

Hancock County Head Start Program

Job Description

Title: Early Head Start Teacher

Responsible To: Early Head Start Center Manager

Supervises: None

General Summary

Provide a successful, safe and supervised educational setting for toddlers while they are in the Early Head Start environment (classroom, outdoor play area, and field trips). Develop individual goals for children, provide on-going assessment on progress and facilitate transition into Head Start or other pre-school settings. Support parents in their role as primary caretakers and educators of their children and encourage their involvement in all aspects of the program. Maintain on-going contact with families and work with all other components (health, nutrition, family services, mental health, special services, parent education and resource/referral) to integrate services into the family setting. Must meet requirements per Federal Head Start Performance Standards and any local, state and/or agency policies and procedures

Essential Functions and Responsibilities:

1. Meet the needs of all children; including those who are at risk, those with special needs, those who are gifted, and those who are culturally diverse.
2. Conducts formal screenings, assessments, and general daily observations of children.
3. Integrate all Early Head Start components into classroom time.
4. Develop and utilize daily plans, which reflect mandated elements, parental and cultural influences, and promote the social, emotional, physical, and cognitive development of Early Head Start children.
5. Individualize one-to-one and group activities to reflect the unique needs and strengths of all children in the classroom.
6. Follow consistent routines, which include feeding, diapering and toileting, napping, planned small and large group experiences, choice time, activities such as music and movement, large and small motor activities, and effective transitions between activities.
7. Encourage experimentation, exploration, problem solving, cooperation, socialization, and choice-making.
8. Provide an atmosphere that promotes and reinforces parental involvement.
9. Work with appropriate agencies in developing specialized planning for children/families as needed.
10. Coordinate special needs staff in the classroom and develop a collaborative approach that benefits all children in the classroom and meets needs as specified on the individual plans.
11. Supervise and monitor children at all times.
12. Respond to crisis or emergency situations that may occur. Provide first aid or CPR, prevent the spread of blood borne pathogens, and access emergency services as needed.

13. Maintain accurate written/electronic records; including assessments, special education documentation, screening instruments, anecdotal observations, documents for transition to public school and parent/teacher conference and other required forms.
14. Do two parent/teacher conferences yearly.
15. Adapt Creative curriculum to address and meet individual goals for children as identified in their individualized education plans.

The above statements are intended to describe the general nature and level of work performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed in such a position.

Additional Requirements:

1. Participate in regularly scheduled team meetings to plan for and deliver collaborative services across all components.
2. Meet regularly with parents, and other staff regarding each child's status and progress.
3. Conduct regular home visits for purposes of assessment and support, and to share information on parenting, educational strategies, and classroom progress.
4. Plan and conduct regular parent meetings with team members.
5. Assess individual and group needs, attending to special needs, specific interests, strengths and concerns.
6. With parental involvement, develop balanced daily plans, which are developmentally appropriate, and address each child's specific strengths and needs.
7. Establish daily and weekly goals, which will promote individual and group educational plans and include other EHS components.
8. Prepare classroom materials and supplies to support daily plans; change materials in learning centers as needed.

Minimum Qualifications:

- Minimum of an Associate's Degree (AA) in Early Childhood Education and acquisition of Infant/Toddler CDA (Child Development Associate Certificate) within one year of hire.
- Prefer two years experience in pre-school (infant/toddler) classroom. Experience should include the ability to adapt curriculum to meet the needs of all children including at risk, special needs, and culturally diverse populations.

Knowledge and Skills, and abilities

- Frequent significant decision and problem solving abilities.
- Ability to work as a team member collaborating with staff, parents and community resources.
- Ability to supervise and monitor children at all times to ensure a safe environment. This includes the physical ability to monitor and move quickly in order to respond to children who are very active and may need restraint or redirection in order to insure their safety or the safety of others.
- Ability to apply Early Childhood Development (focus on infant/toddler) theory in daily activities, and adapt to the individual needs of children

- Ability to respond appropriately to an emergency or a crisis situation.
- Regular driving for home visits sometimes in outlying areas.
- Regular kneeling, stooping, bending, and sitting on the floor to attend to children's needs.
- Occasional lifting up to 50 lbs.

My signature below signifies that I have read and understand my job description.

Employee Signature

Date

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