

**JOB DESCRIPTION:  
Early Childhood Teacher**



**Woodinville Montessori School**  
a nonprofit organization

**SUMMARY:**

This position is a full time head teacher in an Early Childhood classroom of children 2-1/2 to 6 years of age. The Head Teacher will provide supervision over the classroom community and students' work, with keen awareness of the functioning of the whole, while also paying attention to individual and small group needs. Throughout the school year, the teacher will work with the Early Childhood Program Director to ensure that students have the necessary tools and time to devote themselves to their work, building a cohesive community and continuing to develop the love of learning.

To achieve the school mission, the teaching staff at Woodinville Montessori agrees to fulfill the following roles and responsibilities. There may be differences in how these tasks are performed at various levels (for example: home visits for infant and toddler, new family events for early childhood, chaperoning overnight field trips for elementary, chaperoning social events for secondary, leading after school clubs or serving as a student advisor, etc.) but the need for attention to all areas remains consistent no matter the age of the children you teach. All faculty need to follow Montessori philosophy and meet every child for who, what and where they are. Montessori education seeks to find the unique path for each individual, not to force the individual into a predetermined path.

<b>CALENDAR / FTE:</b> Academic Year / 1.0	<b>STATUS:</b> Exempt / Salaried	<b>COMPENSATION:</b> \$45,000 - \$90,000 annually
<b>DEPARTMENT/LEVEL:</b> Early Childhood / Faculty	<b>REPORTS TO:</b> Early Childhood Program Director	<b>DATE:</b> August 2023

**DUTIES:**

The paramount duty of a teacher in a Montessori classroom is to educate and guide students toward their optimal intellectual, emotional, social, physical, ethical and spiritual development in an in-person or remote classroom. Other duties include but are not limited to:

**Be Professional:**

- Respect and maintain confidentiality regarding school or staff issues.
- Arrive at school promptly, attend regularly, and notify your supervisor if you leave the facility at any time other than lunch.
- Maintain a clean, professional appearance. See dress code in staff handbook.
- Maintain an up-to-date professional development record.
- Maintain a high level of organization to facilitate the management of all facets of your responsibilities.
- Support school events by participation in planning, by attendance and by encouraging families and children to attend.
- Maintain current, accurate and complete records of your students' lessons, work, progress, and homework as well as observations.
- Use written communication to parents to relay information on a specific area of concern. Submit a copy to your Supervisor and/or Head of School, and keep a copy for your records.
- Document all parent meetings (summaries), accidents, incidents and behavior as directed in the Staff Handbook.

**Be Informed:**

- Understand and promote the school's mission, purposes, and objectives of your work to parents and others.
- Acquaint yourself with Woodinville Montessori policies, procedures and ground rules in the Staff and Parent Handbooks and follow them at all times.
- Read all school newsletters, memos, and educational support materials. Stay up to date about issues in education, science, and public affairs, which may interest or impact your students, the school and community.

**Communicate:**

- With parents as your equal partners in the teaching process by:
  - sharing and soliciting information formally (initial conference, fall and midwinter conference, midwinter and spring reports: Secondary according to the cycle schedule);
  - producing a newsletter each month with weekly communications as needed
  - posting newsletters, homework, and assignment details on Seesaw or the website;
  - connecting informally via phone call, notes, email, additional conferences, casual conversation
- Continually build their trust in you and give them reason to be glad that **their** child is in **your** classroom.
- With your students in a manner that is nurturing, respectful and considers their varied learning styles, abilities and modalities.
- With your supervisor or the Head of School via phone, email, note or visit regarding any issue that needs attention, assistance, and advice or is a potential problem the day it happens.
- With administrative staff members by keeping them informed of classroom activities and complying with requests for paperwork, information etc. promptly.
- With your assistant(s) by providing clear and frequent information and feedback regarding your expectations for his/her handling of student behavior, communication with parents, and responsibilities in your classroom. Meet on a scheduled, as well as an informal, basis to discuss assistant performance, needs and perceptions.
- With co-teachers, team members, Club House staff and specialists to ensure consistent quality across the child's day and experiences.
- With volunteers to help them successfully complete their work.

**Collaborate:**

- With administration and teaching team by participating in problem solving, decision-making, and planning for the whole school as well as your classroom.
- With students and parents by participating in problem solving, decision-making, and planning.
- With specialists by participating in problem solving, decision-making, and planning.
- By contributing ideas and opinions on curriculum, students, parents, programs and professional issues to group discussions.
- By exhibiting a flexible approach and positive attitude to all.

**Reflect:**

- Participate in the ongoing evaluation of the school, its programs, and your own work as a teacher to remain on the path of continuous improvement.
- Consider whether your own behaviors, reactions, practices and attitudes demonstrate and foster acceptance, respect and understanding of student and family diversity and needs.
- Consider whether your personal actions and beliefs towards others are in tune with the Montessori philosophy and Woodinville Montessori School's mission and vision.
- Consider whether you are acting with purpose and intent to continue your own path of learning and development.
- Renew yourself mentally, spiritually, physically and emotionally.

