

Program Supervisor

Small Faces Child Development Center

\$65-\$70,000/year, 40 hours/week expected

Job Summary

Small Faces is searching for a team member to join our administration, which is focused on making sure that our child care center is living up to its mission, vision, and values on behalf of the 150+ families in our community. The program supervisor will collaborate with the Executive Director and Senior Program Supervisor on coaching, mentoring, and professional development for teachers. The Program Supervisor will spend about half of the workday in classrooms doing regular teacher observations, attending class meetings, coaching, giving feedback, and generally building good working relationships with teachers in preschool, after school, and substitute positions.

As a part of the Faculty Support Team, which includes the Executive Director and Senior Program Supervisor, you will directly mentor and coach teachers, helping to ensure that they are continually improving their pedagogical practices, helping them to set and meet their professional development goals, guiding them in problem solving with other faculty members and ensuring that they are compliant with legal requirements and meeting best practice standards. You will engage with and lead the faculty on our continuing journey to build on the child-centered, play-based curriculum, both grounding yourself in the philosophy of the center and influencing it as it grows to encompass new practices. You will take a leadership role in areas of growth for the center including anti-bias education, pedagogical documentation, reflective practice and faculty peer-mentorship.

Immediate Supervisor: Executive Director

Minimum Qualifications

1. Meets or exceeds the education requirement in WAC110-300-0100.4: an ECE State Certificate or AA in ECE or higher, or a plan to complete this requirement by August 2026. (See below for full requirement).
2. At least four years experience as a teacher in an early childhood program.
3. Practical knowledge of positive discipline principles.
4. Has successfully implemented emergent curriculum and/or the project approach while in a classroom leadership role.
5. Shows ability to take leadership in mentoring other teachers, communication, and job duties.
6. Has a philosophy of early childhood education which aligns with Small Faces mission, values, and practices.
7. Complies with all requirements for child care providers from DCYF, including, but not limited to, CPR/1st aid training, a clear portable background check, and continuing education hours (see WAC 110-300-0105 and 110-300-0106).
8. The usual methods of performing the job's daily functions require: lifting up to 50 lbs., carrying, pushing, and/or pulling, frequent stooping, sitting and rising from the floor, kneeling and/or crouching, and significant finger dexterity, and the ability to spend approximately 50% of the day walking or standing.

9. Must be able to work on site, arriving on time each day and not frequently absent without approval.

Additional Skills and Qualifications Preferred

- B.A. in education, special education, or early childhood education or equivalent.
- Familiarity with enterprise talk, emotion coaching, peaceful conflict resolution in the classroom.
- Experience working with school aged children.
- Experience in implementing program support.

Responsibilities

Faculty Support

In coordination with the Faculty Support Team you will:

- Directly supervise a cohort of three classroom teaching teams.
- Mentor individual teachers and teaching teams.
- Perform regularly scheduled classroom observations and share data with staff.
- Collaborates on an observation schedule with the Faculty Support Team.
- Share data from observations with the Senior Program Supervisor and plan next steps for staff professional growth.
- Be willing to support extra team meetings or observations if another member of the Faculty Support Team is working closely with a classroom or teacher over a period of time.
- Creates a collaborative working relationship with teachers.
- Regularly meet one on one with teachers.
- Work closely with individual staff in implementing Small Faces practices.
- Spends 50% of time in classrooms.
- Inform and participate in annual teacher reviews.
- Find and recommend trainings for staff.
- Scaffold learning and train current staff in best practices.
- Track completions of classroom observations per frequency.
- Problem solve intra staff issues with affected parties.
- Celebrating staff accomplishments.
- Coordinate team building.
- Regular, predictable attendance, arriving on time each day and not frequently absent without approval.

Legal, Licensing and School Policy Compliance

- Help ensure compliance with all requirements in a timely manner.
- File all required forms.
- Train staff on any new changes to legal/licensing requirements that affect their work.
- Train, remind and clarify policies for the staff throughout the year.
- Be aware of policies and procedures to ensure that they are in line with mission and vision.
- Collaborate with the administrative team to create and revise policies.

Communication

- Create effective communication processes and procedures.
- Present information on relevant practices at staff meetings.
- Interact with parents to ensure a positive relationship as needed.
- Attend weekly classroom cohort team meetings.
- Communicate between administrative team and classroom teams.
- Share important information.

- Follow up on action items from staff meetings.
- Parent Support
- Participate in planning and presenting two 2-hour summer orientations for new parents

*WAC 110-300-0100 (4)

*(4) **Center program supervisors** plan the early learning program services under the oversight of a center director or assistant director.*

(a) A program supervisor must meet the following qualifications:

- (i) Be at least eighteen years old;*
- (ii) Have an ECE state certificate or equivalent by August 1, 2026;*
- (iii) Have two years of experience as a teacher of children in any age group enrolled in any early learning program;*
- (iv) Complete the applicable preservice requirements, pursuant to WAC [110-300-0105](#);*
and
- (v) Have their continued professional development progress documented annually.*

(b) A program supervisor performs the following duties:

- (i) Guide the planning of curriculum philosophy, implementation, and environmental design of the early learning program;*
- (ii) Comply with foundational quality standards;*
- (iii) Act as a teacher or director as long as it does not interfere with the program supervisor's primary responsibilities; and*
- (iv) Manage the professional development plans and requirements for staff as needed.*