

Teacher Job Description

at Apple Ridge Academy



Position Purpose:

All team members of Apple Ridge Academy have an important role in our organization. Each person has a place of great responsibility, yet each member may be accountable in differing capacities. Every job is necessary for an effective and efficient operation. Employees are expected to work together in a harmonious and cooperative manner. Furthermore, employees are expected to set an example in conduct and morality. Teachers are responsible for the well-being of the children and families at Apple Ridge as well as for the smooth and efficient operation of the classrooms and program at all times. When fulfilling all job requirements, Teachers have the opportunity to make a big difference in many lives!

Education, Experience and General Requirements:

- Must be at least 18 years of age
- Must possess education qualifications including EC1, EC2 and Infant/Toddler Certificate at time of hire, or within three months of the first day of employment with Apple Ridge Academy
- Must complete a minimum of 25 hours of continuing education each year
- Must complete state-mandated training on SIDS, Shaken Baby Syndrome, Mandated Reporter and CPR/First Aid
- Must pass a fingerprint-based background check
- Previous experience working with children is preferred, but not required
- Must abide by all Apple Ridge Academy policies presented in the Policy Manual
- Must abide by all DCF Licensing Regulations as stated in the DCF-251 Licensing Rules for Group Child Care Centers

Physical Requirements:

- Ability to lift, carry and hold children:
 - Infants/Toddlers: continuously up to 36 pounds
 - Twos/Preschool: frequently up to 50 pounds
 - Preschool & up: occasionally up to 70 pounds
 - Floaters/Support Staff: must be able to meet all requirements
- Ability to get up and down from the floor level, use steps and stairs and move quickly when necessary for the safety and supervision of the children
- Ability to work in periods of moderate to high stress
- Ability to work in a fast-paced environment and adapt to change with a positive outlook
- Ability to work indoors and outdoors in temperatures 0 degrees to 90 degrees
- Ability to be flexible in hours of work to ensure coverage of all classrooms and children, ensuring that the program remains in the state-mandated teacher to child ratio at all times

Other Requirements:

- Must have a belief in and commitment to the company's mission, objective and core values
- Must be dependable/reliable, trustworthy, optimistic and have high personal integrity
- Must have effective time management skills- ability to be on time, prioritize and use time efficiently
- Ability to attend all after hours staff meetings, family nights and other training events as required
- Ability to balance personal and professional life, knowing the time and place for personal conversation and to refrain from "gossip" with co-workers and customers under all occasions
- Must maintain a clean, healthy and professional appearance
- Be willing to accept constructive feedback and use feedback for personal and professional growth
- Ability to use appropriate tone, body language and vocabulary in all communications and conversation
- Ability to develop appropriate, professional working relationships with staff and families
- Ability to work in a team-oriented environment and work through problems/issues constructively and professionally
- Must contribute to a positive work environment by showing traits such as respect, optimism and kindness at all times
- Must show enthusiasm for the field of Early Childhood Education and the teaching profession as a whole!

Expectations Regarding Children:

- Have a genuine enthusiasm for working with children and show warmth and kindness towards all children equally
- Recognize each child as an individual and remain optimistic about their potential, while celebrating each of their accomplishments along the way- be a cheerleader for each and every child in the program!
- Be sensitive to each child's individual cultural and socioeconomic background, emotional or physical handicaps, and individual style and pace of learning. Adapt teaching practices to meet the individual needs of each child.
- Maintain a nurturing and positive affect with children (hugs, smiles, laughter, calm voice, happiness, kindness, genuine enthusiasm, etc) and refrain from the use of any negative interactions (no yelling, demeaning comments, harsh tone, negative body language, physical control, etc).
- Engage in back-and-forth conversation with children regularly, showing genuine interest in what each child has to say. Encourage self-talk and use an inquiry-based approach to help children form questions, expand their learning and foster their natural curiosity.
- Attend to children's challenging behaviors quickly and using positive guidance approaches in working through the situations (redirection, active listening, offering choices, etc).
- Encourage children to problem solve, seek help when needed, recognize and manage their feelings and communicate their needs.
- Monitor assigned group of children and handle routine safety, supervision and classroom management procedures appropriately. Ensure the well-being of each child in your care and be alert to needs/problems that may arise.
- Use patience and creativity in effectively guiding children through transition times.
- Provide consistency to reassure children through an organized, structured daily schedule/routine.
- Use creativity in supporting child-initiated experiences by making adjustments to plans as needed and taking advantage of "teachable moments" when they arise.

Expectations for Lead Teachers Regarding Planning / Curriculum:

- Plan and conduct a wide variety of and appropriate balance of activities and experiences through weekly lesson plans using children's individual goals and observations to guide planning.
- Consistently document individual child observations and create individual child portfolios.
- Use Creative Curriculum guidelines and tools to continuously build and enhance classroom experiences.
- Submit monthly newsletters to share with families and share ways to extend learning beyond the classroom.

Expectations Regarding Classroom Environments:

- Maintain a classroom in which all interest areas are present, children are given appropriate and sufficient materials, and the classroom furniture is properly arranged to facilitate learning for each child.
- Keep classroom and children's cubbies neat and organized and free of clutter.
- Care for and maintain good repair of all classroom materials and furniture.
- Complete cleaning checklist each day to ensure the classroom environment remains clean, promoting the health and safety of the children, families and staff that use the classroom.
- Submit materials / supply requests to the appropriate administrative team member as applicable.

Expectations Regarding Parent and Family Relationships:

- Engage in professional communications comfortably with parents, families and visitors at all times, always representing the program in a positive and professional manner.
- Communicate regularly with parents about their children's individual needs, goals and what their child is learning each day using face-to-face conversation, written communications and daily reports.
- Build partnerships and appropriate relationships with families, being respectful of their wishes and seeking ways to involve families in their children's learning and ways to connect home and school.
- Hold parent-teacher conferences as required.

Expectations Regarding Team Relationships:

- Participate in general duties and shared duties of the program without negativity.
- Work and communicate positively with other staff as in a friendly, cooperative, and professional matter.
- Be respectful of all staff members, avoid making judgements and express gratitude and support for others regularly.
- Share in leadership when needed and step aside when appropriate.
- Mentor new staff members on all of the expectations put forth in the teacher job description.
- Embrace a team mentality when collaborating with other staff and be mindful of the impact that one individual can have on the whole team.
- Ask questions of the appropriate staff members to ensure the correct information is being received.