



POSITION DESCRIPTION

NAME:
JOB TITLE: Group Supervisor

DEPARTMENT:

FLSA STATUS: Non- Exempt
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OVERALL PURPOSE:

This position is responsible to develop and deliver developmentally appropriate learning curriculum to children in a safe and healthy environment that will foster approaches to learning, creative arts, language and literacy, logical-mathematical, personal-social, physical-health, science and social studies. Parental involvement in the development of children, assessment, communication and recording of data are required.

CORE ORGANIZATIONAL SUCCESS FACTORS:

1. ATTENDANCE/PUNCTUALITY/ABILITY TO FOLLOW CLASSROOM ROUTINES

PERFORMANCE MEASURES:

- Respects policies and procedures in regard to attendance and tardiness.
- Follows proper classroom routines with regard to Environmental Rating Scales.
- Meets deadlines with work completed thoroughly.

2. PROFESSIONALISM/APPEARANCE/IMAGE

PERFORMANCE MEASURES:

- Demonstrates maturity, respect, honesty, integrity and fairness to all.
- Gains knowledge to ensure competency – which leads to professionalism.
- Demonstrates a willingness to use knowledge gained and to distribute to others.
- Maintains professional demeanor and appearance at all times.

3. COOPERATION/TEAMWORK

PERFORMANCE MEASURES:

- Strives to be “solution-focused” rather than “problem-focused” and presents recommendations that best meet the needs of clients, the organization and community.
- Maintains constructive team relationships, coordinates effective goals and identifies/plans ways to successfully work together with other team members.
- Demonstrates flexibility and adaptability to change.
- Recognizes and respects individual differences.

4. COMMUNICATION

PERFORMANCE MEASURES:

- Openly communicates necessary information with accuracy in a timely manner.
- Refrains from divulging confidential information.
- Prepares legible documentation.
- Effectively listens and completely reviews documentation before commenting.
- Communicates all information, opinions and ideas in a positive manner.
- Sets appropriate goals for program, self, and children.

5. INITIATIVE/ENTHUSIASM

PERFORMANCE MEASURES:

- Displays consistent motivation.
- Is goal oriented, keeping the center’s vision at the forefront.
- Demonstrates positive leadership and encourages others.

6. EFFICIENCY/PRODUCTIVITY

PERFORMANCE MEASURES:

- Maintains quality standard by a STAR 4 status.
- Ensures daily responsibilities are completed thoroughly with a quality focus.



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7. INTEGRITY/HONESTY

PERFORMANCE MEASURES:

- Takes pride in work.
- Is truthful through both words and behavior.

8. ORGANIZATION/PREPAREDNESS

PERFORMANCE MEASURES:

- Plans ahead and is well prepared for each day.

9. RESPONSIBILITY/RELIABILITY/ACCOUNTABILITY

PERFORMANCE MEASURES:

- Makes rational decisions and is answerable for those decisions.
- Attends work, meetings and appointments regularly and on-time.
- Completes follow-up/follow-through with assignments and decisions.
- Maintains responsibility and accountability for program resources such as time, money, equipment, etc.
- Maintains the health and safety of the children and facilities.

10. RESPECT/COURTESY/CUSTOMER SERVICE

PERFORMANCE MEASURES:

- Is aware of the potential impact of own attitude and behaviors and makes appropriate adjustments to assure that communication and services are purposeful and appropriate.
- Demonstrates knowledge of how different parts of the organization fit together when providing service to clients.
- Recognizes the successes of staff and clients.
- Advocates for quality care and education for practitioners and children.

ESSENTIAL FUNCTIONS: (other duties may be assigned)

1. Implement an individualized, intentional curriculum that promotes the holistic and comprehensive growth of children in accordance with the PA Early Learning Standards through activities, events and lesson plans.

