere to all district policies and procedures.
This information may be reviewed at www.canyonsdistrict.org

ADA _____ HR _____ SpEd TCM Effective date: 6/8/2020