



## Teacher Job Description

**Position: Teacher**

**Supervisor: Early Childhood Education Supervisor**

### POSITION DESCRIPTION

A teacher has the responsibility to sustain a safe, nurturing environment where children have the opportunity to develop their cognitive, physical, and social-emotional capacity through exploratory play under the guidance of the Head Teacher. The teacher is responsible to work in partnerships with the entire teaching team to implement curriculum that emerges from the children's interests and encourages their mastery of age and developmentally appropriate behavior, knowledge, and skills. A teacher maintains positive expectations and utilize established strategies for a well-organized classroom that meets SVDH standards and regulatory requirements (e.g. California Department of Education, Licensing, etc.) The teacher models respectful communication and qualities that foster collaboration, continued learning, and uphold children's rights.

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### QUALIFICATIONS

**A teacher must be prepared and able to follow the guidance of a Head Teacher and collaborate with the rest of teaching team to maintain a quality educational program.**

**The following characteristics and abilities are vital for success in this role:**

- Maintain a Teacher Level Child Development Permit or Teaching Credential with Early Learning specialization with a minimum of 1-3 years of experience teaching children Birth to 6 years old.
  - Demonstrate an understanding of child development with a commitment to learn from advances in the field and continued professional development.
- Demonstrate ability to present a developmentally appropriate curriculum through planned activities and opportunities that scaffold a child's learning through play.
  - Knowledge of science, mathematics, language arts, creative arts, and physical development to support children's growth and development of knowledge at the toddler through early school-age level.
- Ability to observe, assess, and document the individual needs and progress of students.
- Use of active supervision practices to ensure child safety.
- Commitment and ability to maintain SVDH standards of safety, conduct and communication with children, families, and colleagues in all SVDH-related interactions, including:
  - Use discretion and uphold confidentiality when communicating near children and about children and families.
  - Be present and reflective while collaborating with teaching team and additional support providers, such as coaches, behavioral health providers, etc.
  - Communicate and engage in a professional and respectful manner.



- Clearly communicate (oral and written) in the English language. The ability to communicate in another language is encouraged and considered a strength.
  - Demonstrate ability to provide individualized learning experiences for children.
    - Familiarity or ability to learn planning curriculum to include Dual Language Learners.
  - Ability to support the needs of children and families experiencing trauma and environmental stress.
  - Ability to learn and use current software programs, applications, and devices, including Microsoft Office (Word & Outlook); Learning Genie; DRDP Online; ASQ Online, and iPad.
  - Ability to collaborate with staff of diverse educational levels and experiential backgrounds.
  - Commitment to honor the cultural needs and practices of students and their families.
  - Willingness to collaborate with teaching teams to maintain clean, safe, and engaging classroom and outdoor learning environments.
  - Ability to develop strength-based relationships with families and caregivers.
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## PHYSICAL REQUIREMENTS

**Teachers must generally be in good health and be physically able to:**

- Participate in activities for the duration of your assigned shift that require constant standing, bending, lifting, sitting, and climbing of stairs.
  - Lift and carry small children and equipment (up to 50 pounds) as needed in daily and emergency situations using safe lifting practices.
  - Maintain certification in CPR and first aid for small children.
  - Report work-related personal injuries and accidents (regardless of how minor) in accordance with SVDH policy.
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## PRIMARY RESPONSIBILITIES

**Under the immediate guidance of the classroom Head Teacher and supervision of the Early Education Supervisor the primary job responsibilities of the Teacher will include, but are not limited to:**

**Teachers are responsible to perform the following essential functions with their teaching team:**

- Maintain Licensing Regulations set forth by the Department of Social Service, the Child Development Division's Funding Terms and Conditions and the State Department of Education's Title 5 Regulations regarding Safety and Program Quality.
- Uphold Mandated Reporter responsibilities and coordinate with the Head Teacher and program administrators to report any/all suspected child abuse.
- Take an active role in maintaining a safe environment for children and staff:
  - Report injuries and/or health concerns to your supervisor or SVHD administrator.
  - Administer emergency medication, first aid and/or CPR when necessary.
  - Assist children in daily classroom routines such as naptime, snack, clean up, and going to the bathroom and/or changing diapers.
  - Complete Ouch Reports for all child injuries.