PERFORMANCE MEASURES:

- Approaches to Learning: Ensure curriculum design accommodates individual differences in learning capacity and style.
- Creative Arts: Ensure curriculum design allows individual expression of creativity and imagination.
- Language/Literacy: Ensure curriculum design provides varied opportunities for language/literacy development through adult interaction, listening, speaking, writing and reading.
- Logical/Mathematics: Ensure curriculum design incorporates hands-on activities for problem solving, comparison, time, space, number and critical thinking.
- Personal/Social: Ensure curriculum design nurtures emotional security, positive self concept and respect for others and cultural relevancy with regard to the lives and communities of the children, families and staff.
- Physical/Health: Ensure curriculum design provides ample opportunities to develop gross and fine motor skills and model health and safety practices.
- Program Partnerships: Ensure curriculum is designed to provide a seamless learning experience between home and school for consistent and successful learning. Provide transition to other learning environments.
- Sciences: Ensure curriculum is designed to provide opportunities to explore, learn and investigate the world using children's senses.
- Social Studies: Ensure curriculum design provides children an opportunity to understand their relationship between self and their larger world (family, community, society).
- Utilizes Creative Curriculum and other curriculum resources to stay current with Best Practices.

2. Follow Center Performance Standards for Keystone STARS and develop a learning environment in accordance with the Early Childhood Environmental Rating Scales (ECERS).

PERFORMANCE MEASURES:



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- Invest in continuous quality improvement through Keystone STARS performance standards; maintain STAR 4 status.
- Annually conduct ITERS/ECERS/SACERS self assessment of the classroom environment.
- Achieve a minimum of 5.5 individual classroom rating, with no sub scores below a 3.5.
- Incorporate invitations to learning with regard to cultural diversity, order, aesthetics and sensory exploration.

3. Supervise and guide each child's development including, if applicable, Individual Education Plans/ Individual Family Service Plans.

PERFORMANCE MEASURES:

- Assist child in achieving individual goals.
- Identify and refer children with special needs.
- Provide age appropriate activities, transition letters and parent-teacher conferencing when child transitions to another classroom or educational setting.
- Administer Ages and Stages Questionnaires and share results with parents and administration.
- Attend all scheduled meetings.

4. Maintain current records for each child.

PERFORMANCE MEASURES:

- Observe/assess each child's development within 45 days of enrollment and on an ongoing basis.
- Complete portfolios and required progress reports through the Ounce Scale/Work Sampling System.
- Develop appropriate lesson plans and set individual goals for children.
- Maintain administrative documentation.

5. Provide opportunities for parent involvement in each child's learning experience.

PERFORMANCE MEASURES:

- Ensure that families are properly welcomed.
- Conduct a minimum of one "Getting to Know You" meeting within 60 of enrollment and three parent-teacher conferences per year to provide parents an opportunity to be integrally involved in child goal setting, in the development of curriculum and to share specific information regarding the child's transition to another setting.
- Provide on-going communications with parents via written daily reports, telephone calls, progress reports, parent-teacher conferences and as opportunity presents via verbal communication.
- Provide opportunities for and encourage parental involvement in the program.
- Attend center wide and community events when appropriate.

6. Supervise and mentor all staff or other individuals working in the classroom.

PERFORMANCE MEASURES:

- Provide on-going job performance feedback to practitioners and conduct formal annual appraisals for direct practitioners.
- Enforce and uphold work procedures, policies, state regulations and state program directives including but not limited to ensuring that children are released to proper adults; proper staff to child ratio is maintained at all times and play yard rules.
- Actively promote a high degree of morale and spirit of motivation.

7. Seek out and participate in opportunities to enhance personal and professional growth.

PERFORMANCE MEASURES:

- Update and maintain Professional Development Record (PDR) and obtain required hours of professional development.
- Advance in personal career goals.
- Demonstrate knowledge of Developmentally Appropriate/Best Practices.
- Maintain confidentiality and compliance with HIPAA requirements.
- Participate in 2 Professional Development Activities.



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- Coordinate with other staff to maintain the vision of the program and meet the goals for program.

8. Attend meetings and trainings.

PERFORMANCE MEASURES:

- Attend all meetings and assigned trainings as scheduled.
- Attend community/kindergarten transition activities as assigned.
- Attend parent meetings/activities as assigned.

9. Fulfill maintenance and nutrition duties.

PERFORMANCE MEASURES:

- Responsible for keeping classroom and building clean and neat in appearance.
- Serve and clean up from meals.
- Maintain required documentation.

OTHER DUTIES OF JOB:

1. Report suspected child abuse.
2. Order supplies and materials.
3. Perform other related duties as required/assigned.

SUPERVISION RECEIVED:

Supervision is **typically** received from the Director, Administrative Assistant and Assistant Director.

SUPERVISION ADMINISTERED:

This position **typically** requires the supervision of classroom Assistant Group Supervisors, Aides and volunteers.

