



Job Description Preschool Lead Teacher

Status: Part-time; Hourly; Seasonal

Season: Mid-August through mid-May program

Hours: Up to 20 hours per week

Reports To: Preschool Director

Accountable To: Preschool staff team, Executive Leadership; Council

Purpose: SOTV Preschool is a State licensed preschool program available to children and families of our community. We will provide opportunities to experience Jesus through a transforming program and relationships. We will provide direction and nurturing leadership in the classroom, ensuring successful implementation of the program while meeting the needs of children and families. The curriculum is child-centered offering choices to learn through play.

Qualifications:

- Bachelor's degree in early childhood education, preferred
- 1,040 qualified child contact hours
- Teacher qualified according to licensing requirements of MN DCYF
- Demonstrated understanding of Mandated Reporting in Dakota County, MN
- Demonstrated experience in children's preschool programs and curriculum
- Excellent communication and relationship building skills
- Effective written and interpersonal communication skills
- Demonstrated leadership responsibilities in a classroom setting
- Self-directed with demonstrated project management skills
- Demonstrated organizational skills with attention to detail
- Demonstrated positivity
- Ability to lift up to 40 pounds regularly
- Clear background check processes and reference reviews as required and performed by SOTV and DCYF

Expectations:

- Demonstrated passion for working with children
- Collaborative nature with fellow staff and families demonstrating care and compassion
- Able to commit to program schedules including variable hours to accommodate program needs, family events, conferences, workshops, etc.
- Regular participation in team meetings, scheduling meetings, and training as deemed appropriate
- Prompt and reliable
- Maintain appropriate trainings and CEU credits for program and licensure requirements
- Implement and evaluate overall vision, strategy, and programming in collaboration with director

Responsibilities and Essential Functions:

I. Classroom Leadership

- A. Plan curriculum and activities for assigned classes
- B. Primary communicator with director, staff, and parents
- C. Oversee classroom collaboration with Teacher
- D. Provide guidance to classroom volunteers and/or substitute teachers
- E. Oversee classroom safety, accident/incident reporting, and mandated reporting
- F. Maintain certifications and licensure requirements
- G. Lead and empower classroom teachers, volunteers, and substitute teachers
- H. Coordinate in collaboration with director and teacher to schedule and implement parent conferences two times each program year.



II. Classroom Collaboration

- A. Lead and Teacher collaboration on overall responsibility for the daily operations of the classroom
 - i. Be willing and open to consider new ideas, share talents and techniques
 - ii. Embrace and promote team teaching
 - iii. Be willing to discuss differences
 - iv. Be open to feedback
- B. Daily classroom preparations, sets, and clean up
- C. Shared supervision of children during all activities of the program
- D. Shared responsibilities to prepare, participate, and oversee daily snack according to DCYF
- E. Shared encouragement and promotion of social and emotional growth for all children
- F. Maintain and enforce all policies and procedures
- G. Provide shared support to volunteers and substitute teachers
- H. Participate in and enforce all safety drills and practices
 - i. Ability to carry out all safety practices in the event of an actual situation
- I. Ensure program consistency and DCYF compliance
- J. Report equipment and supply needs to director
- K. Promote and nurture appropriate relationships with students, parents, and families
- L. Report all matters needing attention and/or follow up to director immediately

III. Communication

All communication carries the expectation of professionalism while maintaining confidentiality. The only exception is in matters of safety and mandated reporting of the suspected or observed abuse, maltreatment, or neglect of a minor child or vulnerable adult.

- A. Children
 - 1. Communicate at eye level
 - 2. Make an effort to greet and talk with each child daily
 - 3. Encourage and develop verbal communication skills
 - 4. Encourage problem solving strategies; offer opportunities for decision making
 - 5. Be clear and consistent with behavior guidance
 - 6. Always use positive behavior management
 - 7. Show empathy and acceptance of feelings
 - 8. Acknowledge special activities in each child's life
- B. Parents
 - 1. Teacher teams conduct and participate in scheduled conferences two times each program year
 - 2. Keep parents informed on an informal basis regarding progress and concerns; keep director updated for formal communication
 - 3. Encourage and welcome parents
 - 4. Listen empathetically, validate feelings, offer follow up as appropriate and/or communication with director

Core Competencies:

Team Orientation: Demonstrate interest, skill, and success in team environments; understand and support the importance of teamwork; establish good working relationships with others; show hospitality, compassion, and care; use diplomacy and tact; approachable.

Commitment to Excellence: Strives to do the best work as a reflection of self, the team, and for the ministry; demonstrates the integrity of presenting finished work that reflects the personal and organizational high standards of excellence; incorporates the time management skills developed to complete the tasks necessary to support the team and the ministry.



Attention to Detail: organized; attentive to surroundings, perceptive to needs and considerations; proactive recognition of items needing attention.

Work Ethic: Dedicated to quality of work; prompt; reliable; flexible; communicate proactively with others; prepared

Interpersonal Skills: implement care and team orientation to establish good working relationships with others; communicates needs and expectations; listens attentively; uses diplomacy and tact; is approachable.