

HEAD START TEACHER ASSISTANT
Region IX Education Cooperative
Job Description

Position Title: HS Teacher Assistant
Program: Head Start
Reports to: Education & Disabilities Manager
Work Day: Minimum 7.5 hours daily
Contract Days: 182 Days
Duty Station: Ruidoso, Capitan, or Hondo
Salary Schedule: RECIX Head Start Teacher Assistant Scale
Classification: Nonexempt

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, the R9 Head Start/EHS Staff Handbook, the R9 Head Start/EHS Policy Manual, and Time Clock system are required.
11. Responsible for assisting the teacher in the planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy, phonemic, and print awareness, their understanding and use of language, their understanding and use of increasingly complex and varied

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vocabulary, their appreciation of books, their understanding of early math and early science, their problem-solving abilities, and their approaches to learning.

12. 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.
13. Assist the teacher in the implementation of established curricula in the classroom and outdoor environment.
14. Create a warm, nurturing, safe environment which supports the maximum learning potential for preschoolers.
15. Maintains required ratios at all times. Adhere to all safety and supervision of preschoolers at all times, including rest time, bathroom time, diaper/pull-up changing, potty training, and outdoor time.
16. Willingness to change diapers/pull-ups and assist with toileting, potty training, and self-help skills.
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 ongoing skills towards the proficiency in implementing all areas of CLASS (Emotional Support, Classroom Organizational, and Instructional Support).
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. 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, and following the playground checklist as assigned, etc.
21. Support the social and emotional development of children through positive classroom climate in the implementation of Conscious Discipline and other social-emotional curricula.
22. Encourage the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families. Participates in the PFCE activities including 2 parent trainings as requested by the supervisor, and 90% of the family engagement activities scheduled throughout the year.
23. Assist the teacher in the facilitation of 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.
24. Mentor the floaters, substitutes, and volunteers to use and develop their skills and abilities in planning and carrying out classroom activities.
25. Participate in Family Style Dining and assist children in 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

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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. Participate in staff meetings and R9 all staff meetings throughout the year as scheduled, and any other professional development pertinent to the job.

27. Perform the functions of this position with a strong understanding of the Head Start Performance Standards and thorough knowledge and application of Developmentally Appropriate Practices.

28. Participate in monthly staffings and Center Team Meetings with Family Advocate and other team members as needed to exchange information pertinent the child and their family.

29. Act in the teacher's behalf during his/her absence. Follow the classroom schedule, routines, and lesson plan.

30. Assist in responding to monthly ongoing monitoring reports and classroom observations in a manner that supports quality improvement.

31. Assist with any documentation needed for a Child Study Team to provided needed service for children. Assist in developing behavior plans or mental health referrals as needed. Collaborate with the mental health coordinator/social-emotional specialist to develop and implement behavior plans when necessary. Advocate for children with behavioral issue or social-emotional needs by implementing behavior plans and/or action steps, documenting observations and data as needed, and participating in parent meetings if possible.

32. Assist in implementing children's I.E.P. (Individual Education Plan) seeking clarification for any aspects that are not well understood.

33. Assist in the completion and submitting of required forms and records in a timely and accurate manner e.g., lesson plans, individualized lesson plans, fire drills, inventory, attendance, health related forms, classroom activity/field trip forms, etc.

34. 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.

35. Assist in the transition of children from Child Care, home, or Part C program and to Kindergarten.

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

Qualifications

A child development associate credential (CDA) or state equivalent; or enrolled in a program leading to a CDA or State equivalent to be completed within 2 years. An Associate Degree in Early Childhood or related field or enrolled in program to complete an Associate's Degree within 2 years is preferred. Two years successful work experience in public schools/institutions of higher education or other agencies in early childhood settings. Bilingual (English/Spanish) is required for dual language classroom. 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 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.

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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 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

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- 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. 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's Assistant.

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 _____