

**EARLY HEAD START FLOATER
Job Description**

Position Title: Early Head Start Floater
Program: Early Head Start
Reports to: Early Head Start Manager
Work Days: Minimum 7.5 hours daily
Contract Days: 215 for full year
Classification: Non Exempt
Salary Schedule: Early Head Start Floater

ESSENTIAL FUNCTIONS

1. Represents REC IX and its programs and its member districts in a positive manner, interacting with the general public and colleagues.
2. Adheres to applicable federal and state law and local policies and regulations for public education entities, including but not limited to 6.60.9 NMAC (Code of Ethics) (for example, IDEA, Department of Health, Head Start Performance Standards, FERPA, HIPAA, NAEYC, Licensing, etc.).
3. Communicates positively and effectively with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of REC IX programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
4. Attendance on a regular basis consistent with the REC IX attendance policy is required. Attendance at mandatory REC IX or program meetings and professional development is required.
5. Promptness is required including being present in the assigned work place at set times and on a daily basis in order to provide consistency and continuity of educational services. Promptness for mandatory REC IX or program meetings and professional development is required.
6. Proficient verbal communication skills and the ability to manage conflict in a civil, professional and courteous manner are required.
7. The ability to demonstrate flexibility in the performance of various job functions is required.
8. Inter-departmental planning and programming collaboration is required and cross-program overflow assistance when needed is required.
9. Maintaining an atmosphere that protects the privacy of confidentiality of student and personnel records and information is required.
10. Understanding and compliance with the RECIX employee policy manual, technology policy, R9 Head Start/EHS Policy Manual, and Time Clock are required.

11. Assists in the transportation of breakfast, lunch and snacks to EHS classrooms.
12. Relieve the lead teacher and/or assistant teacher on a daily basis for planning time, or their lunch break by becoming the assistant teacher in the classrooms. Act in the teacher's behalf during his/her absence.
13. Assist the teacher in the guidance and facilitation of effective classroom management through: implementing daily lesson plans, individualization, planning and implementing activities, selecting and arranging equipment and materials in the classroom, and all other activities that support positive classroom management.
14. Assist the teacher in the implementation of established curricula in the classroom and outdoor environment.
15. Establish and maintain a safe, healthy learning environment; by assuring that classroom equipment, furniture, materials, and supplies are properly maintained and stored and daily health checks are conducted.
16. Support the social and emotional development of children through a positive classroom climate in the implementation of Conscious Discipline and other methods.
17. Participate in pre-service training and attend not less than 15 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness. In addition, participate in the development of the annual Professional Development Plan. Complete the ECECD Health and Safety training within 3 months of hire.
18. Checks and responds to emails in a timely & professional manner.
19. Ensures children are actively supervised at all times including in the classroom, during transitions, on the playground, and any other time during the school day. Conduct name to face checks accurately, counts the children in and out, and follows all other active supervision procedures. Understands the consequences when a child is left unattended and/or lost when being cared for in our program.
20. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
21. Create a warm, nurturing, safe environment which supports the maximum learning potential for infants and toddlers. Get down on the child's level when talking to, playing with, or otherwise interacting and engaging with the children both indoors and outdoors.
22. Maintain a 4:1 ratio at all times. Adhere to all safety and supervision of infants and toddlers at all times, including rest time, diaper changing and potty training, and outdoor time.

23. Willingness to change diapers and assist with toileting, potty training, and self-help skills.
24. Responsible for safety, well-being, and work output of self and others is a constant job function.

Qualifications

As prescribed in section 645A(h) of the Head Start Act, a program must ensure center-based teachers that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential (CDC), and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development. Willingness to obtain the required certification within 1 year of hire. Two years of successful work experience in a childcare, educational setting, or with infants & toddlers is preferred.

Requires ability to speak, contain physical ability, write, and read. Knowledge of cleaning supplies and equipment. Must be able to pass a criminal history background check before hiring date, complete an initial health screening and TB test and every two years thereafter. Other qualifications determined necessary by the Head Start Director or Executive Director.

PERFORMANCE RESPONSIBILITIES/WORKER TRAITS

Must be able to adhere to the following responsibility and possess the following traits:

- a. Excellent interpersonal skills
- b. Ability to build rapport with children and families
- c. Ability to work individually and in a team setting
- d. Time management skills and the ability to multi-task project
- e. Commitment to appropriate service provision for children and their families that are delivered in a culturally sensitive manner
- f. Must demonstrate developmentally appropriate behavior management strategies.
- g. Exercise initiative and judgment in performing job
- h. Will demonstrate the following characteristics when interacting with co-workers, children, families, and members of the community: respectful, nurturing, caring, patience, culturally sensitive, creative, team player, and possess a positive, non-threatening attitude.
- i. Ability to understand oral and written instructions
- j. Writing ability used for communication and service records.
- k. Verbal communications to describe, explain, detail, and give instructions
- l. Must demonstrate the ability to work under minimal supervision.

I. SITTING TASKS

- A. Sitting is a frequent requirement 34 - 66% of the time

II. WALKING TASKS

- A. Walking is an occasional but essential requirement up to 33% of the time

III. STANDING TASKS

- A. Standing is an occasional but essential requirement up to 33%

of the time

IV. SPRINTING/RUNNING

- A. Sprinting/running is an occasional requirement
Example: in case of emergency

V. FLEXIBILITY

- A. Bending or twisting at the neck is an occasional requirement up to 33% of the time
- B. Bending or twisting at the trunk is an occasional requirement up to 33% of the time
- C. Squatting/stooping/kneeling is an occasional but essential requirement up to 33% of the time
- D. Reaching above the head is an occasional but essential requirement up to 33% of the time
- E. Reaching forward is an occasional but essential requirement up to 33% of the time
- F. Repeating the same hand, arm, or finger motion many times is an occasional requirement up to 33% of the time

VI. USE OF ARMS AND HANDS

- A. Manual dexterity is a frequent requirement 34 - 66% of the time
- B. Finger dexterity is a frequent requirement 34 - 66% of the time

VII. LIFTING 10 - 25 POUNDS

- A. Lifting 10 - 25 pounds is an occasional but essential requirement
- B. Lifting above the shoulders is a rare requirement
- C. Lifting above the waist is an occasional but essential requirement
- D. Lifting above the knees is a frequent requirement

VIII. LIFTING 26 - 50 POUNDS

- A. Lifting 26 - 50 pounds is an occasional requirement up to 33% of the time
- B. Lifting items above the shoulders is a rare requirement
- C. Lifting items above the waist is an occasional but essential requirement
- D. Lifting items above the knees is a frequent requirement

IX. LIFTING 50 - 75 POUNDS

- A. Lifting over 50 pounds is not a requirement

X. PUSHING AND PULLING

- A. Pushing and pulling 75 pounds and over is not a requirement
- B. Pushing and pulling 50 - 75 pounds is an occasional requirement
- C. Pushing and pulling 25 - 50 pounds is an occasional requirement

XI. CARRYING TASKS

- A. Speech/Communication
 - 1. Communicating through written and spoken language is a continuous requirement

XIII. USE OF PROTECTIVE EQUIPMENT

- A. None

Job Description Acknowledgement

I have received, reviewed and fully understand the job description for Early Head Start Floater.

I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name _____ Date _____

Employee Signature _____