

**Early Head Start Infant/Toddler Care Teacher**

Support education opportunities for infants, toddlers and their families by assisting, providing and implementing a quality developmentally appropriate early experience for families enrolled. Conducts home visits with families to emphasize the home as the child's primary learning environment and to provide solid foundations for parenting.

**ESSENTIAL FUNCTIONS**

***Key Performance Area – Classroom Services***

Establish and maintain a safe and healthy learning environment:

- Demonstrate appropriate child supervision by maintaining awareness of ratios, problem areas in need of more attention, placement in classroom and on playground
- Plans and implements weekly lesson plans that demonstrate individualization and allow for exploration
- Integrates child health, nutrition, and dental activities into the daily routine
- Develop and implement activities that promote good health habits and integrate health, nutrition, and dental components into the regular daily routine
- Partners with parents to implement individual feeding plans for infants.
- Facilitates and encourages discussion and language opportunities about nutrition during meal times
- Extends the child's learning to the playground and outdoor spaces with appropriate small and large group activities
- Incorporates hand washing and dental hygiene into daily routines by role modeling and assisting with the activities
- Tends to children's personal hygiene needs, remaining especially attentive to them during routines such as diaper changing, cleaning, feeding, and changing soiled or wet clothes.
- Follows all posted procedures in health and sanitation and assists children with washing hands after changing diapers
- Perform health and safety check of all children daily
- Maintain current and accurate information on medical allergies and medical conditions
- Clean facility as assigned and directed
- Assist with fire/earthquake drills as required

Provide a classroom program that builds and strengthens positive self-concepts and individual strengths of parents, infants, and toddlers:

- Greet all children and family members daily upon arrival at the center.
- Provide positive, supportive and appropriate responses to infants, toddlers and all family members.
- Incorporate mental health activities in the classroom
- Encourage children to develop positive attitudes towards a variety of backgrounds and cultures
- Encourage toddlers to develop inner control by providing positive guidance and re-direction
- Engage children in the classroom to promote and stimulate learning
- Role model appropriate behaviors and interactions while in the presence of children, parents, and other family members

Plan and implement curriculum that encourages the advancement of physical, intellectual, and social competencies of infants and toddlers:

- Demonstrate accepted principles of early childhood education/development
- Implement activities and projects that are reflected in the lesson plan
- Observe children and record changes and milestones
- Assist children during "teachable moments" to assist them in reaching the next step
- Encourage toddlers to develop skills necessary to prepare for preschool entry
- Encourage toddlers to problem solve on their own
- Assist parents in identifying individualized goals for their infants and toddlers. Document progress toward goals and share the outcomes with parents
- Help children expand their emergent language and literacy skills by cuing in and responding to children's non-verbal forms of communication

**Assure adequate transitions throughout the day:**

- Promotes children's development of age-appropriate, self-regulated behaviors by using routines, scheduling and classroom design
- Assist toddlers in following classroom schedules, rules and routines
- Implement transitions to assure they are fluid and working (including naptime)
- Assist toddlers in understanding their role during transitions
- Encourage toddlers to transition in an orderly fashion

**Assist with Volunteers in the Classroom**

- Assist in directing volunteers in the classroom by helping them understand the routines, transitions, and planned activities for the day
- Help volunteers identify areas where they are comfortable assisting
- Incorporate volunteer days into lesson planning in a timely manner

**Referrals**

- Works collaboratively with a range of specialists (e.g., medical, dental, speech, mental health) by sharing child and family information, identifying approaches to solve issues, and developing follow-up plans
- Refers infants and toddlers with suspected disabilities to appropriate staff for further evaluation
- Assists families in the referral process as needed
- Collects appropriate weekly observations

***Key Performance Area – Family Partnerships & Parent Engagement***

**Family Partnerships:**

- Encourage families' involvement in program decision making by informing them about various groups (e.g., policy groups, service area advisory committees), extending personal invitations to meetings, arranging transportation and debriefing with families after meetings
- Maintain contact with families and provide follow up services as needed
- Identify family dynamics through the Family Staffing Process
- Promote family literacy
- Offers families opportunities to increase their child observation skills by providing written and verbal information and encouraging participation in classroom and family education activities
- Assist in the transition process as families move into and out of the Early Head Start program
- Maintain appropriate professional boundaries in relationships with families

***Key Performance Area – Home Visits and Parent/Teacher Conferences***

**Home Visits**

- Performs regular home visits sufficient in quantity to meet Early Head Start requirements
- Performs 2 parent/teacher conferences per year
- Home visits are scheduled to last 1 ½ to 2 hours and incorporate activities that are inexpensive for families and can be done with items commonly found in the home
- Initiates the Ages and Stages SE questionnaire with parents during home visits for social/emotional screening
- Home visits assist families in identifying child developmental milestones and provide framework for home activities that can enhance the child's learning experiences from home
- Provides information on health, safety, nutrition, dental health, community activities that are available at little or no cost
- Emphasize the home as the child's primary learning environment

