

Early Head Start Infant/Toddler Care Assistant Teacher

Support education opportunities for infants, toddlers and their families by assisting the Early Head Start Teacher in providing and implementing a quality developmentally appropriate experiences for children enrolled.

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.
- Provides assistance with planning and implementing lesson plans that demonstrate individualization and allow for exploration
- Partners with parents to implement individual feeding plans for infants.
- Assist in developing and implementing activities that promote good health habits and integrate health, nutrition, and dental components into the regular daily routine
- Extends the child's learning to the playground and outdoor spaces with appropriate small and large group activities
- Facilitates and encourages discussion and language opportunities about nutrition during meal times
- 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.
- Incorporates hand washing and dental hygiene into daily routines by role modeling and assisting with the activities
- Follows all posted procedures in health and sanitation and assists infants and toddlers with washing hands after changing diapers
- Clean facility as assigned and directed
- Perform health and safety check of all children daily
- Assist with fire/earthquake drills as required
- If riding on a bus, assures safety of toddlers by assisting with appropriate safety restraints and assuring supervision of toddlers and provides appropriate activities to engage all toddlers

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.
- Assist in incorporating 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
- Maintain awareness of center and agency events and events and encourages parent involvement by providing information and personal invitations for families to attend.

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 infants and toddlers 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
- 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

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 in the classroom and on buses
- 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
- 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.
- Assists in observing and recording children's behavior, progress, and growth and documenting into Teaching Strategies Gold
- Assure accuracy of child file information by logging communications with families on to Family Contact Report and filing information received according to guidance provided
- Anecdotal recording
- In absence of teacher, ensures child attendance and meal counts are documented
- Provides accurate and timely timesheets to account for work hours

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
- Assists teacher to complete weekly observations to parents that include information about what their child did in the classroom that week
- Email as needed

MARGINAL FUNCTIONS

Kids' Corps, Inc.

Position Description

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 Director

Supervises: None

Requirements: High School Diploma/GED

Prefer: Bi-lingual (fluent written and verbal), previous formal infant/toddler experience

Starting Salary:

HS/GED	CDA	2-year degree	4-year degree
\$14.88	\$16.51	\$17.58	\$17.58

Introductory Period: 90 Days

Must agree to working toward and receiving a Child Development Associate (CDA) credential within 24-months of first date of hire unless a 2-year degree in early childhood education/development is already accomplished.

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

Position Description

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: _____