Central Texas Opportunities, Inc.

Job Description

JOB TITLE: **Early Head Start Teacher Level 1**

Exempt (Y/N): No	Introductory period: 180 days
Supervisor: Center Director	Work Period: 12 months per year

Cornerstone Community Action Agency, Inc. is committed to a policy of Equal Opportunity Employment (EOE) in its dealings with both employees and applicants for employment. As such, CCAA provides equal opportunity without regard to race, ethnicity, age, religion, sex, sexual orientation, national origin, disability, status as a veteran, or any other characteristic protected by law except when such characteristic is a bona fide occupational qualification.

CCAA Vision Statement

To build thriving and self-sufficient communities by creating equal opportunities for all individuals and families.

CCAA Mission Statement

A Community in Action, Empowering People, Changing Lives, and Offering Hope to Achieve Self-Sufficiency.

SUMMARY: Will be responsible for the planning for and supervision and management of and Early Head Start classroom. Ensure compliance with HSPPS, state licensing regulations, and Central Texas Opportunities, Inc. policies and procedures that directly impact the EHS classroom.

This position assists in the fulfillment of the agency's mission by creating an opportunity to empower people, change lives, and offer hope to achieve self-sufficiency for each individual and family we serve.

ESSENTIAL DUTIES AND RESPONSIBILITIES. The EHS teacher will:

1.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
Operate in a professional manner at all times: 1) Maintain confidentiality of all HS/EHS family records and information in accordance with HSPPS. 2) comply with the Standards of Conduct				
2.				
Records: Create and maintain current, complete, and accurate records as required by HSPPS, CCAA, and Child Care Licensing				
3.				
Be well versed in and ensure compliance in 1) HSPPS 2) child care licensing regulations 3) recommended best practices 4) CCAA policies for EHS classrooms 4) CCAA attendance policy 5) recruitment and enrollment policies				
4.				
Observation and assessment: 1) complete TS Gold assessments as required 2) observe each student on a regular schedule in order to individualize teaching and learning 3) observe for any signs that a child needs a referral and make referrals as necessary 4) observe and record information weekly about all children in a non-judgmental				

manner for use in planning and carrying out daily program activities.				
5.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
Work with families: 1) Exchange information with Family Advocates about each family's progress toward goals on the Family Partnership Agreement. 2) inform parents about CCAA and community events that might be valuable for them. 3) conduct and document a minimum of two parent conferences per child per year 4) Conduct and document a minimum of two educational home visits per child per year and two parent conferences per year to share information and progress, including outcome progress from TSG				
6.				
Share information with parents that will help them provide educational experiences for their children at home: 1) the purpose and results of TS Gold assessments 2) what children learn by being involved in everyday household tasks and routines 3) the importance of play 4) the importance of tummy time for infants 5) parenting education				
7.				
Parent Resources: Work with Family Advocates to be aware of social service, health, mental health, and education resources in the community and provide this information to families as needed.				
8.				
Child abuse and neglect: 1) know and recognize indicators of child abuse and neglect. 2) know and follow Child Care Licensing and program policies concerning reporting. 3) keep up-to-date on legal reporting requirements.				
9.				
Planning: 1) plan, document, and carry out developmentally and culturally appropriate lesson plans, using Creative Curriculum for Infants, Toddlers, and Twos, and other curricula as approved by CCAA. 2)include individualized activities children in each lesson plan. 3) lesson plans submitted to Ed/MH for approval one week in advance. 4) lesson plans posted each Friday for the following week.				
10.				
Developmentally Appropriate Practices: 1) classroom arranged into well-defined learning centers, appropriate for mixed age group. 2) for toddlers, conduct short small group times daily based on interests of the children 3) conduct smooth classroom transitions that include learning opportunities 4) plan and provide creative activities daily that are child directed and process oriented 4) create a language-rich environment for all children that includes clear, simple sentences, eye contact, open-ended questions, conversations with children, introduction of new words, etc. 5) incorporate children's cultures into daily activities 6) children's art work is displayed at children's eye level 7) display pictures of children and their families at children's eye level 8) nurturing, responsive care is provided for all children at all times 9) conduct appropriate family style meals at breakfast, lunch, and snack				

