

JOB DESCRIPTION

PROGRAM: Head Start Program
JOB TITLE: Early Head Start (EHS) Teacher
CLASSIFICATION: Teacher
PAY GRADE: 9

JOB SUMMARY

Provide a safe and nurturing environment, responsive care, and high-quality individualized learning experiences to a group of up to eight (8) EHS infants and toddlers. Use age-appropriate materials and evidence-based best practices to support children's growing social, emotional, intellectual, language, motor, and cognitive competencies. Establish and maintain positive and productive partnerships with the children's families; collaborate with community partners and EHS and Head Start staff. Comply with Head Start Performance Standards, the Head Start Act and other applicable regulations and laws. Adhere to early learning and family support principles.

SUPERVISORY RELATIONSHIPS

REPORTS TO: EHS Infant/Toddler Services Supervisor

SUPERVISES: EHS Assistant Teacher, Volunteers

QUALIFICATIONS

- Associate's degree in Early Childhood Education, Child Development, Child and Family Studies, or a related field with equivalent coursework, or an Infant and Toddler Child Development Associate (CDA) credential; bachelor's degree preferred;
- Minimum of one year of experience working with young children, preferably infants and toddlers; and,
- Bilingual English-Spanish desirable.

GENERAL REQUIREMENTS

- Computer training and/or documented proficiency with popular word processing, spreadsheet and database software; experience with and/or training in Microsoft Office products particularly Word, Excel and Access is preferred;
- Valid driver's license and reliable transportation with appropriate insurance coverage available daily;
- Current PA Act 34 Criminal, Child Abuse, FBI certifications, and Sex Offender Registry check prior to hire, and a Motor Vehicle Report;
- Recognizing and Reporting Child Abuse training completed within 30 days of hire;
- Physical ability to perform essential job functions without any health restrictions, including the ability to stand, walk, or sit for long periods of time, lift and carry up to thirty pounds, have unrestricted use of the upper and lower body, corrected or uncorrected hearing and vision within normal ranges, a clear speaking voice, and other abilities necessary to ensure child safety in the classroom, other group areas and when in the community, such as, but not limited to, the following:
 - Ability to bend, squat, reach, kneel, and climb stairs;
 - Ability to move from a sitting to standing position quickly, safely, and without difficulty;
 - Ability to chase an eloping child;

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- Ability to join the children's active play including jumping and running indoors and outdoors; and
- Ability to assist children with diapering, toileting, and change of clothing requiring lifting, bending, and squatting;
- Physical examination upon employment and within every fifteen (15) months thereafter;
- Tuberculosis test upon employment and within every twenty-five (25) months thereafter;
- Current PedFACTS (Pediatric 1st Aid) and CPR certification;
- Overnight travel and evening meetings, as required;
- Nontraditional work hours, as required, including, but not limited to, evenings and weekends; and,
- Job-related training, as assigned.

SPECIFIC DUTIES

❖ **Curriculum and Environment**

- Build trusting relationships that promote secure attachment with infants and toddlers;
- Assume responsibility as the primary caregiver for up to four (4) infants and toddlers and as secondary caregiver for the other up to four (4) children in the classroom;
- Establish and maintain a safe, attractive, multisensory, well-organized classroom that reflects each child's developmental level and learning style;
- Plan, implement, and document developmentally and culturally appropriate child-focused curricula and activities to meet children's individual cognitive, fine and gross motor, social-emotional, self-help, and speech and language goals;
- Use space, materials, and routine as resources to encourage active exploration and physical, cognitive, and social-emotional development:
 - Keep materials sanitized, in good repair and stored in a safe, orderly fashion;
 - Implement a flexible daily schedule based on routine care and the developmental needs of each child;
 - Maintain individualized feeding programs and monitor daily nutritional intakes; and,
 - Establish and maintain daily health routines with children, including diapering and toileting, tooth brushing and hand washing;
- Plan, implement, and document all aspects of designated developmental assessments of children and assist with completion of other screening requirements;
- Re-screen or refer children for further evaluation when indicated; monitor services delivery for children eligible for early intervention;
- Direct the adaptation of the classroom environment and curriculum to meet the needs of children with disabilities or special needs and ensure that each child is fully included, and that IFSP and IEP goals are met;
- Provide constant supervision, ensuring the safety of every child; and,
- Plan emergency procedures, maintain emergency information, and initiate emergency action when necessary.

