

***We empower people living in poverty to reach economic stability.***

**Position Description:**

**Head Start Site Coordinator**

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| **Job Title:** | Head Start Site Coordinator | **EEOC Class:** | Professional |
| **Department/Group:**  | Early Head Start and Head Start  | **FLSA Status:** | Exempt |
| **Reports to:** | Director of Early Head Start and Head Start | **Date Prepared / Updated / Reviewed** | February 2021 |

**General Summary:** The Head Start Site Coordinator will be responsible for leading the implementation of Early Head Start and Head Start (EHS/ HS) standards and practices in a full day, full year early childhood education center. The Site Coordinator will work closely with the interdisciplinary Head Start management team to help ensure full implementation of regulations, program policies, and quality early childhood education to enrolled children and their families. Responsible for supervision of Lead Teachers, ensuring positive family engagement in children’s center-based education, and spearheading the recruitment and hiring of teaching staff for the department’s 24 classrooms .

**Essential Job Functions:**

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| **Leadership** * Ensure the provision of effective services to enrolled children, birth to 5 years of age, and their families in accordance with Head Start Performance Standards, Nebraska DHHS Child Care Licensing Regulations, and Child and Adult Food Care Program Regulations.
* Oversee compliant and high quality daily operations at assigned center.
* Ensure prevention and mitigation of risk to compliance and agency related to operations at designated site.
* Collaborate with fellow Site Coordinator and Early Head Start and Head Start Management Team to provide consistent leadership across Head Start Centers.
* Promote engagement with children and their families as a genuine partner in each child’s development.
* Serve as a member of the Community Action Early Head Start and Head Start management team, participating as needed in components of the program’s annual activities cycle.
* In partnership with Head Start management team, facilitate orientation and ongoing professional development for classroom staff related to EHS/HS and licensing regulations and best practices in early childhood education.
* Ensure compliant Child and Adult Care Food Program implementation and record-keeping. As assigned, complete required CACFP monitoring and claim submission.
* Provide support to ensure compliance with Eligibility Recruitment Selection Enrollment Attendance (ERSEA) regulations and approved practices.
* Assist with the development of the professional development calendar and training content.
* Guide staff in following up on and reaching individual professional development goals.
* In collaboration with Early Head Start and Head Start management team, promote center continuous quality improvement.
* Serve as department point-person on recruitment and hiring of teaching staff by prescreening candidates, conducting interviews, and overseeing progress towards filling vacancies.
* Draft and disseminate family communications on a regular basis, at least monthly
* Draft and disseminate ongoing communications to center staff on a regular basis, at least monthly
 | 35% |
| **Implementation*** Maintain current understanding of all applicable regulations and guidelines, including but not limited to Head Start Performance Standards, DHHS Child Care Licensing Regulations, and Child and Adult Food Care Program Regulations
* Collaborate with the Early Head Start and Head Start management to ensure consistent implementation of policies and procedures throughout all classrooms, and to proactively address concerns in order to prevent any area of non-compliance.
* Complete assigned ongoing monitoring activities. Per program policies, report all results of ongoing observations and monitoring in a timely manner. Advise on necessary improvements.
* Provide daily oversight and guidance related to Nebraska DHHS childcare licensing and Child and Adult Care Food Program regulations. Address needed improvements as necessary.
* Ensure staff records are maintained in compliance with DHHS childcare licensing regulations.
 | 40% |
| **Supervision** * Supervise Lead Teachers at designated site and Food Service Assistant, if designated.
* Provide daily functional supervision of food service staff daily at designated site, as needed.
* Oversee staff performance of all classroom staff at designated site. Provide guidance to Lead Teachers in their supervision of Associate Teachers and Teacher Aides.
* Oversee hiring and placement of all classroom staff at designated site.
* Supervisory responsibilities include: Hiring/terminating; training; ensuring divisional personnel have clear goals and objectives and promote their professional development; meeting with direct reports regularly; assigning/checking work; planning, monitoring and appraising job results and conducting performance reviews; approving timesheets, scheduling staff; and taking corrective action.
* Assist with the development of responsibilities for volunteers and interns supporting early childhood education services
* Provide feedback as needed to supervisors during the evaluation of classroom and home visitor staff performance in categories related to program education services.
 | 20% |
| **Administration/General Management** * Attend all required program, division, agency and community meetings, trainings, and seminars.
* Serve on the Early Head Start and Head Start management team.
* Work collaboratively with fellow staff to advance the mission of Community Action.
* Maintain professional and technical knowledge by attending educational workshops, furthering job-related post-secondary education, and/or reviewing professional publications.
* Keep all pertinent records and documentation confidential and in a secure location.
* Assist with opening/closing duties.
 | 5% |
| **Performs other duties as assigned by management. \*** |  |

\*These tasks do not meet the Americans with Disabilities Act definition of essential job functions and are usually less than 5% of time spent. However, these tasks still constitute important performance aspects of the job.

