

# **JOB DESCRIPTION**

**PROGRAM:** Head Start Program  
**JOB TITLE:** Early Head Start (EHS) Home Visitor  
**PAY GRADE:** HS7

## **JOB SUMMARY**

Provide comprehensive EHS services to an assigned group of home-based infants, toddlers, and pregnant women and their families. Assure the use of evidence-based practices to support children's growing competencies. Establish and maintain positive and productive partnerships with families and ongoing, meaningful collaboration with community partners and EHS and Head Start staff. Make weekly visits to the home of each family, and in collaboration with other Home Visitors, plan and conduct Playgroups three or more times each month. 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:** Early Head Start Home-Based Supervisor  
**SUPERVISES:** Not Applicable

## **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 minimum of Child Development Associate (CDA) credential, Home Visitor or Infant Toddler; or comparable credential; Bachelor's Degree preferred;
- Minimum of one year of experience working with adults and preschool children, infants, and toddlers preferred; home visiting experience preferred; 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;
- Pennsylvania State Police Criminal History Clearance, Child Abuse Clearance, FBI Clearance, National Sex Offender Registry check prior to hire; and Motor Vehicle Record check;
- Mandated Reporters of Child Abuse training completed within 30 days of hire;
- Physical ability to perform essential job functions without any health restrictions, including the ability to sit for long periods of time; stand, lift, and carry up to thirty pounds; have unrestricted use of the upper body, corrected or uncorrected hearing and vision within normal range, and a clear speaking voice; and, other abilities necessary to ensure child safety in the child's home, at playgroup, 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

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- 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 1<sup>st</sup> 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**

❖ **Family Partnerships**

- Initiate collaborative partnerships with parents to establish mutual trust and respect;
- Explain, implement, and monitor Parent/Home Visitor Agreement with families;
- Develop individualized Family Partnership Agreements; build upon any preexisting family plans; review and revisit with families; aggregate, analyze, and report;
- Communicate and collaborate with EHS partner agencies regularly to assure coordinated services delivery to families;
- Identify parent training needs and interests; plan/provide training;
- Encourage and support parent participation in parent meetings, Policy Council, and other parent decision-making and governance functions;
- Develop a supportive relationship with a pregnant woman/expectant family whose child will become part of the caseload, and collaborate with the Health Specialist to provide pre- and postpartum services and assure seamless transition;
- Develop a supportive relationship with families to support the seamless transition into and out of the program;
- Help families advocate for their children and their family;
- 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; assess accessibility, relevance, and usefulness of assistance received;
- Transport children and families in agency vehicles to Playgroups, health or social services appointments, or program activities as required; and,
- Monitor family participation in required program activities; take appropriate action as needed.

❖ **Comprehensive Home-Based Services Delivery**

- Schedule and maintain a weekly 90-minute home visit with each family year-round;
- Involve parents in planning, goal setting, and evaluation of each home visit;
- Incorporate all EHS comprehensive services, including child development, health, and social services that include referrals to needed community resource agencies; ensure 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;

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- 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 partner agencies to achieve goals for families with dual enrollment.
- ❖ **Developmentally and Culturally Appropriate Socialization Experiences or Playgroups:**
- Plan and conduct three or more Playgroups for infants, toddlers, expectant women and families each month, morning, afternoon and late afternoon/early evenings in accord with program plans;
  - Collaborate with Home Visitors whose caseload will be encouraged to attend the same Playgroup, the Health Specialist, Family Services Coordinator, Home-Based Supervisor, and Infant/Toddler Services Coordinator to jointly plan Playgroup activities;
  - Encourage families to attend regularly;
  - Facilitate activities that parents helped plan for their children and for themselves;
  - Provide/secure training 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 Playgroups 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 IFSP/IEP goals;
  - Prepare a safe, attractive, clean, multisensory, well-organized Playgroup environment that reflects children’s developmental levels and learning styles;
  - Maintain children’s health routines, including diapering and toileting, toothbrushing, and handwashing;
  - Plan a nutritious, age-appropriate Playgroup meal, seek menu approval, and prepare (with the parents) the meal for children and their parents; document; 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 Individual Family Service Plan (IFSP) or IEP goals, during home visits and Playgroups; and,
  - Refer children for rescreening or further evaluation when indicated; monitor services delivery for children eligible for early intervention.
- ❖ **Health Services**
- Assure that each family has 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;
  - Monitor family compliance with regulatory health services timetables; and,
  - Report on each child’s health services to the Health Specialist.
- ❖ **Program Operations**
- Keep home visit and Playgroup materials sanitized, in good repair and stored in a safe,

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orderly fashion;

- Plan 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 EHS 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 expectant families; assist with enrollment and registration; and,
- Perform all other tasks as assigned.

❖ **Professional Development**

- Assume responsibility for ongoing personal professional growth and development;
- Remain current in best evidence-based practices in ECE/Child Development and family support principles and practices;
- Participate at least annually in training or coursework in early childhood development with an infant/toddler emphasis; and,
- Attend meetings and trainings and conferences as required.

**REQUIRED KNOWLEDGE, SKILLS, & ABILITIES**

❖ Knowledge of the following:

- Head Start Performance Standards, the Head Start Act, and other applicable regulations and early childhood quality standards;
- 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;
- Attachment theory and the importance of the parent-child bond as the child's most significant relationship;
- Theories, practices, and principles of infant/toddler development, including current and emerging research and its translation into practice;
- Curriculum planning for positive infant/toddler outcomes, including reporting systems;
- Individual and group behavior and effective ways of working with both;
- Adult learning and family support principles and practices;
- Type, organization, and use of standard office files and recordkeeping 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;
- Providing case management services to EHS families;
- 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;
- Writing and communicating, including knowledge of English grammar, spelling, and punctuation as they would relate to the production of reports, as well as in

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- communicating with a variety of individuals and groups;
  - Using a keyboard and personal computer;
  - Building positive relationships; 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;
  - 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;
  - Motivate, empower, and teach adults;
  - Recognize emergencies and areas where action is necessary;
  - Establish and maintain effective, collaborative partnerships with staff, parents, Head Start and grantee staff, and community agencies;
  - 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;
  - Maintain confidentiality and a professional demeanor at all times; and,
  - Abide by the Head Start Code of Conduct.