**Create:**

- An atmosphere of beauty, cleanliness, order and safety in each classroom as prescribed by Maria Montessori
  - Materials – clean, complete, updated, in good repair
  - Classrooms - neat, orderly, clean and places of beauty and calm.
  - Outdoor areas – neat, orderly and picked up.
  - Gardens – weeded and well-tended.
  - Teacher areas should be organized and clutter free.
  - Oversee and participate in children's and assistant's cleaning duties.
- A comprehensive and enriched Montessori curriculum in all learning areas for the level of your class according to AMS and WMS standards.
- Submit a written annual plan to Supervisor at the beginning of each school year.
- Excitement and passion for learning, discovery and knowledge in students.

- Weekly plans for your class.
- Individualized work expectations for students weekly.
- Progress reports that reflect the abilities and progress of each child.
- New materials as needed for concrete learning experiences and replace materials as they begin to wear.
- Balance in the curriculum offerings, schedule of the day and week to recognize children's need for variety, creativity, and individually tailored learning experiences.
- High expectations for each student, which challenge him or her at the level, that motivates rather than frustrates.

**Facilitate:**

- Development of self-control, conflict resolution, and respect for others in children by modeling, by holding high expectations for manners and by using positive discipline techniques.
- The social, emotional, cognitive, physical, and spiritual development of each individual child by setting goals with the child and family and guiding the child to successfully meet them.
- Increasingly complex thinking in students by posing probing questions and providing the resources for the child to discover the answers.
- Remote instruction to maintain the students' academic progress and growth in the event that onsite instruction is not possible.

**EDUCATION/CERTIFICATION REQUIREMENTS:**

- Bachelor or Master's Degree from an accredited college or university
- AMS or AMI Early Childhood, Primary Teacher Credential or plan to work towards
- Professional Development record up to date in AMS record
- Infant/Child & Adult CPR
- First Aid
- HIV/Blood-borne Pathogens
- Food Worker Card
- Child Care Basics
- DCYF Portable Background check
- Professional record up to date in MERIT Registry

**SKILLS AND EXPERIENCE REQUIREMENTS:**

- Three or more consecutive years classroom teaching experience preferred

**KEY PERFORMANCE CHARACTERISTICS:**

- Attuned to variations in learning style of individual students and willing to adapt to them
- Demonstrated enjoyment and understanding of children
- Demonstrated ability to write proficiently, speak in public and work with adults
- Ability to work successfully in a collaborative team relationship
- Demonstrated ability to create and maintain collaborative working relationship with parents and students
- Work with children in a warm, patient, calm, respectful and confident manner
- High level of organization and attention to detail and an understanding of how to convey this to students
- Able to handle the stress and demands of the teaching profession.
- Maintain confidentiality
- Maintain a calm demeanor in a busy, highly flexible environment
- Understand and execute verbal and written instruction, policies and procedures and implement them with a degree of independence
- Use tact, courtesy and good judgment
- Model and monitor appropriate student behaviors and communication skills
- Maintain mental and physical alertness and an appropriate level of energy to perform essential job requirements

**WORKING CONDITIONS:**

- Must remain flexible to meet the immediate needs of students, staff, and school.
- Is required to handle multiple tasks simultaneously and prioritize.
- May experience frequent interruptions.
- May work outside in all weather conditions

**Physical demands:**

- Stand for at least 3 hours.
- Go on a walk with children at a fairly rigorous pace for at least one (1) hour.
- Sit on the floor and get up quickly.
- Demonstrate full range of motion to kneel, stoop, bend, twist, crouch, crawl, reach up high.
- Climb and balance.
- Walk and run after children on a playground or as needed.
- May lift, move, or hold children with a range of weight from 10 to 50 pounds, frequently. (Occasionally, lift, move, or hold weight more than 50 pounds)
- Capable of expressing, instructing, and exchanging ideas by means of the spoken English word and engage in and respond to activities where detailed or important spoken instructions must be conveyed to other workers accurately, loudly, or quickly (emergency evacuations, etc.).
- Must possess acceptable hearing and visual capabilities, to determine the accuracy, neatness, and thoroughness of the work assigned, and to monitor the environment and children's well-being.
- Able to fully participate in activities.

**Mental and emotional demands:**

- Focuses on the children and their safety as the highest priority at all times.
- Able to tolerate occasionally noisy and busy children.
- Communicates with colleagues and parents under stressful conditions.
- Coordinates well with coworkers, verbally and nonverbally.
- Displays a positive attitude

**OFFICE AND SOFTWARE SKILLS:**

- Technology proficient including Office Suite, Email, and Internet
- Proficient skills in Seesaw and Zoom

**UPON HIRE:**

Complete an Employment Eligibility Form and submit documentation to Human Resources for review and verification to comply with the Federal Immigration Reform and Control Act. All offers of hire are contingent upon passing a nation-wide criminal history check, which requires the employee to provide fingerprints. Must provide documentation of a current, within the last 12 months, of a negative FDA-approved TB test by a licensed health care professional.

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

I have read this Job Description and I understand the duties, requirements, characteristics and skills. I certify that I am capable and qualified to carry out these duties as described above.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_