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## **JOB POSTING FOR 2025-2026 SCHOOL YEAR**

<b>TITLE:</b> LEAD PRE-K TEACHER	<b>FLSA:</b> EXEMPT
<b>REPORTS TO:</b> Early Childhood Director	<b>POSTED:</b> July 1, 2025
<b>SALARY:</b> Commensurate with SJEA contract	<b>NUMBER OF DAYS:</b> School Year Position Beginning in 2025 - 2026
<b>LOCATION:</b> East Olive School	

### **POSITION SUMMARY**

The Lead Pre-K Teacher is responsible for all aspects of planning, evaluating and instructing child development/school readiness skills as assessed appropriate to the needs of the children enrolled in the program. The Pre-K teacher will also teach all programming and related functions relevant to the developmental/educational program for the child enrollees in his/her classroom, and integrate all required components in accordance with St. Johns Public Schools preschool curriculum and philosophy.

### **DUTIES AND RESPONSIBILITIES**

*These duties and responsibilities are judged to be “essential functions” in terms of the Americans with Disabilities Act or ADA. The statements below are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed by such a person.*

Essential duties shall include, but are not limited to:

- Maintain a working knowledge of expected performance standards, especially related to child development and its integration within the St. Johns Public Schools early childhood curriculum and assessments, and systems utilized within the program.
- Maintain primary responsibility for the lesson planning, environment, data collection and record keeping associated with highest quality developmental/educational programming for the preschool aged children in his/her center based classroom.
- Maintain primary responsibility for the effective involvement of teaching team partners within the planning, provision, coordination, data collection and record keeping associated with highest quality early childhood center based programming.
- Conduct ongoing diagnosis, observation, and review of all children enrolled in the program, including documentation of such with ongoing anecdotal records for each child.

- Participate in Enrollment Screenings.
- Attend and implement Individualized Education Plans as recommended by St. Johns Public Schools Special Education staff.
- Meet with CCRESA Specialist/s as needed to ensure quality programming for special needs students.
- Schedule four (4) parent/family activities with educational/literacy focus.
- Schedule two (2) home visits and two (2) conferences for the purpose of: 1) orienting the parent/child to the program, reviewing the child's and or family's needs, and assessing the developmental goals for each child; 2) discussing the child's developmental progress toward meeting specific goals and the essential outcomes for each child and to plan ways the parent can assist with learning; 3) evaluating the program with the parent and discussing placement for the following year. These will be conducted within the allotted time, and according to the outlined expectations, as defined within the annual program calendar.
- Maintain up-to-date progress documentation.
- Maintain an ongoing home-school communication system/newsletter that provides updates on classroom happenings/activities/lessons and relationships to essential outcomes.
- Coordinate the ordering and inventory of all supplies and special equipment for use in the classroom.
- Attend all staff meetings, training, and other scheduled program activities relevant to the child development needs of enrolled children.
- Assist in the ongoing monitoring and assessment of the entire program and provide input into the planning for continuous improvement.
- Design and/or assist in the development of required forms and/or record keeping systems and maintain files of required records, reports, and program information.
- Complete all required reports and records on time, and submit them on time and in a professional manner.
- Arrange for classroom facilities and substitutes as required.
- Work closely with the other pre-k teachers and with the district kindergarten teachers in the coordination of philosophy, materials, and proper sequencing of skills development.
- Be responsible for the professional effectiveness of the classroom teaching team.
- Maintain and submit paperwork, receipts, and records in accordance with St. Johns Public Schools systems of operations.
- Maintain a continuous updating of knowledge and experience related to early childhood best practices, child development stages, Creative Curriculum and GOLD Assessment, and other related areas.
- Maintain educational and health credentials and files as necessary.
- Act as a resource, if needed, to employees, students and the general public visiting St. Johns Public Schools.
- Possess knowledge of St. Johns Public Schools' organization, mission, and philosophy.
- Perform other duties deemed appropriate by the St. Johns Public Schools Early Childhood Director and/or building principal.

## Relationships and Other Duties

The Lead Pre-K Teacher shall be directly responsible to the building administrator and Early Childhood Director and shall demonstrate commitment to the mission of St. Johns Public Schools through:

- adherence to and enforcement of agency policies and administrative regulations;
- performance resulting in quality outcomes;
- performance resulting in internal and external consumer satisfaction;
- continuous personal and professional improvement and development;
- positive interpersonal relationships with colleagues and consumers;
- continuously improving performance through internal and external evaluation, and
- exhibiting the mental/physical ability and stamina to meet essential duties of the position;
- able to communicate effectively (language skills);
- ability to work with mathematical concepts (mathematical skills);
- able to define problems, collect data, establish facts, and draw valid conclusions (reasoning skills);
- physically able to successfully perform the essential functions of the job (physical demands).

*Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

## RECOMMENDED EMPLOYMENT QUALIFICATIONS

### EDUCATION:

- Bachelor's Degree with a major in Early Childhood Education or Child Development with a specialization in preschool training.
- Bachelor's degree in elementary education from an accredited college or university.

### CERTIFICATES, LICENSES, REGISTRATIONS:

- Endorsement in Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) - *preferred*
- Valid Michigan Elementary Teaching Certificate, Elementary K-5 (all subjects)

### EXPERIENCE:

- Experience in Positive Behavior Supports
- Experience with trauma informed schools - *preferred*
- Experience and/or knowledge of practices/training from Crisis Prevention Institute (CPI) - *CPI certification preferred*

### OTHER KNOWLEDGE, SKILLS AND ABILITIES:

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

- Knowledge of St. Johns Public Schools curriculum, techniques for integrating curriculum, St. Johns Public Schools policies, and effective instructional practices.
- Knowledge of elementary reading instruction.
- Understanding of the teaching/learning process.

- Ability to provide instruction that reflects multiple perspectives and multicultural education.
- Ability to infuse technology into curriculum.
- Ability to work effectively with administrators, colleagues, central office and school based staff, students, parents and community.
- Excellent oral and written communication and human relations skills.

*The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk and stand and move quickly. Ability to move around the classroom including stooping, bending, standing for extended periods and moving heavy objects. Crisis intervention may require participating in physical restraints. Specific vision abilities required by this job include close vision, color vision and depth perception. While performing the duties of the job the employee may be required to leave the building.

### **WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment usually varies. Work is performed indoors and outdoors during the school year.

If interested in this position, please apply through [Fast Track](#).

A completed online application is required for all applicants.

Position will be posted until July 18, 2025, or until filled.

*It is the policy of St. Johns Public Schools that no discriminatory practices based on sex (including sexual orientation and gender identity), race, religion, color, age, national origin, disability, height, weight, marital status, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance.*