

Job Description

<u>Title:</u>	Early Head Start Teacher
<u>Department:</u>	Head Start/Early Head Start
<u>Reports To:</u>	Center Director
<u>Full Time Equivalent:</u>	1.0
<u>Date Approved/Revised:</u>	9/1/19

Job Summary:

This position serves as an Infant-Toddler teacher for an Early Head Start (EHS) classroom of children 0-3 years of age. The teacher will work collaboratively with his/her partner teacher to ensure the successful operation of a classroom with a total of eight children. The teacher, along with families and colleagues, works to achieve meaningful progress of each child along his/her own unique developmental path and toward Gulf Regional Early Childhood Service's (GRECS) school readiness goals.

General Expectations:

The teacher will ultimately be evaluated on a combination of skills, dispositions and behaviors, some of which are related to the specific service area of this position and others that represent general expectations of all GRECS EHS child care partner centers.

- Infant-toddler growth & development: Uses knowledge of the principles of child growth and development to work with children and communicate with families.
- Implements child-centered daily routine, curriculum, and learning environment that encourages the development of age-appropriate positive social interactions, active exploration/ engagement in learning, and self-motivation (curiosity) to promote development in all domains for children of all abilities.
- Understands the development of self-regulation in infants-toddlers as well as age-appropriate expectations for pro-social behaviors. Creates a nurturing, responsive environment that promotes positive self-concept and development of social and emotional competencies. Observes closely and with understanding to determine possible causes of challenging behavior, implementing preventive measures, teaching children new social and communication skills in partnership with families.
- Uses observations of children and anecdotal notes to document children's progress and individualize curriculum.
- Creates partnerships with families to establish positive interaction patterns in program, school, and home.

Essential Job Responsibilities:

The teacher's responsibilities chiefly fall within the following core functions, although s/he may perform other tasks as needed:

- Planning
- Program Implementation
- Family Partnerships
- Communication and Service Coordination
- Record Keeping and Reporting
- On-going Monitoring and Self-Assessment
- Supervision and Human Resources

PLANNING

- Will assist in ensuring that the written curriculum includes:
 - goals for children’s development and learning;
 - the experiences through which children will achieve these goals;
 - what staff and parents can do to help children achieve these goals;
 - the materials needed to support the implementation of the curriculum towards achieving the stated goals;
- Support the social and emotional development of children.
- Responsible for collaborating with a partner teacher in the preparation of lesson plans and post them for parents, volunteers, and visitors in the classroom.
- Assist in the development of individual plans for each child including goal setting based on identified needs and prescriptions for objectives and activities to meet established child outcomes.
- Planning and implementing learning experiences that advance the cognitive and physical development of children, including progress toward school readiness goals by developing their language (understanding and increasingly complex use, expanding vocabulary) emergent literacy, print and numeracy awareness, their appreciation of books and their problem-solving abilities.

PROGRAM IMPLEMENTATION

- Understands, ensures, and implements Head Start Program Performance Standards at all times.
- Follow program curriculum providing many opportunities for natural play and hands on experiences that reflect the learning styles of individual children in the group.
- Implement developmentally and linguistically appropriate experiences appropriate to age, language, and culture of children served.
- Establish and maintain a safe, healthy learning environment.
- Implement experiential learning activities advancing the intellectual and emotional competence of infants and toddlers.
- Provide positive guidance and discipline supporting children as they acquire readiness skills for kindergarten and beyond.
- Implement lesson plans in response to children’s needs and interests incorporating observations, anecdotal record keeping, knowledge of early childhood development and the key experiences.
- Implement Individual Family Services Plans (IFSPs) or Individualized Education Program (IEP) for children with disabilities.
- Provide children with a consistent classroom routine that is responsive to individual infants and toddlers’ needs. Ensure continuity of care is implemented (teachers remain with the same group of children throughout the course of the child’s enrollment).
- Provide supervision and ensure the safety and security of children at all times in accordance with EHS and child care licensing requirements. Supervise all outdoor activities. Ensures active supervision practices (i.e. Child Daily Tracker, SUPER Mantra, face to name head counts, etc.).
- Supervise and eat nutritionally prepared meals and/or snacks with the children as a curriculum activity (toddlers and 2’s) to model good nutrition and proper social skills for infants and toddlers. Ensures and implements *Family Style Dining* practices.
- Feed all infants on demand.
- Hold all non-mobile infants during feeding.
- Understand regulations associated with prevention of disease and injury, including proper diapering procedures, and the exercise of universal precautions, and the prevention of contamination.
- Ensures proper dental hygiene practices; infants’ gums are wiped one (1) time per day, toddlers’ brush teeth one (1) time per day, and twos participate in *Circle Time Toothbrushing*.

