

JOB DESCRIPTION

PROGRAM: Head Start Program

JOB TITLE: Early Head Start (EHS) Teacher Assistant

PAY GRADE: HS-5

JOB SUMMARY

Under the supervision of EHS teachers, provide a safe and nurturing environment, responsive care, and high-quality individualized learning experiences to a group of up to eight (8) EHS infants and toddlers. Use age-appropriate materials and evidence-based best practices to support children's growing social, emotional, intellectual, language, motor, and cognitive competencies. Establish and maintain positive and productive partnerships with the children's families, community partners, and EHS and Head Start staff. Comply with Head Start Performance Standards, the Head Start Act, and other applicable regulations and laws. Adhere to early learning and family support principles.

SUPERVISORY RELATIONSHIPS

SUPERVISES: Not Applicable

REPORTS TO: EHS Teacher

ESSENTIAL QUALIFICATIONS

- ☐ High School diploma or GED certificate and willingness to obtain Child Development Associate Credential (CDA) in the Center-Based Infant and Toddler Setting within two (2) years of hire;
- ☐ Minimum of one year of experience working with young children, preferably infants, and toddlers; and,
- ☐ Bilingual English-Spanish desirable.

GENERAL REQUIREMENTS

- ☐ Pennsylvania State Police Criminal History Clearance, Child Abuse Clearance, FBI Clearance, and National Sex Offender Registry check prior to hire;
- ☐ Recognizing and Reporting Child Abuse training completed within 90 days of hire;
- ☐ Physical examination prior to hire;
- ☐ Tuberculosis test prior to hire;
- ☐ Current PedFACTS (Pediatric 1st Aid) and CPR certification;
- ☐ Physical ability to perform essential job functions with or without any health restrictions, including the ability to sit for long periods of time, stand, lift and carry up to thirty pounds, have unrestricted use of the upper body, corrected or uncorrected hearing and vision within normal range and a clear speaking voice; and other abilities necessary to ensure child safety in the classroom, other group areas and when in the community, such as but not limited to the following:
 - Ability to bend, squat, reach, kneel, and climb stairs;
 - Ability to move from sitting to standing position quickly, safely, and without difficulty;
 - Ability to chase an eloping child;
 - Ability to join the children's active play including jumping and running indoors and outdoors;
 - Ability to assist children with diapering, toileting, and change of clothes requiring lifting, bending, squatting;
- ☐ Ability to assume all teacher job responsibilities in teacher's absence;
- ☐ Non-traditional work hours, as required; and,
- ☐ Job-related training, as assigned.

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SPECIFIC DUTIES

❖ **Curriculum and Environment**

- Build trusting relationships that promote secure attachment with infants and toddlers;
- Assist with the care of a group of up to eight infants and toddlers in the classroom;
- Maintain a safe, attractive, multi-sensory, well-organized classroom that reflects each child's developmental level and learning style;
- Purchase snack and infant meal components;
- Assist in implementation of flexible daily schedule based on the routine care and the individual needs of each child;
- Keep materials sanitized, in good repair and stored in a safe, orderly fashion;
- Under the direction of the teacher:
 - Plan, and implement developmentally and culturally appropriate, child-focused curricula and activities to meet children's individual cognitive, fine and gross motor, social emotional, self-help, and speech and language goals;
 - Use space, materials, and routine as resources to encourage active exploration and physical, cognitive, and social/emotional development;
 - Implement a flexible daily schedule based on routine care and the developmental needs of each child;
 - Maintain individualized feeding programs and record daily nutritional intakes;
 - Model self-help skills and healthy eating habits through family-style dining;
 - Establish and record daily health routines with children, including diapering and toileting, tooth brushing, and hand washing;
 - Direct the adaptation of the classroom environment and curriculum to meet the individual needs of all children, including children with disabilities;
 - Provide constant supervision, ensuring the safety of every child;
 - Maintain emergency information, and initiate emergency action when necessary; and,
 - Help prepare materials, bulletin boards, and learning activities at the teacher's request.

❖ **Family Engagement**

- Initiate and maintain collaborative partnerships with parents based on mutual trust and respect;
- Promote parent engagement in program planning, implementation of services, and individualization of services for their children;
- Encourage and support parent participation in parent meetings, Policy Council, and other parent decision-making and governance functions;
- Make periodic home visits with the EHS Teacher;
- Maintain regular communication with parents during daily drop-off and pick-up; and,
- Recruit new children and expectant families.

❖ **Program Operations**

- Assure consistent implementation of program policies, procedures, and practices;
- Report suspected child abuse or neglect;
- Document daily observations of development and behavior of infants and toddlers; and,
- Support research studies and implement any identified program improvement strategies.

❖ **Staff Development**

- Assume responsibility for ongoing personal professional growth and development;
- Attend meetings, trainings, and conferences as required;
- Participate at least annually in training or coursework in early childhood development with an emphasis on infant/toddler development; and,
- Perform all other tasks as assigned.

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REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- ❖ Knowledge of the following:
 - Head Start Performance Standards, the Head Start Act, and other applicable regulations and laws;
 - National Association for the Education of Young Children (NAEYC) and early childhood quality standards;
 - Relevant Pennsylvania regulations and their application, especially child abuse and neglect requirements for mandated reporters;
 - Issues facing low-income families, with specific appreciation for the demands placed upon pregnant women, infants, toddlers, and their families; and,
 - Infant and toddler care safety standards, areas of potential concern, and their resolution.
- ❖ Skill in the following:
 - Working collaboratively with other members of the EHS team;
 - Building positive relationships with children, parents, families and guardians, community partners, and colleagues;
 - Use of tracking and reporting systems;
 - Oral communication, such as speaking, listening, and interviewing;
 - Written communication, including knowledge of English grammar, spelling, and punctuation;
 - Use of a keyboard and personal computer; and,
 - The Microsoft Office Suite, including but not limited to Microsoft Word, Excel, Access, Power Point, and Publisher components.
- ❖ Ability to perform the following:
 - Develop consistent, stable, and supportive relationships with very young children, including those with disabilities;
 - Support parents as the child's first and most important nurturer and teacher;
 - Work cooperatively with others;
 - Understand and follow oral and/or written instructions, some of which may include multi-faceted procedures;
 - Collect, organize, record, and process information quickly and efficiently;
 - Prepare and maintain written records;
 - Be creative, resourceful, and flexible;
 - Recognize emergencies and take action if necessary;
 - Establish and maintain effective, collaborative partnerships with parents;
 - Be sensitive to the needs of low-income infants, toddlers, and families;
 - Demonstrate respect for individuals and groups with varied cultural, racial, ethnic, religious, and linguistic identities or backgrounds;
 - Project a positive image of the program and the agency;
 - Work independently of direct supervision;
 - Maintain confidentiality and a professional demeanor at all times; and,
 - Follow Head Start Code of Conduct.