

Job Description:			
Job Title:	Site Supervisor/SR Coach	Effective Date:	September 2017
Supervisor:	School Readiness Director	Entry Level Salary:	\$33,160
Employment Status:	Exempt	Exempt - Bona fide salaried employees who are not covered by the FLSA's overtime pay provisions, and therefore are not compensated for hours worked beyond regular working hours.	

Purpose:

Provide direction and leadership to achieve school readiness goals in a high quality, early childhood education environment with meaningful family, community, and public/private school engagement;
Provide guidance, support and professional development opportunities for staff;
Manage, monitor, and implement policies and procedures to comply with funding standards and requirements to meet Program goals with measurable outcomes/results.

Responsibilities:

Leadership

- Implement funding standards and requirements for the delivery of comprehensive early childhood education including parent/family, community and public/private school engagement.
- Communicate the Program's mission, vision and goals to the center team and in the community.
- Implement Program vision, mission, goals, and objectives with a team approach.
- Engage people in the mission and vision of the Program.
- Contribute to development of positive organizational culture, i.e., "inspire others to see hope put into action through positive messaging".
- Work collaboratively with the management team to ensure the delivery of high quality, comprehensive services to children and families to achieve school readiness goals with parent/family, and community engagement.
- Monitor implementation of policies/procedures and recommend new policies/procedures and/or revisions.
- Serve on the Program-wide Positive Behavior Intervention Support (PBIS) Core Leadership Team (site-specific) and the Leadership Team to ensure implementation of all components of program-wide Positive Behavior Intervention Support (PBIS).
- Model consistently the PBIS expectations to: be safe; be respectful; and be a team player.

Program Management

- Ensure regulatory compliance
 - Know and ensure compliance with state and federal regulations and inform appropriate staff of changes.
 - Monitor and analyze reports for compliance, data based decision-making and quality improvement.
- Facilitate planning process
 - Have a working knowledge of the Program's goals, objectives, and action steps including areas identified for continuous quality improvement through the program-wide and site-specific self-assessment process.
 - Review policies, procedures, and plans to ensure implementation, gather feedback and data, assess and evaluate, facilitate discussions and participate in planning efforts.
 - Research new resources and ideas to enhance teaching practices, intentional planning, family/parent involvement and engagement, positive child/family outcomes and make recommendations.
- Facilitate effective communication and team approach for positive outcomes
 - Schedule, plan, and co-facilitate site-specific staff meetings with Program Manager.
 - Meet with Program Manager for the purpose of strengthening communication, sharing resources, improving planning, discussing Keystone STARS, professional growth/development, reviewing and analyzing data, developing action plans for continuous quality improvements, and reporting on progress made.
- Communicate expectations and provide timely and consistent feedback.
- Manage center, staff and parent conflicts with respect, openness and fairness and conduct investigations of concerns/complaints and follow-up as needed.
- Provide guidance and support to teachers in resolving staff issues, operational and Program concerns.
- Participate in conferences for support and guide teachers in preparing for difficult conversations with parents.
- Work cooperatively with Directors, Managers, Specialists, and staff; report problems/concerns to supervisor.

Human Resources and Professional Development

- Supervise Early Childhood staff and Nutrition Aides
 - Communicate expectations, provide on-going feedback, and evaluate performance.
 - Provide guidance, support, and training.
 - Approve/record PTO requests and approve weekly time records.
 - Ensure annual review of employee personnel files to prepare for annual licensing/certification inspection.
 - Review job descriptions and make recommendations for revisions.
- Ensure all work-related injuries are reported, investigated, and procedures are followed.
- Designate staff person responsible for center operation in supervisor's absence.
- Develop schedules, resolve conflicts, and inform supervisor and Program Manager of staffing needs and changes.
- Substitute in classrooms as needed.
- Utilize the Policy Manual and appropriate procedures to guide decisions and direct staff.
- Assist with interview process and interview prospective staff for employment.
- Provide new staff with orientation/training.
- Recommend appropriate training, tools, and resources.
- Provide guidance and feedback for staff to effectively implement tools and resources.
- Provide evidence-based recommendations to develop site-specific and program-wide Professional Development/TTA plans to ensure that appropriate professional development opportunities including mentoring, peer sharing/networking, peer training, and practice based coaching are offered to improve performance and positive outcomes for children and families.
- Utilize practice based coaching and reflective supervision to provide opportunities for all staff to succeed.
- Ensure staff participates in required and/or optional job-related training and professional development opportunities to improve performance and positive outcomes for children and families.