**Required Knowledge, Skills, and Abilities**:

***General***

1. Must support and demonstrate commitment to Community Action’s mission, vision, and values.
2. Must be sensitive to the experiences, needs, and strengths of low-income and diverse populations, and individuals with disabilities.
3. Must be a professional representative and advocate of our agency, staff, and clients.
4. Must be committed to achieving excellence in your position.

***Position-Specific***

1. Must enter the position with broad knowledge of early childhood development theories and principles and early childhood education practices.
2. Must be able to interpret and follow state and federal regulations relating to early childhood development and education.
3. Must have strong team leadership skills and abilities.
4. Must have knowledge and experience of working with children with verified disabilities and/or behavior concerns in the early childhood setting.
5. Must have ability to coach staff on planning and implementing developmentally appropriate early childhood services that address the individual needs of all children.
6. Must have excellent organizational and presentation skills.
7. Must be able to type at minimum 40 WPM.
8. Must be able to exchange accurate information via telephone, computer and in person for purposes of providing staff oversight and communicating with parents.
9. Must enter position at Intermediate proficiency in Microsoft Office Word, Outlook, and Excel.
10. Must be able to read, write, and communicate English effectively.
11. Must have the ability to navigate and maximize use of web-based databases used by the Early Head Start and Head Start program, Child Plus.
12. Must be able work independently to achieve multiple set objectives concurrently and work effectively under pressure.
13. Must be able to develop and implement innovative solutions to service challenges.
14. Must be able to work with families, children, and associates of diverse backgrounds individually and in groups.
15. Must be able to work with peers and supervisors to promote excellent early childhood education practices, and to ensure consistency of education provision.
16. Must be able to protect the confidentiality and validity of agency client data.
17. Must be able to take initiative to continually improve service model.

**Education and Experience:**

Minimum ofAssociate’s degree in Early Childhood Education, Child, Youth, and Family Studies

or closely related field required. At least four years of experience working in early childhood development-related field and at least one year in a center-based environment required. Minimum one year of supervisory experience required. Experience with Head Start, NAEYC Accreditation, or program similar in rigor preferred. Experience working with low-income families and families with diverse backgrounds and cultures required.Strong verbal and written proficiencies of the English language required. Valid Nebraska Driver’s License and good driving record preferred.

**Physical Requirements:**

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| --- | --- | --- | --- | --- |
| PHYSICAL REQUIREMENTS | 0-24% | 25-49% | 50-74% | 75-100% |
| Seeing |  |  |  | X |
| Hearing |  |  |  | X |
| Standing/Walking |  | X |  |  |
| Climbing/Stooping |  | X |  |  |
| Sitting |  |  | X |  |
| Sitting Still – little movement |  | X |  |  |
| Lifting/Pulling/Pushing 5 lbs or less |  | X |  |  |
| Lifting/Pulling/Pushing 6-25 lbs |  | X |  |  |
| Lifting/Pulling/Pushing 26-50 lbs  | X |  |  |  |
| Lifting/Pulling/Pushing 51-75 lbs  | X |  |  |  |
| Lifting/Pulling/Pushing 76-100 lbs  | X |  |  |  |
| Lifting/Pulling/Pushing more than 100 lbs  | X |  |  |  |
| Manipulative Finger and Hand Movements: picking, pinching, typing or otherwise working, primarily with fingers and applying pressure to an object with fingers and palm  |  |  | X |  |

**Working Conditions:** Working in normal office conditions when working in the office. Home visits are periodically made. Protective equipment required: CPR barriers and gloves. Risks include exposure to blood, body fluids, cigarette and marijuana smoke, infectious diseases such as TB and drug resistant infections, and the possibility of violent behavior from clients and others. The work environment characteristics described here are representative of those an 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.

**Note:** The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer.

**Standards of Conduct:**

Early Head Start and Head Start staff must:

a. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care

b. Implement positive strategies to support children’s well-being and prevent and address challenging behavior;

c. Respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;

 d. Comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members

Early Head Start and Head Start staff shall not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:

1. Use corporal punishment;
2. Use isolation to discipline a child;
3. Bind or tie a child to restrict movement or tape a child’s mouth;
4. Use or withhold food as a punishment or reward;
5. Use toilet learning/training methods that punish, demean, or humiliate a child;
6. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
7. Physically abuse a child;
8. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child’s family; or,
9. Use physical activity or outdoor time as a punishment or reward;

Signature:

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, acknowledge receiving a copy of this job description and the Head Start Standards of Conduct and that I have reviewed and understand them.

Signature Date