FAMILY PARTNERSHIPS

- Invite parent involvement in the development of the program’s curriculum and approach to child development and education.
- Encourage the involvement of the families of the children in the EHS program and supporting the development of relationships between children and their families.

- Provide opportunities for parents to increase their child observation skills and to share assessments with teachers that help plan the learning experiences.
- Encourage parent participation in teacher-parent conferences and home visits discussing their child's development and education.
- Establish positive and productive relationships with families focusing on building trust and rapport.
- Work with a partner teacher to schedule and complete two home visits per year and at least two parent-teacher conferences per year.
- Participate in parent orientation and ongoing parent trainings as required.
- Identify and refer parents wanting to volunteer in the classroom, work as substitutes or in other volunteer activities to their Family Engagement Advocate. Support parent volunteers in classroom as needed.

COMMUNICATION AND SERVICE COORDINATION

- Share pertinent information with Family Engagement Advocate ensuring coordinated services to meet the needs of individual children and families. Participate in transition and case conferences as appropriate.
- Maintain regular contact with parents and complete appropriate documentation (e.g. daily reporting on infant sleep, eating, and elimination).
- Direct developmental concerns to the Disabilities/Mental Health Coordinator.

RECORD KEEPING AND RECORDING

- Request supplies as needed and participate in classroom/program inventory as requested.
- Gather and maintain individual, family, and classroom data for documentation, on-going assessment, evaluation, and recording keeping for successful individual and program planning.

ON GOING MONITORING AND SELF-ASSESSMENT

- Conduct daily health checks.
- Assess children on an on-going basis. Gather and organize anecdotal notes into the key goals and objectives and document in GOLD.
- Work with teaching team to analyze child outcomes on a classroom basis twice yearly, consult with education leadership, and adjust curriculum planning and implementation as needed.

SUPERVISION AND HUMAN RESOURCES

- Model appropriate classroom practices.
- Maintain the plan to meet changing or emergent program requirements within available resources and with minimum sacrifice to quantity or quality of work.
- Participate actively in team meetings to reflect on performance, generate solutions, and ensure high-quality classroom operations.
- Participate actively in teacher meetings.

Requirements:

- Infant/Toddler CDA – OR - AA/BA in Early Childhood Education or related field with at least 120 training hours in *Infant/Toddler content plus* at least 480 hours of experience working with infant and toddlers
- Maintain certification in CPR and First Aid.
- Ability to apply soft skills such as positive thinking, flexibility, resourcefulness, problem-solving, team playing, reliability/dependability, preciseness, etc. in order to effectively complete assigned tasks and contribute to the efficient operation of the child care partner center.
- Possess a passion for achieving positive child and family outcomes through high quality early childhood education services.
- Experience, training, and skill assisting the parents of young children to advocate for their children.
- Experience working in low-income diverse communities preferred.

Environmental/Physical Conditions:

- Use of a reliable personal vehicle.
- Maintain regular communication with HS/EHS Director (or as assigned) in regard to program issues and concerns.
- Safeguard confidentiality in accordance with program policies and procedures.
- Ability to tolerate all climate conditions and navigate service area.
- Ability to sit long periods of time with bending and reaching.
- Ability to stand, walk, and bend periodically.
- Ability to sit on floor for long periods to engage with infants and toddlers in order to meet their developing needs.
- Ability to engage in repetitive movement of wrists, hands, and fingers - typing and/or writing.
- Ability to work frequently at close visual range (i.e. preparing and analyzing data and figures, accounting, transcription, computer terminal, extensive reading).
- Ability to receive and respond to oral communication.
- Ability to exert up to 40 pounds of force to lift, carry, push, pull, or otherwise move objects.
- Able to lift a child weighing 40 pounds, 20 times a day if needed.

Materials, Tools, & Equipment:

- Fax, telephone, copier
- Skill in the use of computer technology (i.e. word processing, Power Point, data base management)

Conditions of Hire:

1. Completion of interview, successful reference verification, sex offender registry check, and criminal history records, including fingerprint checks, and at least once every five years thereafter.
2. Pass physical examination.
4. TB test clearance.

We are an equal opportunity employer, committed to creating a diverse and healthy work place. Any form of bullying and/or intimidation will not be tolerated.

Acknowledgement:

I fully understand that this job description is not intended to be a contract for employment, and that the employer reserves the right to make any necessary revisions to the job description at any time without notice.

My supervisor has afforded me a one-on-one review of my job description. I fully understand the duties and responsibilities of the job and my supervisor's expectations where this job is concerned. I am able to perform all duties as outlined.

EHS Teacher's Signature

Date

GRECS Representative's Signature

Date