

Winooski School District

Job Description

Job Title: Director of Early Learning
Job Group: Administrator, Non Union
FLSA Status: Exempt
Effective: Academic Year 2022/23
Reports To: Superintendent or Designee

POSITION OBJECTIVES:

The Winooski School District (WSD), a PreK-12 school district on a single campus, is seeking an outstanding leader for our dynamic and diverse district. Our PreK-12 enrollment is ~850 with approximately 65% qualifying for free/reduced lunch, 40% English Language Learners (ELL), 28% qualifying for special services and over 125 Pre-K students. WSD's vision of learning is articulated through the school board's ENDS Statement: All students will graduate from the Winooski School District (WSD) college and career ready at a cost supported by a majority of the Winooski community. WSD students will lead healthy, productive and successful lives and engage with their local and global community.

The Director of Early Learning provides overall leadership for the early education program, including active involvement with students, faculty, and staff. The Director provides guidance and leadership in instruction and curriculum planning and evaluation.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Primary job duties include, but are not limited to, the following:

- Planning, supervising, and evaluating all aspects of the instructional program
- Develop and maintain a sustainable process for students moving from early education programs to kindergarten
- Work with the teachers in developing a master schedule that utilizes staff and building resources to a maximum degree of effectiveness
- Responsible for the supervision, evaluation, and professional development of professional and instructional support staff in early education programs
- Maintain a system of pupil placement, records, attendance, accounting, evaluation, and other required data in accordance with district practice
- Maintain a connection with the Early Learning Partnership and act 166 Partner Programs
- Maintain oversight and compliance with special education rules and regulations pertaining to early ed programming
- Oversee and ensure appropriate licensing and regulation implementation for early childhood programs

SUPERVISORY RESPONSIBILITIES: Responsible for the supervision, evaluation, and professional development of professional and instructional support staff in early education programs

QUALIFICATIONS:

Education and Experience

Candidates with the following qualifications are encouraged to apply:

- Masters Degree in education, early education or another appropriate discipline plus a minimum 3 years of experience in early childhood education.
- Hold (or be eligible to hold) a valid Vermont Professional Educators License with a special education endorsement or early childhood endorsement, plus a Principal, special education administrator or another administrative endorsement.
- Successful candidates must be committed to working effectively with diverse community populations and are expected to strengthen such capacity.

PROFESSIONAL EXPECTATIONS:

To perform the job successfully, an individual should demonstrate the following:

Communication Skills. Listens and gets clarification; Responds well to questions. Excellent oral and written communication skills (clear, accurate, articulate, concise, proper grammar). Communication is timely, courteous, respectful and tactful. Excellent listening skills.

Interpersonal Skills. Keeps emotions under control; Remains open to others' ideas and tries new things. Effectively works with others, including those with opinions or beliefs different from their own. Interacts with others in a friendly, tactful and positive manner. Works through differences in a respectful manner without drama. Sensitive to the feelings of others. Treats others with dignity and respect. Builds constructive and supportive relationships with peers. Helps to create an inclusive work environment. Attempts to understand others points of view.

Team Player. Contributes to building a positive team spirit. Proven ability to work cooperatively and effectively as part of a team. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

Organizational/Planning Skills. Uses time efficiently. Able to multitask and prioritize effectively.

Flexibility/Adaptable: Open to new ideas and tasks without resistance; able to deal with new situations well. Versatile and capable of handling diverse assignments. Effectively accepts constructive criticism. Maintains composure when faced with stressful situations that require flexibility and adaptability. Performs essential duties where needed including different work sites.

Motivation/Initiative: Asks for and offers help when needed. Proven ability to work effectively without specific direction, and with minimal supervision. Able to identify and implement improvements to systems and practices to increase efficiency and effectiveness.

Emotional Maturity: Able to effectively handle conflict and stress; able to remain calm and professional when challenged or when others disagree.

Attitude/Personality/Style: Friendly, helpful and positive disposition; patient and understanding; takes pride in work; responsive to the needs of others; enthusiastic; good sense of humor; able to see the good in every situation; honest and direct; transparent.

Attendance/Punctuality: Is consistently at work and on time. Ensures work responsibilities are covered when absent. Arrives at meetings and appointments on time. Commits to long hours of work, including before and after school, when necessary to reach goals. Schedules appointments so as to minimize impact on work. Follows established leave requesting and reporting protocols.

Problem Solving Skills: Approaches problems in a positive manner. Views impediments as solvable challenges. Able to identify practical solutions to problems. Able to resolve issues in a fair, equitable and timely manner.

Professionalism: Presents a professional image; remains calm and focused in stressful situations; treats others with courtesy and respect regardless of their status or position;

maintains a professional appearance for the position in both dress and manner; approaches others in a tactful manner; reacts well under pressure; accepts responsibility for own actions; follows through on commitments.

Organizational Support: Follows district policies and procedures, rules of conduct, and behavior expectations. Promotes/presents a positive image of the school/district.

Quality of Work: Performs duties consistent with District standards and performance expectations.

Quantity of Work: Completes work in a timely manner. Manages to stay productive even during relatively slow times with minimum direction

Safety and Security: Observes safety and security procedures. Reports potentially unsafe conditions.

Dependability: Follows instructions and responds to supervisor direction. Responds to requests for service and assistance. Takes responsibility for own actions.

Job Knowledge: Demonstrates a working knowledge and understanding in the areas of responsibility. Acquires needed skills and knowledge with little reluctance.

Language Skills. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine IEPs, reports and correspondence. Ability to speak effectively. Ability to provide effective instruction and receive constructive feedback.

Mathematical Skills. Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry **may be necessary**.

Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.

Reasoning Ability/Mental Requirements. Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Ability to anticipate and diffuse emotionally explosive **situations**.

Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.

Travel Requirements. Must have reliable transportation to and from work.

Attendance. Reliable attendance at work and punctuality is required for the position. Employee must also be able to participate in required meetings and/or trainings that are held outside of the normal work day or work hours.

Frequency	Code	Description
Sometimes basis.	S	activity may exist sporadically, but not on a consistent
Occasionally of the time	O	activity exists on a consistent basis for less than 1/3
Frequently time	F	activity exists from 1/3 of the time up to 2/3 of the
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS:

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	
CLIMBING	O		X
BALANCING	O	X	
CROUCHING	O	X	
KNEELING	O	X	
CRAWLING	O	X	
REACHING (i.e., overhead)	O	X	
HANDLING	F	X	
DRIVING	NA		X
REPETITIVE MOVEMENTS (hands, feet)	O		X

MANAGING STRESS	C	X	
RESOLVING CONFLICTS	C	X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS:

All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a workstation without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in an alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

NON-DISCRIMINATION:

The WSD is committed to maintaining a work and learning environment free from discrimination. Employment decisions are based on merit and business needs, and not on the basis of race, color, ancestry, religion, gender, age, marital/civil union status, national origin, sexual orientation, place of birth, citizenship, veteran status, disability, gender identity, genetic information or other protected class as defined and required by state and/or federal laws.