***Key Performance Area – Work Habits and Practices***

- Report to work, on a regular basis, as scheduled
- Promote a collaborative, productive work environment by sharing planning, decision making, and problem solving responsibilities with other staff
- Function as an effective team member

## ***Position Description***

- Demonstrate a commitment to Kid's Corps, Inc. mission, values, policies, and procedures in the performance of job duties
- Continue to increase professional knowledge, skills and competencies in job related areas; incorporate and demonstrate new knowledge and skills while performing duties
- Maintain confidentiality of program information, staff information, and participant information
- Attend and participate in staff meetings and training sessions
- Demonstrate professional conduct and behavior
- Accept responsibility for seeking assistance and guidance when needed to effectively perform duties
- Incorporate constructive direction from supervisor to improve job performance
- Accept responsibility for quality job performance and make changes as needed
- Assure that lesson plans, home visits, and parent/teacher conferences are completed in a timely manner
- Manage time wisely

### ***Key Performance Area – Recordkeeping and Reporting***

- Inputs data into Kids' Corps database as requested
- Completes daily health/service logs for all infants and toddlers as appropriate.
- Observes and records infant and toddler behavior, progress, and growth and document into Teaching Strategies Gold
- Completes staffings and portfolio updates quarterly
- Assures accuracy of child file information by logging communications with families on to Family Contact Report and filing information received according to guidance provided
- Records attendance, meal counts, and enrollment updates for classroom
- Provides accurate Home Visit forms for purposes of volunteer and in kind reporting
- Provides accurate and timely timesheets to account for work hours
- Submit Monthly Activity Report and Family Services report with end of month timesheet

### ***Key Performance Area – Communication***

- Assure continuous and timely flow of verbal and written communication to and from other staff, supervisor, program participants, and the community.
- Conduct communication in an effective, respectful, timely, and supportive manner
- Prepare and provide timely and accurate written reports as required or requested
- Follow calendar, Teamwork Times, center newsletters, and memorandums to assure current knowledge of agency happenings
- Complete weekly observations to parents that include information about what their child did in the classroom that week
- Email as needed

### **MARGINAL FUNCTIONS**

Perform other assignments as requested by supervisory staff

Daily adjustments to schedule may be necessary to meet the needs of families as requested

Participate in planning process as directed

Participate in self-assessment process as directed

### **Position Information**

Reports to: Early Head Start Center Director

Requirements: Infant Toddler specific CDA working toward degree, 2-year or 4-year degree in Early Childhood Education/Development (must have courses in infant/toddler development, etc.) related education degrees evaluated on a case-by-case basis using transcripts.

Prefer: Bi-lingual (fluent written and verbal)

Starting Salary:

I/T CDA working toward degree	2-Year Degree	4-Year Degree	Graduate Degree
\$17.59	\$19.49	\$22.57	\$24.11

Introductory Period: 90 Days

**Other Requirements:**

Certifications:

Appropriate and current First Aid and CPR certification

Current and approved background check with Municipal Licensing (requires fingerprinting and Interested Person's Report from the State of Alaska)

Proof of United States employment eligibility as required on the I-9 form

Abilities

Must be able to evacuate self, toddlers, and parents from building and bus safely in the event of an emergency

Able to work cooperatively with other adults

Able to maintain confidentiality of program information

Effective written and verbal communication abilities

Physical Abilities:

See attached list

This Job Description describes the essential functions and qualifications for the job described. It is not an exhaustive statement of all the duties, responsibilities, or qualifications of the job. This document is not intended to exclude modifications consistent with providing reasonable accommodation for a disability. This is not a contract. Your signature below indicates that you have read the job description and understand the essential functions of your position.

**PAYROLL INFORMATION:**

- Timesheets are due every other Friday.
- Pay dates bi-weekly, alternating Friday's from timesheets.
- Payroll checks are direct deposited or mailed to employees on the pay date.
- All positions are contingent upon Policy Council Approval.
- This position is dependent upon availability of funding (all positions are grant funded).

All positions may be required to work occasional evening and/or weekend (usually Saturday)

Personnel Policies and Procedures are available on the Internet at <http://kcialaska.org>

All employment with Kids' Corps is "at will". This means that the employee or Kids' Corps may terminate employment at any time and for any reason with approval from the Head Start Policy Council. No term of employment is expressed or implied by this job description.

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