❖ **Family Engagement**

- Initiate and maintain collaborative partnerships with parents based on mutual trust and respect;
- Promote parent involvement in program planning, implementation of services, and individualization of services for their children;
- Encourage and support parent participation in parent meetings, Policy Council, and other parent decision-making and governance functions;

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- Refer families to EHS Family Advocate and/or Family Engagement Manager for needed community resource agencies/programs;
- Develop a supportive relationship with a pregnant woman/expectant family whose child will become part of the caseload and collaborate with the EHS Health Specialist to provide pre- and postpartum services and assure seamless transition;
- Schedule and make periodic home visits; document;
- Maintain regular communication with parents through, for example, daily drop-off and pick-up, bulletin board postings, newsletters, and calendars;
- Promote full child family participation in program activities and assist with monitoring and resolution of any problems;
- Assist parents with the process of transition into and out of Early Head Start;
- Help parents of infants and toddlers and pregnant women advocate and make decisions for themselves and their families;
- Recruit new children and expectant families; assist with enrollment and registration; and,
- Report suspected child abuse or neglect; explain program's legal mandate to report suspected child abuse and neglect to families.

❖ **Program Operations**

- Collaborate with the second teacher in the classroom to assure consistent implementation of program policies, procedures and practices;
- Collaborate with EHS partner organizations;
- Report on child–family information to EHS managers; recommend and attend team meetings; follow-up with families;
- Assume responsibility for classroom expenditures;
- Recruit and schedule parent and community volunteers; document services provided;
- Maintain accurate, objective, up-to-date records and plans, documenting program, family and child contacts, services, and activities; and,
- Support program research studies; implement any identified program improvement strategies.

❖ **Staff Development**

- Remain current in best evidence-based practices in ECE/Child Development;
- Assume responsibility for ongoing personal professional growth and development;
- Participate at least annually in training or coursework in early childhood development with an infant/toddler emphasis;
- Assist with orientation and training of the Teacher Assistant; supervise and evaluate; and,
- Attend meetings, trainings and conferences as required.
- Perform all other tasks as assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

❖ Knowledge of the following:

- Head Start Performance Standards, the Head Start Act, and other applicable regulations and laws;
- National Association for the Education of Young Children (NAEYC) And Early Childhood Quality Standards;
- Relevant Pennsylvania regulations and their application, especially child abuse and neglect requirements for mandated reporters;
- Attachment theory and the importance of the parent–child bond as the child’s most

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- significant relationship;
- Theories, practices and principles of infant–toddler development, including current and emerging research and its translation into practice;
 - Issues facing low-income families, with specific appreciation for the demands placed upon pregnant women, infants, toddlers and their families;
 - Up-to-date local, regional, state and national resources available and relevant to low-income pregnant women, infants, toddlers and their families, their access and use;
 - Infant and toddler care safety standards, areas of potential concern and their resolution;
 - Curriculum planning for positive infant–toddler outcomes including reporting systems;
 - Adult learning and family support principles and practices;
 - Organization and use of standard office files and record-keeping procedures; and,
 - Microsoft Office Suite, including but not limited to Microsoft Word, Excel, Access, Power Point, and Publisher components.
- ❖ Skill in the following:
- Working within complex management and services delivery systems collaboratively with other members of the EHS and Head Start team;
 - Provision of case management services to EHS families;
 - Development and implementation of educational lesson planning for infants and toddlers, including those with disabilities;
 - Helping pregnant women and the parents of infants and toddlers to advocate and make decisions for themselves and their families;
 - Oral communication, such as speaking, listening, and interviewing;
 - Written communication, including knowledge of English grammar, spelling, and punctuation as they would relate to the production of reports, as well as in communicating with a variety of individuals and groups;
 - Using a keyboard and personal computer;
 - Building positive relationships with clients, community partners, and colleagues; and,
 - Use of recordkeeping and reporting systems, including automated management information systems.
- ❖ Ability to do the following:
- Develop consistent, stable and supportive relationships with very young children, including those with disabilities;
 - Support parents as the child’s first and most important nurturer and teacher;
 - Work cooperatively with others;
 - Understand and follow oral and/or written instructions, some of which may include multifaceted procedures;
 - Collect, organize, record, and process information quickly and efficiently;
 - Prepare and maintain written records and reports;
 - Be creative, resourceful and flexible;
 - Recognize emergencies and take action if necessary;
 - Establish and maintain effective collaborative partnerships with staff, parents, Head Start and grantee staff and community agencies;
 - Be sensitive to the needs of low-income infants, toddlers and families;
 - Demonstrate respect for individuals and groups with varied cultural, racial, ethnic, religious, and linguistic identities or backgrounds;
 - Project a positive image of the program and the agency;

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- Work independently of direct supervision; and,
- Maintain confidentiality and a professional demeanor at all times.