Program Monitoring, Reviewing and Reporting

- Assess and monitor delivery of high quality, comprehensive services to achieve program and school readiness goals including goals for parent/family and community engagement.
- Monitor implementation of all components of program-wide Positive Behavior Intervention Support (PBIS) and address noncompliance. Monitor Behavior Incident Reports (BIRs) and BIRs with Incident Reports. Provide timely feedback to staff and assist with strategies.
- Monitor arrival and departure of children and families.
- Monitor supervision of children in the classroom, indoor/outdoor activities and play areas, bathrooms, and transitions.
- Monitor Incident Reports and Child Accident Reports and follow-up as needed.
- Monitor monthly fire and other emergency drills following procedures.
- Monitor accident/illness classroom tracking and submit to the Health/Development Manager following procedures.
- Report serious accidents and communicable illnesses to Health/Development Manager immediately and implement preventative and/or corrective action as needed.
- Report and ensure staff report suspicion of child abuse and/or neglect following procedures.
- Monitor weekly plans, developmental checklists, ongoing assessment (observations, work samples, etc.), Individual Development Plans and files at least monthly.
- Monitor completion and quality of conferences/home visits and submit according to timelines.
- Conduct classroom, conference/home visit observations using the established procedures/supervisory checklists.
- Monitor completion of the Battelle and Ages and Stages SE Questionnaire for timely referrals and follow-up.
- Attend meetings for children with disabilities and behavioral health concerns when appropriate.
- Document supervisory activities utilizing checklists and follow-up as needed.
- Submit a weekly activity report and complete time studies.
- Participate in the annual Program and Site-Specific Self-Assessment.
- Prepare for and assist in OHS On-Site Monitoring (federal), center relicensing visits (state), PA PreK Counts monitoring visits, and Keystone STAR Designation visits.

School Readiness/Transition

- Assist in the placement of children to ensure all children have the opportunity to succeed.
- Support positive relationship with community schools to facilitate transition of children/families with knowledge of school-district specific Transition Agreements.
- Provide guidance, support, and recommendations for the smooth transition of children and families within the Program, to other providers, and to kindergarten.
- Utilize School Readiness/Child Outcomes Reports and Program/Center/Classroom Data Profiles to identify strengths and areas for growth and continuous quality improvement.
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Facilities and Equipment/Supplies

- Ensure safe, healthy, attractive learning environments (indoor and outdoor) for children, families and staff.
- Monitor utilization of health and safety checklists and compliance with standards; including OSHA.
- Monitor proper utilization of the facility security system and report concerns immediately to the Program Manager.
- Prepare and/or approve Maintenance/Repair requests and monitor completion in a quality and timely manner.
- Assign staff to conduct an ongoing inventory and requisitioning of consumable supplies (every 3 months).
- Approve requests and ensure receipt of needed equipment/supplies.
- Ensure completion of center and classroom inventory of equipment/supplies (bi-annually).
- Perform other duties as assigned by the School Readiness Director and approved by the Executive Director.

Qualifications:**Education and Experience:**

Hired after November 7, 2016

- BA/BS degree in Early Childhood Education, Child Development and
- a minimum of one (1) year teaching experience with preschool children and one (1) year experience in a supervisory capacity preferred

Knowledge:

- Thorough knowledge of Head Start Performance Standards, Head Start Act, PA PreK Counts, Child Care, and Keystone STARS regulations and related technical assistance resources
 - Early Childhood principles, developmentally appropriate practice, developmental stages (0-6)
 - School Readiness, Child Outcomes, and Transition assessment and best practices
 - Health, mental health, disabilities, and assessment and referral practices and procedures
 - Family Partnerships and Parent/Family and Community Engagement and other related areas
- Thorough knowledge of professional and ethical standards, including
 - Appropriate relationship boundaries
 - Privacy and confidentiality
 - Appreciation for diversity and respectful of differences (culturally responsive)
- Effective relationship-building principles and practices
- Effective group process techniques
- Management principles and practices
- Program assessment and evaluation practice
- Research-based practices
- Conflict resolution and crisis management
- Coaching principles and practices

