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| **Job Title:** | Infant-Toddler Teacher EHS |
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| **Reports To:** | Education and Disability Manager |
| **ID:** |  |
| **Type of Position:** | Hours \_40\_\_ /weekFull Time/Non-Exempt12 months |  |
| General Description  |
| Responsible for the support and coordination of Child Development Education and Family Engagement services in accordance with the National Head Start Performance Standards, the Head Start Act and State of Wyoming Childcare Licensing. Responsible for ensuring that all eligible children and their parents receive the maximum services available linking families, staff and immunity together. Responsible for supporting the functions of School Readiness, child development and education. Responsible for implementing the designated curriculum and meeting CLASS standards. Responsible for the recruitment and enrollment of children into the Head Start programs. |
| Job Responsibilities & REQUIREMENTS |
| The following information is intended to be representative of the essential functions performed by personnel in this position and is not all-inclusive. The omission of a specific task or function will not preclude it from the duties of this position if the work is similar, related or a logical extension of the position. Other duties may be assigned.**Child Development*** Actively engage children in age and developmentally appropriate learning activities
* Facilitate the "Ages and Stages Questionnaire" and "Ages and Stages Questionnaire Social Emotional" screening tools in collaboration
* with parent or guardians
* Implement health, safety, nutrition, multiculturalism, and social skill activities in the lesson plans
* Implement positive behavioral support for behavior management
* Facilitate activities to support growth in School Readiness goals and outcomes, individualizing for each child

**Safe/Learning Environment*** Provide a safe, healthy learning environment by following all health and safety regulations
* Ensure that children are supervised and ratios are followed at all times
* Devise and implement weekly lesson plans which follow the principles of The Creative Curriculum and other curricula
* Provide a creative, nurturing, culturally, linguistically and developmentally appropriate classroom

**Disabilities*** Participate in of Individualized Family Service Plan (IFSP), Individual Education Program (IEP) and IFSP transition meetings
* Implement and document IFSP and IEP goals and objectives weekly In the lesson plans
* Provide a least restrictive environment for children with disabilities

**Record Keeping*** Implement outcomes measurement system which includes assessing and tracking the progress of each student regularly using the
* approved assessment tool, observation records and portfolios
* Keep daily attendance records, food program records, bus rosters, chronological flow charts, emergency information, and inventory up to
* Maintain data tracking records for demographic information, referrals made and services received
* Maintain individual child files to be incorporated into the Child Files as appropriate
* Complete end of the month report
* Document in-kind for all volunteers and donations for your classroom including Initial and Final home visits

**Family Engagement*** Work with parent to establish Child Education Plan (CEP) and implement the goals in lesson plans
* Establish a partnership with parents and communicate with them on a regular basis as the primary educator of their child
* Create and distribute weekly classroom newsletters
* Facilitate Initial Home Visit; Final Home Visit, CEP conferences and parent/teacher conferences
* Train and incorporate parent and community volunteers into the classroom activities
* Provide appropriate referrals to meet family needs and maintain documentation of follow-up
* Promote and attend program activities and events to enhance family engagement
* Provide support for the "Family Partnership Agreement" and "Strength and Opportunities" surveys
* Assist parents/guardians in developing and fostering healthy self-esteem and support their role
* Provide guidance and leadership in the planning and/or participation in parent meetings scheduled at lead: twice a month
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| Education & Experience |
| * A minimum of a Child Development Associates (CDA) credential w comparable credential
* Trained or have equivalent coursework in early childhood development with a focus on infant and toddler development
* Bachelor's Degree or actively working toward a Bachelor's in Early Childhood Education preferred
* Previous experience in working with infants and young children between birth and age 3 in a pre-school or child care setting is preferred
* Experience/knowledge of or willing to get training for working with pre-natal to 3 year olds
* Ability to speak Spanish is a plus but not required
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| Knowledge & Skills  |
| * Ability to communicate the principles, philosophy and practices of Head Start and advocate for the program
* Knowledge of child development and health, disabilities, safety, nutrition, multiculturalism, adult education and family dynamics
* Ability to use a computer to collect, record, retrieve data and prepare reports
* Ability to organize and prioritize daily work load and schedules
* Experience in human services setting including working with low-income children and families of diverse background
* Understand principles and practice of case management and crisis intervention programs
* Recommend and implement goals, objectives, and practices for prodding effective and efficient services
* Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in
* support of goals
* Possess an understanding of Head Start Performance Standards, Head Start Act, local, state and federal rules and regulations
* Has knowledge of effective relationship-building practices, and understands families are vital to children's development and learning
* Use different program data sources to inform and work with parents and expectant families
* Identify and reflect on personal values, experiences, ethics, and bases (e.g. gender, racial, ethnic, cultural, and class) in order to
* become self-aware and more effective in working with different groups of people
* Understand the value of reflective supervision for personal and professional growth. Effectively utilize supervisory feedback,
* educational opportunities, and technical assistance resources to improve individual skills and knowledge.
* Understand the proper steps to ensure family and child safety when safety is threatened
* Has an extensive knowledge of community resources for families (e.g. health, mental health, nutrition, education) and understand
* how to match community and program resources to family interests and needs
* Can communicate with families and educate parents, staff and community about the importance of health, mental health, and child
* development services for children's ongoing learning and development
* Understand infant/toddler development progress to inform and work with parents and expectant families
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| PHYSICAL & ENVIRONMENTAL REQUIREMENTS |
| * Must possess stamina to remain seated for extended periods
* Must occasionally lift and/or move up to 50 pounds
* Ability to stand, walk, climb or balance, stoop, kneel, crouch, or crawl
* Must be able to occasionally tolerate exposure to outside weather conditions
* Must be able to tolerate diverse environmental work spaces
* Must comprehend and interpret written reports of a technical nature
* Must operate a computer, telephone, keyboard and other office equipment
* Must be able and willing to drive in a variety of weather conditions
* Must be able to adapt quickly to changing demands, stressful situations, and multiple priorities
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| OTHER REQUIREMENTS |
| * Responsible for a safe, healthy learning environment by following all health, safety, and sanitation rules
* Responsible for ensuring that children are supervised and ratios are followed at all times
* Maintain a positive attitude when working with children and their families, keeping the focus on safety and a comfortable learning
* environment
* Professional demeanor, attendance/punctuality, appearance and hygiene
* Ability to negotiate effectively and utilize conflict resolution skills
* Must possess strong interpersonal, verbal and written skills, and customer service skills
* Occasional evening and weekend work hours; ability to travel to include extended days and overnight stays
* Must be able to pass State of Wyoming Division of Criminal Investigation and Department of Family Services Central Registry background check
* Must complete/pass First Aid and CPR course annually
* Must design and progress in a professional development plan
* Must complete TB test prior to hire and Physical within 90 days of hire, and complete each annually thereafter
* Must abide by signed Confidentiality and Ethics Statements
* Must assure that program goals are met
* Must perform duties with minimal supervision
* Must comply with CALC Policies and Procedures, Head Start Program Performance Standards, the Head Start Act, local, State, and
* Federal rules and regulations
* Must participate In meetings and trainings (including mandatory training periods)
* Must maintain a valid driver's license and be insurable by CALC insurance provider
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| pOLICY COUNCIL Approval |
| Approved by |  | Date |  |
| Board Approval |
| Approved by |  | Date |  |