



Montgomery Community Action Committee & CDC. Inc. Job Description

Job Title: Infant Toddler & Care Teachers
Department: Head Start
Reports To: Education Manager
Salary Range: \$11.29 - \$13.29 / per hour

Supervisory Controls:

Work under the direct supervision of the Education Manager. Work requires a thorough knowledge of the goals and objectives of the total Head Start/Early Head Start Program.

Education:

The candidate must have a Child Development Associate (CDA) Credential for Infant and Toddlers; and/or Associate of Arts in Child Development. A Bachelor's Degree in Early Childhood or Child Development is preferred. Have experience in teaching and working with infants and toddlers.

Responsibilities/Nature of Work:

Provide a successful, safe and supervised educational setting for children while they are in the Early Head Start environment (classroom, outdoor play area, and field trips.) Develop individual goals for children and provide on-going assessment on progress and facilitate transition into Head Start children. Encourage parent involvement in all aspects of the program. We must meet requirements of the Federal Head Performance Standards and any local, state and/or agency policies and procedures.

Performance Standards:

Work performance may be measured through a formal evaluation that reflects professional development.

An annual performance review will provide an opportunity to assess staff progress, identify staff training and development needs, and set new professional goals. Work performance must conform to Head Start/Early Head Start Performance Standards (45 CFR 1304) dated December 15, 1999 and other applicable directives and/or regulations.

Essential Functions:

- Be familiar with and adhere to the Head Start Program Performance Standards, State of Alabama licensing requirements, and agency's policies and procedures (MCAA).
- Maintain an open, friendly, professional relationship with all staff and families, to include respect for culture, diversity and ethnicity.
- Participate in annual program self-assessment and continuous quality improvement initiatives of the overall program.
- Monitor and ensure confidentiality of children records.

Position Specific Essential Functions:

Establish and maintain a safe and healthy environment:

1. Reports any safety hazards observed indoors and outdoors.
2. Detect and report signs of illness, discomfort and unusual behavior of children to EHS Manager, Education Specialist and /or Family Advocates.
3. Mandated reporting of suspected child abuse/neglect to Department of children & Family Services.
4. Supervise all infants and toddlers at all times to ensure safety. A child is never to be left alone.
5. Staff may be temporarily assigned to support other areas as needed.

Curriculum and Assessment:

1. Develop and utilize integrated curriculum plans, which reflect mandated elements and components, parental and cultural influences, and promote the social, emotional, physical and cognitive development of Early Head Start children. (TS Gold)
2. Follow a consistent schedule, which includes small and large group experiences, choice time, music and movement, large and small motor activities, family style setting meals, and transitioning between activities (CLASS) (TS Gold)
3. Caregiver facilitates and actively engages in activities to support children's learning and development opportunities. (CLASS) (TS Gold)
4. EHS caregivers and children demonstrate warm emotional connections, respect and enjoyment is communicated by verbal and nonverbal interactions (CLASS) (TS Gold).
5. Must demonstrate teacher sensitivity: Caregiver's responsiveness to and an awareness of children's individual needs and emotional functioning. (CLASS) (TS Gold)
6. Caregiver's interactions with children and classroom activities emphasize children's interests, motivations, and points of view and encourage children's responsibility and independence. (CLASS)
7. Caregivers promote behavioral self-regulation in children in children by using proactive approaches, support behavior, guiding and minimizing problem behavior. (CLASS) (TS Gold)
8. Caregivers provide feedback (in response to what children say and /or do) that promotes learning, understanding and expands children's participation. (CLASS) (TS Gold)
9. Caregiver engages in and uses a variety of words to encourage children's language development. (CLASS)
10. Caregiver provides frequent opportunities for the children to use language through conversations and questioning. (CLASS)
11. Caregiver must offer encouragement and affirmation specific to children's effort and accomplishments (CLASS) (TS Gold)
12. Caregiver must consistently connect aspect of activities and play to children's lives, experiences, and previous learning/prior knowledge (CLASS)
13. Caregiver must consistently facilitate children's thinking skills through questioning, problem-solving and prediction activities. (CLASS)
14. Caregiver must establish weekly goals that promote individual and group educational plans, prepare and create and change learning centers as needed. (CLASS) (TS Gold)

Parent, Family & Community Engagement

1. Provide an atmosphere that promotes and reinforces parental engagement.
2. Model appropriate behavior and positive guidance techniques.
3. Communicate regularly with parents, regarding each child's progress and conduct the required parent/teacher conference and home visit for the purpose of assessment and support.
4. Share information on classroom progress and educational strategies at home and school.

Utilize Information system to support child (School Readiness), family and agency outcomes:

1. Document baselines; engage in on-going assessment and observations of the infant and toddlers in each developmental area.
2. Support Family Advocates in documentation regarding particular concerns with families and children at scheduled staffing.

Minimum Physical and Mental Abilities required to Perform Essential Job Functions:

1. Ability to exert physical effort in light to moderate work involving lifting, carrying, pushing, pulling, kneeling, crouching, crawling, the ability to climb and balance; task require visual perception and discriminate.
2. Ability to work under stressful conditions and respond immediately to crisis situations.
3. Ability to maintain personal composure, tactfully handles difficult situations, and interpret questions correctly, ability to behave in a friendly, understanding, helpful, and a professional manner with parents, staff and clients.

WORK ENVIRONMENT and ENVIRONMENTAL CONDITIONS

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 is usually moderate. No or very limited exposure to physical risk.

Employee Name

Employee Signature

Date

Supervisor Name

Supervisor Signature

Date