

UNIVERSITY OF CALIFORNIA, SANTA BARBARA
JOB DESCRIPTION

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	TITLE CODE	EFFECTIVE DATE	CBU:	DATE	INITIALS
			ERC:		
NEW POSITION/REPLACEMENT		TEMP. RECLASS ()	PROVISION NUMBER		
TEMP. STIPEND ()					
1. () Recruitment () Review () Reclassification () Update of Job Description			2. a. SALARY RATE b. PERCENT OF TIME		
3. EMPLOYEE NAME			4. CURRENT PAYROLL TITLE SAO I (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/Leslie Voss/Patricia Nixon		9. SUPERVISOR'S PAYROLL TITLE CDC Coordinator		10. NAME OF DEPARTMENT HEAD Mary K. Ray	
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 a Child Development Master Teacher Certificate or Regular Children's Center Permit.					

Retention: As long as job is activ

14. ESSENTIAL DUTIES OF THE JOB

<p>PERCENT OF TIME (Time of all duties must add up to 100%)</p>	<p>FREQUENCY (daily, weekly, monthly, quarterly, yearly)</p>	<p>ESSENTIAL DUTIES* (List in order of importance)</p>
<p>85%</p>	<p>Daily</p> <p>Weekly</p> <p>Daily</p> <p>Daily</p> <p>Annually</p> <p>Quarterly</p> <p>Daily</p>	<p>Work daily with time allocated proportionately between preparation time and classroom time.</p> <p>Initiate, plan and implement quality classroom programming for children.</p> <p>a. Program follows accreditation criteria established by the national Association for the Education of Young children. The University children’s Center philosophy and goals are followed in all areas of the curriculum and interaction. In addition, Resources for Infant Educators (RIE) philosophy is incorporated into the Infant and Toddler program.</p> <ol style="list-style-type: none"> 1. A balanced daily schedule is implemented that includes opportunities for indoor and outdoor activities, quiet and active periods, individual, small or large group play, and meeting persona needs (resting, eating and toileting). 2. Developmentally appropriate activities are planned and implemented. Indoor and outdoor environments are thoughtfully planned to provide rich, warm and diverse learning setting. Choices are regularly available in, but not limited to, the following curriculum areas: science, art, sensory, diversity, small and large motor skills, cooking, language arts, dramatic play and problem-solving. 3. Infant classrooms employ a “primary caregiver” model for all aspects of teacher-child interaction, especially feeding, diapering, comforting and napping. <p>b. Written plans are posted on parent board and submitted to program coordinator on a monthly basis. Individual needs, as identified in assessments, are incorporated into the curriculum plans.</p> <p>c. Involve classroom teacher and teacher assistants in planning and supervising activities. Meet weekly with teacher to coordinate classroom curriculum and to evaluate children’s individual needs.</p> <p>d. Maintain a safe and healthy environment within guidelines established by State Licensing. Be knowledgeable of and follow State Licensing guidelines at all times.</p> <p>e. Provide an annual written assessment of each child using the assessment tool chosen by the staff. Frequency of assessment based on NAEYC accreditation criteria, Title 22, and GCC mandates. Copies of assessments are submitted to program coordinators upon completion.</p> <p>f. Maintain children’s classroom files. Files should include, but need not be limited to, the following documentation: intake interview, parent conferences, accident reports, medicine permission slips, special needs form, assessments, portfolio (art work, anecdotal observations, photos, dictations, etc.).</p> <p>Supervise classroom teaching staff.</p> <p>a. Orient new teaching staff to the group.</p> <ol style="list-style-type: none"> 1. Plan and conduct quarterly teacher assistant in0-service training in conjunction with other Lead Teachers. <p>b. Provide on-the-job training for all classroom personnel and volunteers.</p>

*See back page for further explanation of these categor

14. ESSENTIAL DUTIES OF THE JOB		
PERCENT OF TIME (Time of all duties must add up to 100%)	FREQUENCY (daily, weekly, monthly, quarterly, yearly)	ESSENTIAL DUTIES* (List in order of importance)
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	Establish a cooperative relationship with parents of children in the assigned group. 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	Work cooperatively with other staff to coordinate program for individual class and entire center. a. Attend Lead Teacher staff meetings. Give input on long and short range planning for the Center and individual classes.
	Quarterly	b. Attend additional evening Staff Development meetings as required.
	Quarterly	c. Attend other meetings as requested (parent education, open house, etc.)
	Quarterly	d. Participate in organizing Parent Work Days. Attend one Parent Work Day annually.
	Weekly	e. Serve as a liaison between Program Coordinator, Teachers and Teacher Assistants.
	Daily	f. Fulfill obligations for maintaining National Academy of Early Childhood Programs accreditation.
	Annually	g. Set annual professional and classroom goals with program Coordinator.
Monthly	h. Meet with Program Coordinator monthly and as needed basis to evaluate, plan and problem-solve class and center issues.	
Weekly	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.	
Quarterly	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
- (F) Squat
- (F) Crawl
- (O) Climb
- (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, 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

DEFINITIONS

TYPE OF SUPERVISION RECEIVED:

Close Supervision- indicates that the incumbent is assigned duties according to specific procedures. Work is checked frequently, and in addition there may be formal training.

Supervision- indicates that the incumbent performs a variety of routine duties within established policies and procedures or by referral to the supervisor's guidelines.

General Supervision- indicates that the incumbent develops procedures for performance of variety of duties; or performs complex duties within established policy guidelines.

Direction- indicates that the incumbent establishes procedures for attaining specific goals and objectives in a broad area of work. Only the final results of work done are typically reviewed. Incumbent typically develops procedures within the limits of established policy guidelines.

General Direction- indicates that the incumbent receives guidance in terms of broad goals and overall objectives and is responsible for establishing the methods to attain them. Generally the incumbent is in charge of an area of work, and typically formulates policy for this area but does not necessarily have final authority for approving policy.

EXPLANATION OF AMERICANS WITH DISABILITIES ACT 1990 (ADA) REQUIREMENTS

ESSENTIAL DUTIES:

The Americans with Disabilities Act 1990 (ADA) requires employers to consider the essential duties of a job in evaluations and applicant's qualifications. An essential duty is any task which is a basic, necessary and integral part of the job. In addition, when considering essentiality, one must focus upon whether the duty is essential to this particular job and not to the department as a whole. Further distinctions between essential vs. non-essential duties are the following:

A. Are the duties required to be performed on a regular basis? If the duties are rarely performed, they may not be essential.

B. Is the duty highly specialized? The need for special expertise is an indication of an essential duty.

NON-ESSENTIAL DUTIES:

Duties that a peripheral, incidental or minimal part of the job are considered non-essential.

Further points to consider:

A. Would removing the duty fundamentally change the job? If not, the duty is non-essential.

B. Are there other employees available to perform the duty? If it is feasible to redistribute the work, the duty may be non-essential.