

JOB DESCRIPTION

PROGRAM: Head Start Program
JOB TITLE: Head Start Home Visitor
CLASSIFICATION: Home Visitor I
PAY GRADE: 8

JOB SUMMARY

Provide comprehensive Head Start services to an assigned group of home-based children and their families. A home visitor will maintain an average caseload of 10 to 12 families with a maximum of 12 families throughout the program year. Assure the use of evidence-based best practices to support children's growing competencies. Establish and maintain positive and productive partnerships with families and ongoing, meaningful collaboration with community partners and Head Start staff. Make weekly visits to the home of each family and plan and conduct socialization experiences for the children and their parents. Assure services comply with the Head Start Performance Standards, the Head Start Act and other applicable laws and regulations. Adhere to early learning and family support principles.

SUPERVISORY RELATIONSHIPS

REPORTS TO: Head Start Home-Based Supervisor

SUPERVISES: Classroom Aide

QUALIFICATIONS

- Associate's degree in Early Childhood Education, Child Development, Child and Family Studies, Home Economics, Consumer and Family Sciences, Social Work, Psychology, Adult Education or related field; or a Child Development Associate (CDA) credential; bachelor's degree preferred;
- Minimum of one year of experience working with adults and preschool children; home visiting experience preferred; and,
- Bilingual English-Spanish desirable.

GENERAL REQUIREMENTS

- Computer training, experience and/or documented proficiency with word processing, spreadsheet and database software; including Microsoft Office products;
- Valid driver's license and reliable transportation, with appropriate insurance coverage, available daily;
- Pennsylvania State Police Criminal History Clearance, Child Abuse Clearance, FBI Clearance, and Sex Offender Registry check prior to hire; and Motor Vehicle Record check;
- Recognizing and Reporting Child Abuse training completed within 90 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;
 - Ability to join the children's active play including jumping and running indoors and outdoors; and

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- Ability to assist children with diapering, toileting, and change of clothing requiring lifting, bending, and squatting.
- Current physical examination and Tuberculosis test prior to hire;
- Current First Aid and CPR certification;
- Non-traditional work hours, as required, including, but not limited to, overnight travel, evenings and weekends; and,
- Job-related training and meetings, as assigned.

SPECIFIC DUTIES

❖ Family Partnerships

- Initiate collaborative partnerships with parents to establish mutual trust and respect;
- Explain, implement and monitor Parent/Home Visitor Agreement with each family;
- Develop individualized Family Partnership Agreements; create and/or build upon any pre-existing family plans; review and revisit goals with families; analyze; report;
- Identify parent training needs and interests; plan/provide parent training with Family Advocate;
- Encourage and support parent participation in parent meetings, Policy Council and other parent decision-making and governance functions;
- Develop a supportive relationship with families to support the seamless transition into and out of the program;
- Provide comprehensive community resource information to families, individualizing to respond to the family's needs and concerns to the maximum extent possible;
- Refer families to community agencies/programs; communicate and collaborate with community agencies to assure coordinated services; assess accessibility, relevance and usefulness of assistance received and take appropriate action accordingly;
- Monitor family participation in required program activities; take appropriate action as needed; and,
- Transport children and families in agency vehicles to Family Days, health or social services appointments, or program activities as required.

❖ Comprehensive Home-Based Services Delivery

- Schedule and maintain a weekly, 90-minute home visit with each family;
- Involve parents in planning, goal setting, and evaluation of each home visit;
- Incorporate all Head Start comprehensive services including child development, health, nutrition, and social services, including referrals to needed community resource agencies; parent involvement, and services to children with disabilities;
- Help parents implement developmentally and culturally appropriate child-focused curricula and activities to meet their child's individual cognitive, fine and gross motor, social emotional, self-help, and speech and language goals during and between visits;
- Help parents use space, daily routine, and things commonly found at home as resources to encourage active exploration and physical, cognitive, and social/emotional development;
- Help families enhance or establish a safe home environment that supports healthy child development;
- Help parents set and achieve their own goals for personal growth and development; and,
- Coordinate with other agencies serving the same family to maximize goal achievement.