MENTAL DEMANDS TYPICAL OF THIS POSITION:

- Ability to adapt to a constantly changing work environment
- Ability to manage multiple projects/tasks
- Ability to work under high pressure for results
- Establish own goals
- Maintain a high level of decision-making
- Maintain a high level of record keeping/routine paperwork
- Meet frequent deadlines
- Predictable work schedule
- Provide close attention to detail
- Utilize creativity
- Work closely with others

PHYSICAL DEMANDS TYPICAL OF THIS POSITION:

Constantly Incurred (More than 75% of time on job)

Ability to walk, Ability to lift: Light (Max 10 lbs.), Ability to use both hands, Ability to use both legs, Ability to communicate orally, Ability to hear conversation, Use of depth perception, Use of color vision, Ability for rapid mental/muscular coordination simultaneously.

Frequently Incurred (Between 25% - 75% of time on job)

Ability to stand, Ability to sit, Ability to lift: Mod (Max 25 lbs.), Reaching at high or low level, Ability to climb stairs, Ability to stoop, Ability to repeatedly bend.

Occasionally Incurred (Less than 25% of time on job)

Ability to lift: Hvy/Mod (Max 40 lbs.), Ability to kneel, Repetitive finger movement, Ability to use legs/arms to climb, Ability to balance, Repetitive twisting or pressure involving wrists or hands, Ability to operate truck/motor vehicle.



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WORKING CONDITIONS TYPICAL OF THIS POSITION:

Constantly Incurred (More than 75% of time on job)
Contact with children.

Frequently Incurred (Between 25% - 75% of time on job)
Work outside and inside, Work with hands in water, Exposure to blood and bodily fluids.

Occasionally Incurred (Less than 25% of time on job)
Work outside, Exposure to cleaning chemicals, Exposure to grease/oils, Work with moving vehicles, Work alone.

PERSONAL PROTECTIVE EQUIPMENT TYPICAL OF THIS POSITION:

Frequently Incurred (Between 25% - 75% of time on job)
Use of latex or vinyl gloves.

QUALIFICATIONS:

EDUCATION

- A bachelors degree from an accredited college or university in early childhood education, or a related field such as human development, psychology, sociology, social work, education, pediatric nursing, home economics/family and consumer science, recreation, child and family studies and business (including 30 ECE credits).
(or)
- An associate degree from an accredited college or university in early childhood education, or a related field such as human development, psychology, sociology, social work, education, pediatric nursing, home economics/family and consumer science, recreation, child and family studies and business (including 18 ECE credits).

EXPERIENCE/TRAINING

- One to two years related experience/training working with children preferred.

LICENSE/CERTIFICATION

- Transcript and diploma of highest level of education
- Verification of over 18 years of age (Valid Driver's License)
- Cardio-Pulmonary Resuscitation (CPR) Certification
- Pediatric First Aid Certification
- Act 33/34 Clearances run every five (5) years
- FBI Clearance run every five (5) years
- Update Health Appraisal including Mantoux test
- Two written references from non-relatives
- Completion of Mandated Reporter Training (must be renewed every five (5) years)

KNOWLEDGE, SKILLS, AND ABILITIES TYPICAL OF THIS POSITION:

PROBLEM SOLVING SKILLS

- Troubleshoots or takes initiative to solve problems.

COMMUNICATION SKILLS

- Consistently uses good listening skills to remain informed and acts upon or acknowledges receipt of information.
- Utilizes appropriate grammar, punctuation, and accuracy in written correspondence, manuals, or publications.

MATH SKILLS

- Performs accurate basic mathematical functions such as addition, subtraction, multiplication, and division.



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COMPUTER KNOWLEDGE

- Word Processing Software
- Internet/E-Mail

OTHER CHARACTERISTICS

- Documentation and observation skills.
- Strong organizational skills.
- Ability to enforce and uphold work procedures, policies, state regulations and state program directives.
- Ability to follow established confidentiality policy and safety standards.
- Strong leadership and supervisory skills.
- Knowledge of human resource laws and regulations as they relate to the supervision of staff.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

I have read the above position description and fully understand the requirements set forth therein. I can perform the essential functions of the position with or without accommodation. I will perform all duties and responsibilities to the best of my ability.

I understand that management retains the right to change this job description at any time. I also understand that management may ask me at certain times to perform other duties or assign me other responsibilities other than the ones written above.

Signature of Employee

Date

Signature of Director

Date