

**UNIVERSITY OF CALIFORNIA, SANTA BARBARA  
JOB DESCRIPTION**

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	TITLE CODE	EFFECTIVE DATE	CBU: ERC:	DATE	INITIALS
NEW POSITION/REPLACEMENT		TEMP. RECLASS ( ) TEMP. STIPEND ( )	PROVISION NUMBER		
1. ( ) Recruitment ( ) Review ( ) Reclassification ( ) Update of Job Description			2. a. SALARY RATE \$ _____ b. PERCENT OF TIME _____%		
3. EMPLOYEE NAME			4. CURRENT PAYROLL TITLE SAOI (4354)		
5. DEPARTMENT/DIVISION Orfalea Family Children's Center	6. WORK LOCATION UCSB West Campus		7. WORKING TITLE (IF DIFFERENT) Lead Teacher		
8. NAME OF SUPERVISOR Diane Jones/Patricia Nixon/Theresa Embry		9. SUPERVISOR'S PAYROLL TITLE CDC Coordinator	10. NAME OF DEPARTMENT HEAD Leslie B. Voss		
11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories) Indicate the type of supervision the incumbent will receive after the training/orientation period. Close Supervision ( ) Supervision (x) General Supervision (X) Direction ( ) General Direction ( )					
12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED		PAYROLL TITLE		FTE	
Teachers		CDC Teacher I			
Teachers		CDC Assistant			
Teacher Assistants		Assistant I (UCSB students)			
Volunteers		Assistant I (UCSB students)			
Volunteers		Recreational Program Instructor			
13. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES Under general supervision of the Program Coordinator, assumes responsibility for planning and implementing a quality program for one specific group of children and parents. Works cooperatively with other staff to coordinate program for entire center. Hold (or qualify for) a Child Development Master Teacher Certificate or Regular Children's Center Permit.					

Retention: As long as job is active



**14. ESSENTIAL DUTIES OF THE JOB**

<b>PERCENT OF TIME (Time of all duties must add up to 100%)</b>	<b>FREQUENCY (daily, weekly, monthly, quarterly, yearly)</b>	<b>ESSENTIAL DUTIES* (List in order of importance)</b>	
15%	Quarterly/Annually	c. Perform performance evaluation for classroom Teacher annually, for new Teacher Assistants quarterly, and for returning Teacher Assistants as needed.	
	Weekly	d. Meet with classroom Teacher to provide support for professional growth.	
	Quarterly	<b>Establish a cooperative relationship with parents of children in the assigned group.</b>	
		a. Orient parents who are new to the Center. Complete a personal information interview with parents prior to the child's first day of attendance.	
	Daily	b. Interact daily with parents. Give brief verbal reports and written notices when necessary.	
	Semi-annually	c. Hold two scheduled parent conferences per year with each family. Be available for additional conferences at parents' request. Document each conference. Submit conference documentation to Program Coordinators within one week of conference.	
	Monthly	d. Maintain classroom parent information board that includes but is not limited to: copy of daily schedule and weekly activity plans.	
	Quarterly	e. Write a classroom newsletter each quarter.	
	Weekly	<b>Work cooperatively with other staff to coordinate program for individual class and entire center.</b>	
		a. Attend Lead Teacher staff meetings. Give input on long and short range planning for the Center and individual classes.	
		b. Attend additional evening Staff Development meetings as required.	
		c. Attend other meetings as requested (parent education, open house, etc.)	
		d. Participate in organizing Parent Work Days. Attend one Parent Work Day annually.	
		e. Serve as a liaison between Program Coordinator, Teachers and Teacher Assistants.	
f. Fulfill obligations for maintaining National Academy of Early Childhood Programs accreditation.			
g. Set annual professional and classroom goals with program Coordinator.			
h. Meet with Program Coordinator monthly and as needed basis to evaluate, plan and problem-solve class and center issues.			
i. Submit documentation to Coordinators on a timely basis. Documentation may include, but is not limited to: parent conference forms, assessments, daily activity sheets, special needs forms, petty cash, professional goals, and newsletters.			
j. Continue ongoing professional development. Complete required hours to maintain Child Development Permit.			

\*See back page for further explanation of these categorie

**15. NON-ESSENTIAL DUTIES OF THE JOB**

PERCENT OF TIME	FREQUENCY (d,w,m,q,y)	NON-ESSENTIAL DUTIES
		k. With Center administrators participate in an annual program evaluation and goal setting process.

**16. REQUIREMENTS:** To comply with the Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified individuals on the basis of disability, it is necessary to specify the physical, mental and environmental conditions of the Essential Duties of the job. Use these codes to complete this section: "F" for frequently; "O" for occasionally; "N" for not at all.

**PHYSICAL**

On the job the employee must:

- ( F ) Bend      ( O ) Sit
- ( F ) Squat    ( F ) Stand
- ( F ) Crawl    ( F ) Walk
- ( O ) Climb    ( F ) Push/Pull
- ( F ) Kneel
- ( F ) Handle objects (manual dexterity)
- ( O ) Reach above shoulder level
- ( F ) Use fine finger movements
- ( N ) Other \_\_\_\_\_

Must carry/lift loads of:

- ( F ) Light (up to 25lbs.)
- ( F ) Moderate (25-50lbs.)
- ( O ) Heavy (over 50lbs.)

**MENTAL**

On the job the employee must be able to:

- ( F ) Read/comprehend
- ( F ) Write
- ( O ) Perform calculations
- ( F ) Communicate orally
- ( F ) Reason and analyze
- ( ) Other \_\_\_\_\_

**ENVIRONMENTAL**

On the job the employee:

- ( N ) Is exposed to excessive noise
- ( N ) Is around moving machinery
- ( N ) Is exposed to marked changes in temperature and/or humidity
- ( N ) Is exposed to dust, fumes, gases, radiation, microwave (circle)
- ( N ) Drives motorized equipment
- ( N ) Works in confined quarters
- ( N ) Other \_\_\_\_\_

**17. SPECIAL CONDITIONS OF EMPLOYMENT (Licenses, certificates, credentials, bondability, altered work schedules, furloughs, travel, etc.)**

Minimum of 12 units in Early Childhood Education/Child Development, (including minimum three infant/toddler units required for infant toddler teaching positions) or enrolled and working towards completion. Previous experience working with children in a preschool or infant/toddler setting. Knowledge of NAEYC Developmentally Appropriate Practices guidelines and principles.

Special Conditions: Successful completion of background check including fingerprint clearance. Acceptable Statement of Health to include negative TB test results.

**18.**

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**19.**

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

**20.**

\_\_\_\_\_  
Department Head's Signature

\_\_\_\_\_  
Date

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