Skills and Abilities:

- Commitment to implement and promote the Program vision, mission, goals, objectives and policies for a comprehensive, developmentally appropriate program for young children and their families.
- Ability to contribute to development of positive organizational culture.
- Ability to develop staff and build a collaborative atmosphere.
- Ability to facilitate planning within a collaborative framework.
- Ability to establish and maintain effective working relationships with children and families, co-workers, and professional colleagues with a good understanding of individual and group behavior.
- Ability to plan, assign, and supervise the work of designated personnel.
- Ability to provide staff with guidance and resources needed to accomplish work.
- Ability to promote accountability for completion of goals and objectives.
- Ability to resolve conflict in a calm manner using tact and diplomacy.
- Ability to demonstrate commitment to professional development.
- Ability to integrate research based practices into work.
- Ability to collect and analyze meaningful data.
- Ability to evaluate and share data to collaborate on ideas and make decisions to improve the quality of the program.
- Ability to model consistently the PBIS expectations to: be safe; be respectful; and be a team player.
- Ability to accept and exercise authority appropriately and make rational decisions.
- Ability to recognize and respect confidentiality.
- Ability to effectively communicate in oral and written form.
- Ability to ensure completion and compliance of regulations, procedures and provide related training.
- Ability to use technology for communication, record keeping, reporting, and monitoring – Microsoft Office, Power point, Excel, and web based software.

Requirements:

- Must receive a negative pre-employment drug-screening test.
- Must receive an initial health appraisal and Mantoux TB Test and a health appraisal every two years once employed.
- Must receive Child Abuse, Criminal History, and FBI Fingerprint Background Clearances.
- Must have a valid PA driver's license.
- Be punctual and reliable in attendance.
- Be professional, productive, and follow the Standards of Conduct, Conflict of Interest, and Confidentiality policies.
- Physical ability to access homes, centers, and classrooms.
- Physical and mental ability to perform direct caregiver duties when necessary (see Teacher job description).
- Work evenings and flexible hours when necessary.
- Travel as required.
- Participate in a minimum of three professional growth/development activities and relevant associations.
- Participate in required Keystone STARS Core Training Series, including Child Abuse Mandated Reporter Training.
- Utilize a Professional Development Record and participate in job-related training and professional development opportunities to enhance competence and job performance, including these annual requirements: CBK: 27 hours minimum with 3 hours in management; Child Observation, Inclusive Practices, and/or ERS Curriculum, Program/Child Assessment, and/or Appropriate Learning Standards; Common Childhood Illnesses; Pediatric First Aid; Child Abuse/Neglect; Transportation/Pedestrian Safety; Fire Safety; Emergency Prep
- Participate in Program Committees/Teams, meetings, etc.
- Conduct and participate in performance assessments.

PHYSICAL ACTIVITY JOB REQUIREMENTS:

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PHYSICAL ACTIVITY	FREQUENCY OF ACTIVITY			
	Not Performed	Occasionally Up to 33% of Time 1-2.5 hours	Frequently 34% - 66% of Time 3- 4.5 hours	Continuously 67% -100% of Time 5-7 hours
Sitting			X	
Standing		X		
Walking		X		
Bending Over		X		
Twisting	X			
Climbing	X			
Reach Above Shoulder		X		
Crouching/Stooping	X			
Kneeling		X		
Balancing	X			
Pushing or Pulling		X		
Repetitive Use of Hands				X
Fine Finger Dexterity				X
Grasping - Simple/Light				X
Grasping - Firm/Strong			X	
Lifting or Carrying:				
• up to 10 lbs		X		
• 11-20 lbs		X		
• 21-50 lbs		X		
• 50 or more lbs	X			
Use of Head and Neck				X
Frequency of Interpersonal Relationships Necessary to Perform Job				X
Frequency of Stressful Situations Necessary to Perform Job		X		

I have read this job description with the addendum for physical requirements and am able to perform the duties as stated.

Employee Signature

Date

HR Manager and Supervisor Signatures

Date