❖ Developmentally and Culturally Appropriate Socialization Experiences

- Plan and conduct weekly socialization experiences for children and their parents;
- Encourage families to attend regularly;

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- Facilitate activities that parents helped plan for their children and for themselves;
- Provide information and resources for parents that responds to their needs and interests, and to their children's developmental levels;
- Provide opportunities for parents to share and learn from others;
- Invite community agency staff to participate in socialization experiences in response to child/parent interest or concerns as needed;
- Plan and provide materials and experiences that respond to children's cognitive, motor, social-emotional, self-help, and speech and language goals;
- If appropriate, adapt the environment to meet the needs of children with disabilities or special needs; include every child in experiences and activities; meet Individualized Education Plan (IEP) goals;
- Prepare a safe, attractive, clean multi-sensory, well-organized environment that reflects children's developmental levels and learning styles;
- Maintain children's health routines, including toileting, tooth brushing and hand washing; and,
- Provide constant supervision ensuring the safety of every child.

❖ **Child Development**

- Implement individualized curriculum that emerges from screening, observation and assessment of each child, including IEP goals, during home visits and socialization experiences; and,
- Refer children for re-screening or further evaluation when indicated; monitor services delivery for children eligible for early intervention.

❖ **Health Services**

- Encourage each family to have a medical/dental "home";
- Collaborate with the family to assure the timely delivery of required physical, dental and mental health services and required immunizations to each child; and,
- Monitor family compliance with regulatory health services timetables in collaboration with the Family Advocate and Health Specialist.

❖ **Professional Development**

- Assume responsibility for ongoing personal professional growth and development, including keeping all required certification current; and,
- Remain current in best evidence-based practices in Early Childhood Education/Child Development and family support principles and practices.

❖ **Program Operations**

- Keep home visit and socialization materials sanitized, in good repair and stored in a safe, orderly fashion;
- Follow emergency procedures, maintain emergency information, and initiate emergency action when necessary;
- Maintain accurate, objective, up-to-date records documenting program, family and child activities;
- Report on child/family information to HS managers; recommend and attend team meetings; follow-up with families;
- Report suspected child abuse or neglect; explain program's legal mandate to report suspected child abuse and neglect to families;
- Recruit, schedule and document parent and community volunteers;
- Recruit new children and families; assist with enrollment and registration;

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- Abide by the Code of Conduct, Privacy Promise and STEP Personnel Policies;
- Act as a member of the Head Start team; and,
- Perform all other tasks as assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- ❖ Knowledge of the following:
 - Head Start Performance Standards, the Head Start Act, Head Start Early Learning Outcomes Framework and other applicable regulations and early childhood quality standards;
 - Issues facing low-income families, with specific appreciation for the demands placed upon young children and their families;
 - Up-to-date local, regional, state and national resources available and relevant to low income families and their children, their access and use;
 - Theories, practices and principles of early childhood development, including current and emerging research and its translation into practice;
 - Curriculum planning for positive child outcomes including reporting systems;
 - Individual and group behavior and effective ways of working with both;
 - Adult learning and family support principles and practices; and,
 - Type, organization and use of standard office files and record-keeping procedures.
- ❖ Skill in the following:
 - Working within complex management and services delivery systems collaboratively with other members of the Head Start team;
 - Oral communication, such as speaking, listening and interviewing;
 - Writing and communicating, 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; and,
 - Use of recordkeeping and reporting systems, including automated management information systems.
- ❖ Ability to do the following:
 - Support parents as the child's first and most important nurturer and teacher, and, through the parent, focus on the needs of the child;
 - Encourage positive parent-child interaction and engagement;
 - Work cooperatively with others;
 - Collect, organize, record, and process information quickly and efficiently;
 - Prepare and maintain written and/or electronic records and reports;
 - Be creative, resourceful and flexible;
 - Establish and maintain effective, collaborative partnerships with staff, parents, Head Start and grantee staff and community agencies;
 - Ability to be sensitive to the needs of, and effectively communicate with, low income children 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;
 - Work independently of direct supervision; and,
 - Maintain confidentiality and a professional demeanor at all times.