

**Early Head Start Teacher
Job Description
Region 9 Education Cooperative**

POSITION TITLE: Early Head Start Teacher
PROGRAM: Early Head Start
REPORTS TO: Early Head Start Manager
CLASSIFICATION: Exempt
WORK DAY: Minimum 7.5 hours daily
CONTRACT DAYS: 215 days: Full year July - June
SALARY SCHEDULE: Early Head Start Teacher

ESSENTIAL FUNCTIONS

1. Represents REC 9 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 9 programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.

4. Attendance on a regular basis consistent with the REC 9 attendance policy is required. Attendance at mandatory REC 9 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 9 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 student and personnel records and information is required.

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10. Understanding and compliance with the REC9 employee policy manual, R9 Head Start/EHS Staff Handbook, R9 Head Start/EHS Policy Manual, and the Time Clock system are required.
11. Create a warm, nurturing, safe environment which supports the maximum learning potential for infants and toddlers.
12. 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.
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. Uses feedback given on lesson plans to improve learning experiences, individualization, and implementation of lesson plans with fidelity.
16. Implement established curricula in the classroom and outdoor environment.
17. Get down on the child's level when talking to, playing with, or otherwise interacting and engaging with the children both indoors and outdoors.
18. Maintain comprehensive and ongoing assessment through the established program tool for each child, including daily entry of observations and/or anecdotal records.
19. Demonstrate proficiency in implementing all areas of Infant and Toddler CLASS assessment tool.
20. 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.
21. Follow cleaning and sanitation schedules to maintain a clean and safe learning environment for children both indoors and outdoors. This includes sweeping, mopping, sanitizing tables/furniture/toys, cleaning bathrooms regularly, throwing trash regularly, picking up trash outside as needed, organizing the classroom on a daily basis, cleaning & organizing the inside gym area, following the playground checklist as assigned, etc.

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22. Support the social and emotional development of children through positive classroom climate in the implementation of Conscious Discipline and other social-emotional curricula.
23. 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 as assigned by the EHS Manager.
24. Schedule and 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. Follow home visit and parent teacher conference guidelines as outlined in the policies and procedures manual, and appropriate forms.
25. Participate in Family Style Dining and assist children in the development of social and self-help skills, and sound nutritional practices.
26. 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 their annual Professional Development Plan. Complete the ECECD Health & Safety Training within 3 months of hire.
27. Participate in required ECECD and Region 9 trainings to meet professional development hours mandated by the state. Participate in staff meetings and R9 all staff meetings throughout the year as scheduled, and any other professional development pertinent to the job.
28. 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.
29. Participate in monthly staffings with Family Advocate and other team members as needed to exchange information pertinent to the child and their family.
30. Mentor the teacher assistant, floaters, substitutes, 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 and classroom observations in a manner that supports quality improvement.
30. Advocate for children in the classroom who are suspected to have a developmental delay by providing required documentation to the Disabilities Manager for referrals of children with suspected disabilities.

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31. Participate in attending and implementing children's IFSP (Individualized Family Service Plan) seeking clarification for any aspects that are not well understood. Follow IFSP goals for each service area, and individualize for children receiving services on lesson plans.

32. Advocate for children with behavioral issues or social-emotional needs by collaborating with the Mental Health Coordinator/Social-Emotional Specialist to create behavior plans if necessary, or submit a referral for mental health services, or any other actions necessary for the child. Participate in meetings with parents and Head Start staff, and provide observations and documentation as part of advocating for the child.

33. 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, meal counts, etc. Check and respond to emails in a timely and professional manner.

34. Assist in the transition of children from EHS to Head Start or other early childhood programs in conjunction with the Family Advocate and the family.

35. Ensures children are actively supervised at all times including in the classroom, during transitions, on the playground, in the cafeteria, 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.

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

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 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.

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Must be willing to participate in occasional evening events. Must be able to pass a criminal history background 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

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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

9. 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

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XI. USE OF PROTECTIVE EQUIPMENT

- A. Booties, gloves, and other protective equipment may be required as necessary

Job Description Acknowledgement

I have received, reviewed and fully understand the job description for 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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