

**Early Head Start Teacher  
Job Description  
Region IX Education Cooperative**

**POSITION TITLE:** Early Head Start Teacher  
**PROGRAM:** Early Head Start  
**REPORTS TO:** Early Head Start Manager  
**WORK DAY:** Minimum 7.5 hours daily  
**CONTRACT DAYS:** 215 days: Full year July – June, exempt

**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 confidential of student and personnel records and information is required.
10. Understanding and compliance with the RECIX employee policy manual, technology policy, and Time Clock are required.

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11. Create a warm, nurturing, safe environment which supports the maximum learning potential for infants and toddlers.
12. Maintain a 1-4 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.
13. Willingness to change diapers and assist with toileting, potty training, and self-help skills.
14. Responsible for planning and implementing learning experiences that address the 5 essential domains of the Head Start Early Learning Outcomes Framework: Approaches to Learning, Cognition, Physical Development, Social-Emotional Development, and Language & Literacy.
15. Guide and facilitate 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.
16. Implement established curricula in the classroom and outdoor environment.
17. Maintain comprehensive and ongoing assessment through the established program tool for each child, including daily entry of observations and/or anecdotal records.
18. Demonstrate proficiency in implementing all areas of Infant and Toddler CLASS assessment tool.
19. 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.
20. Support the social and emotional development of children through positive classroom climate in the implementation of Conscious Discipline and other social-emotional curricula.
21. Encourage the involvement of the families of the children in the Early Head Start program and supporting the development of relationships between children and their families. Participates in the PFCE activities.
22. Facilitate home visits and parent conferences to discuss the child's individual development and progress, assist the parents in developing observational skills and solicit parent observations.
23. Participate in Family Style Dining and assist children in development of social and self-help skills, and sound nutritional practices.
24. 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

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program for effectiveness. In addition, participate in the development of the annual Professional Development Plan.

25. Participate in required CYFD and Region IX training to meet professional development hours mandated by the state.

26. Perform the functions of this position with a strong understanding of the Head Start Performance Standards, Child Care Licensing, Head Start Act; and thorough knowledge and application of Developmentally Appropriate Practices.

27. Participate in monthly staffing with Family Advocate and other team members as needed to exchange information pertinent the child and their family.

28. Mentor the Teacher Assistant and volunteers to use and develop their skills and abilities in planning and carrying out classroom activities.

29. Respond to weekly, monthly, and quarterly on-going monitoring reports in a manner that supports quality improvement.

30. Advocate for children in the classroom who are suspected to have a developmental delay by following Child Study Team procedures to provide the child with the needed services.

31. Participate in attending and implementing children's IFSP (Individualized Family Service Plan) seeking clarification for any aspects that are not well understood.

32. Complete and submit required forms and records in a timely and accurate manner e.g., lesson plans, individualized lesson plans, fire drills, inventory, attendance, health related forms, etc...

33. Assist in the transition of children from EHS to Head Start or other early childhood programs.

34. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Qualifications**

Infant/Toddler CDC or State equivalent required or ability to receive CDC or state equivalent within 1 year of hire. Associates or Bachelors degree is early childhood education; or a Bachelor's degree and coursework equivalent to a major relating to early childhood education, with experience working with infants and toddlers is preferred. Two years successful work experience in Early Childhood programs, public schools/institutions of higher education or other agencies in early childhood settings. Bilingual (English/Spanish) is preferred. Must demonstrate the following skills: written, verbal, interpersonal, organizational, time management, and computer. Must be able to read, write, and speak in English. Must demonstrate dependability, cooperation, loyalty, responsible attitude and behavior. Must demonstrate a willingness to work in a cooperative working environment in a team setting with another teacher. Must be willing to participate in occasional evening events. Must be able to pass a criminal history background

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check before hire date, complete an initial health screening and TB test and every two years thereafter. Other qualifications determined necessary by the Early 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. Attend some evening events
- f. Commitment to appropriate service provision for children and their families that are delivered in a culturally sensitive manner
- g. Must demonstrate developmentally appropriate behavior management strategies.
- h. Exercise initiative and judgment in performing job
- i. 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.
- j. Ability to understand oral and written instructions
- k. Writing ability appropriate for observations, assessments, communication, reports and records
- l. Verbal communications to describe, explain, detail, and give instructions
- m. Manual dexterity sufficient to operate a computer and other office equipment, including, but not limited to, the telephone, fax machine, copier, therapy equipment, and Ipad.
- n. Visual ability to see and read reports, documents, and records
- o. Auditory abilities capable of performing phone communication and interaction with other individuals

The usual and customary methods of performing the job's functions require the following physical demands:

#### **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

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- 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

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**Job Description Acknowledgement**

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

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\_\_\_\_\_

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