- Provide continuous supervision of children using a documented “Active Supervision” plan.
- Produce high-quality indoor and outdoor environments for learning that maintain safety and sanitation in accordance with SVDH policy and regulatory requirements:
  - Perform classroom and yard housekeeping tasks and food preparation in accordance with health and safety standards.
  - Clean and sanitize toys, bathrooms, and general classroom environments as regularly scheduled and as additionally required during contagious outbreaks.
  - Provide care for classroom pets.
  - Ensure adequate classroom supplies and functional equipment.
  - Report safety hazards and needs for repair as soon as possible. .
- With the teaching team and guidance of the Head Teacher, co-create a nurturing, respectful, and secure atmosphere for children and adults that will encourage language development, develop children’s knowledge and skills; promote social-emotional growth, and contribute to the formation of a positive self-image.
  - Develop an emergent curriculum that offers engaging opportunities for play that uses children’s interests as a springboard for learning that encourage them to be actively engaged in the learning process.
  - Implement intentional activities that contribute to a climate where children are actively engaged in meaningful learning experiences in the areas of language arts, social studies, literacy, math, science, art, movement, music, and social/emotional development.
  - Identify, select and modify instructional resources to create a curriculum that meets the developmental needs of the children with varying learning styles and individual needs.
- Uplift and contribute to a continuum of care between school and home to support children and families during the early childhood phase.
  - Develop trusting relationships with caregivers that allow for the easy sharing of information.
  - Collaborate with parents and additional support providers to identify, understand, and meet the individual needs of the children.
  - Acknowledge and encourage child and family strengths of children and families as you support the development of strategies for positive change.
  - Communicate with families about child strengths and needs daily and through infrequent meetings, such as check-ins and family-teacher conferences.
- Ensure that child and classroom documentation are consistently maintained with high-quality and timeliness for assigned children.
  - Maintain consistent journaling on children’s behavior, development, growth, and individualized needs.
  - Ensure that weekly curriculum is documented with plans for child individualization and submitted to Head Teacher and/or Early Childhood Educational Specialist
  - Prepare child portfolios, Desired Result Developmental Profiles (DRDP), Ages & Stages Questionnaire (ASQ & ASQ-SE), and parent-teacher conference summaries in accordance with SVDH policy and regulatory requirements.
- Be available to work any shift during the hours this agency is open: 7:00 a.m. to 5:30 p.m.; and willing to be flexible to meet the specific needs and unanticipated needs for coverage in any classroom.



- Support a healthy organizational culture committed to clear, respectful communication and positive morale.
  - Follow the SVDH code of conduct, as outlined in the Employee Handbook, in all agency-related interactions with children, families/caregivers, colleagues, and community.
  - Support the effective resolution of concerns and/or issues by reporting concerns to your Supervisor and SVDH administration in a timely manner.
  - Support and encourage the integration of new staff into the Day Home community and classroom routines. Assist the Head Teacher in orientating new teachers to classroom routines and procedures.
- Assist in planning and implementing agency-sponsored events for children and families, such as cultural and seasonal celebrations, Family Celebration, and classroom parent meetings.
- Actively participate in team and agency meetings, staff in-services, and professional development courses and workshops.

*All Teachers may, at times, be asked to assist in matters, not be included in the job responsibilities listed above, to support the effective and efficient administration of the Day Home your initiative and goodwill on behalf of the children are appreciated and truly what makes the Day Home its best.*

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## **SALARY**

\$17.00 – \$22.50/hr

Commensurate with experience, Child Development Permit, and Early Childhood Education coursework

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## **APPLICATION PROCEDURE**

Please submit a current resume, three references and a copy of your official transcripts and any applicable credentials or permits. **Please e-mail information and/or call for an appointment:**

Kira Lewis, Director of Instruction & Family Programs  
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