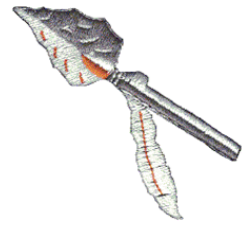




SCAPPOOSE SCHOOL DISTRICT 1J  
33590 SE High School Way  
Scappoose, OR 97056



POSITION DESCRIPTION

**Lead Preschool Teacher**

Effective Date: September 2022

**Range: 30**

**Qualifications:**

- Must be age 18 or older with a high school diploma or GED
- Must have a background and/or training in child care, knowledge of child development or early childhood education by meeting one of the education qualification requirements listed below:
  - At least AA/AS degree from a college with a major in Early childhood education or child development
  - Step 8 or above on the Oregon Registry
  - Have a one-year state or nationally recognized credential related to preschool **care**.
  - Completion of 20 credits (semester system) or 30 credits (quarter system) of training at a college or university in Early childhood education or child development.
- Must have at least one year of "qualifying teaching experience" in a certified child care center or comparable group care center with preschool age children (3-5 years).
- "Qualifying Teaching Experience" One year of experience is defined as 1500 hours gained with a group of the same age children in at least 3 hour blocks, within a 36 month period. There is no time limit on experience as long as it can be documented. The definition of "same age group" is infant and toddlers combined.
- Required Certifications expected before working with children and that should be maintained/renewed include: First Aid, CPR, Food Handler's card, enrolled in the Criminal History Registry.
- Professional Development Expectations include: willingness to complete 2 hours of training in Child Abuse and Neglect issues; at least 20 clock hours of training or education related to child development yearly as outlined in the state certification guidelines; and participation in annual trainings required by the School District.
- Additional skills that would benefit the candidate include: willingness to learn new job related skills; have competence, sound judgment and self-control when working with children, students and adults; be mentally, physically and emotionally capable of performing assigned duties related to child care; possess the ability to follow oral and written instructions, locate materials for instruction, and demonstrate basic understanding of math and language skills.

**Reports to:** Building Principal and Scappoose Early Learning Director

**SUPERVISED BY:** Scappoose Early Learning Director

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Knowledge of methods, practices, and techniques used in early childhood educational programs and services. And ability to plan, organize, and deliver an array of early childhood educational programs and services.
- Responsible for lesson planning and instructional delivery. Meets with classroom staff to discuss and develop curriculum and work assignments as well as plan activities and team building strategies.
- Collaborate with District and Northwest Regional ESD staff to implement individualized family service plans (IFSP).
- Responsible for child safety at all times. Be authorized, able and available to correct deficiencies that might be an immediate threat to children's health and safety. Support toileting.
- Demonstrate appropriate and accurate record keeping and documentation skills.
- Complete developmental screening and assessment routines throughout the year. Conducts and records observations for assessments and evaluations.

- Communicate effectively with parents. Conducts conferences with parents/guardians at least three times per year. Refers families to community resources such as health, mental health, and dental services.
- Provides directives to assigned staff and volunteers.
- Protects the learning center and the school district by maintaining confidentiality.
- Follow all procedures and guidelines set up by the center and the school district.

**Physical Requirements:** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Physical intervention necessary to restrain students in escalation.
- Exposure to communicable diseases found in children.
- Students may use challenging or offensive verbalizations towards staff and other students with potential for escalation to physical aggression.
- Significant physical abilities include lifting/carrying, reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception/accommodation/field of vision.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 40 lbs such as boxes of books and supplies. The employee is directly responsible for safety, well-being, or work output of children up to age 5.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

### **Physical requirements for essential responsibilities:**

In a typical 8-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

O – Occasionally (.5 – 2.5 hrs per day)

F – Frequently (2.5 – 5.5 hrs per day)

C – Continually (5.5 – 8 hrs per day)

N/A – Not Applicable

| <b>Physical Requirements</b>          | <b>N/A</b> | <b>R</b> | <b>O</b> | <b>F</b> | <b>C</b> |
|---------------------------------------|------------|----------|----------|----------|----------|
| Sitting                               |            |          |          | X        |          |
| Stationary Standing                   |            |          | X        |          |          |
| Walking (level surface)               |            |          | X        |          |          |
| Walking (uneven surface)              |            |          | X        |          |          |
| Crawling                              |            | X        |          |          |          |
| Crouching (bend at knees)             |            |          | X        |          |          |
| Stooping (bend at waist)              |            |          | X        |          |          |
| Twisting (knees/waist/neck)           |            |          | X        |          |          |
| Climbing (stairs)                     |            |          | X        |          |          |
| Climbing (ladder)                     |            | X        |          |          |          |
| Reaching overhead                     |            |          | X        |          |          |
| Reaching extension                    |            |          | X        |          |          |
| Repetitive use arms                   |            |          |          |          | X        |
| Repetitive use wrists                 |            |          |          |          | X        |
| Repetitive use hands grasping         |            |          |          | X        |          |
| Repetitive use hands squeezing        |            |          |          | X        |          |
| Fine manipulation                     |            |          |          |          | X        |
| Using foot control                    | X          |          |          |          |          |
| Pushing/pulling<br>Max weight: 40 lbs |            |          | X        |          |          |

|                                                                                                                  |  |   |   |  |  |
|------------------------------------------------------------------------------------------------------------------|--|---|---|--|--|
| Lifting/Carrying<br>Max weight: 40 lbs                                                                           |  |   | X |  |  |
| Listen to loud noises                                                                                            |  | X |   |  |  |
| Items typically moved: chair, table, box, wagon                                                                  |  |   | X |  |  |
| Items typically lifted: trays, containers, case products, paper, book, binder, textbooks, student (3-5 yr. olds) |  |   | X |  |  |

**Work Environment:**

The work environment characteristics described here are representative of those and employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee often works under pressure due to short inflexible deadlines. The employee is routinely interrupted by staff, visitors and/or telephone calls, while performing complex tasks. The employee must work effectively in stressful situations, exercising good judgment in making decisions. The employee is required to remain patient and tolerant with changing conditions. The noise level in the work environment is usually quiet.

**Terms of Employment:**

Probation period as noted in Bargaining Agreement. Salary and work year according to current schedule. Performance of this position will be evaluated in accordance with the Collective Bargaining Agreement.

I, \_\_\_\_\_ have reviewed the above position description and understand the contents.

I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for knowledge of its contents.

I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).

**Name** \_\_\_\_\_  
(print)

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_