11.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
Discipline and guidance: 1) use appropriate techniques, consistent with the Conscious Discipline program, modeling the approach for classroom aides, parents, and volunteers 2) encourage children to negotiate and problem-solve 3) children are not isolated as a discipline measure 4) food and/or outdoor time are not used for punishment or reward				
12.				
Transition: 1) In collaboration with the parents and FA, conduct transition activities for each child at 30 months or if they are moving to another child care setting; transition must include determining eligibility for HS, 2) submit monthly transition report to ERSEA Specialist, 3) enter data as required into Child Plus				
13.				
Screenings: 1)Coordinate with Health Team to ensure that all children have a documented speech screening within 45 days of enrollment 2)) Complete the ASQ and ASQ-SE for all children by working with the parent at the first home visit; 3) ensure any necessary rescreens are completed within the time frame stated in the procedure and the information is forwarded the Health or Education Team as appropriate 4) Work with the CD and FA to ensure that all children's documentation of health or dental exams or immunizations are routed to the appropriate person immediately if received from a parent.				
14.				
Health: 1) complete and document daily health checks on all children 2)diapering, toilet training procedures and hand washing procedures 3) serve as a role model and assist children in using good hygiene practices which include handwashing, toilet flushing, cleaning spills, etc. 4) assist children (excluding infants) in proper toothbrushing once each day 5) store toothbrushes in an appropriate container, bristles not touching, each labeled with a child's name 6) store formula, breast milk, and foods as required by HSPPS and Child Care Licensing				
15.				
Safety: 1) be familiar with and follow procedures for fires and other emergencies as posted 2) ensure that all toys and materials provided for use by children are safe 3) supervise children by sight and sound at all times, counting 'name to face' often 4) safely and properly use, maintain, and operate all equipment for carrying out duties 5) keep classroom clear of clutter and hazardous items: remove broken or soiled items immediately 6)complete classroom safety checklist daily and playground checklist as assigned; report any issues to the CD immediately 7) maintain current CPR and First Aid certifications				
16.				
Attend weekly staff meetings and other meetings/trainings as requested.				
17.				
Maintain Infant/Toddler CDA. Participate in training programs, in-				

service, pre-service, conferences and other recommended trainings. Provide documentation to CD and/or Ed/MH Manager in accordance with federal and state requirements.				
18.				
Complete other duties as assigned by Director of CFS, Ed/MH Manager, or CD.				

General Responsibilities The staff member will:

1.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
Appearance: Ensure personal appearance, personal hygiene, and dress are appropriate for the day's activities and comply with dress code.				
2.				
Reliability: Ensure he/she can be counted on to carry out assigned responsibilities independently.				
3.				
Safety: Safely and properly use, maintain and operate all equipment for carrying out duties.				
4.				
Punctuality: Employee observes regularly scheduled work hours.				
5.				
Compliance: Employee follows Agency and Head Start policies, procedures, and established regulations				

Performance Rating Categories: Consider the employee's performance in each category and designate the level of performance that most accurately describes his/her job performance.
E-Exceeds. Results clearly exceed position requirements on a regular basis. Performance is of high quality and is achieved on a consistent basis.
M-Meets Expectation. Competent & dependable performance level. Meets the performance standards and objectives of the job without constant follow-up/direction.
I-Improvement Needed. Employee does not meet performance objectives on a regular basis and has difficulty following through with tasks. Requires constant follow-up and/or supervision.
N/A-Not Applicable or too soon to rate.

Qualification Requirement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and Experience

Must be 18 years old or older and hold an Infant/Toddler Child Development Associate (CDA) Certificate at a minimum or an equivalent state awarded credential, AAS or BS in Child Development or Early Childhood Education with coursework related to infants and toddlers.

Language Skills

Must have ability to read and interpret documents such as Agency policies and procedures, program outlines and regulations, safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence.

Reasoning Ability

Must have ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Must have ability to deal with problems involving several concrete variables in standardized situations.

Mathematical Skills

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Other Skills and Abilities

Ability to operate a personal computer, e-mail, and word processing software.

Physical Demands

The physical demands described here are representative of those that must be met by employees to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

While performing the duties of this job, the employee is regularly required to talk and hear. This position is very active and requires standing, walking, bending, kneeling, stooping, crouching, crawling, and climbing all day. The employee must frequently lift and/or move items over 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus. In order to meet the requirements for home visits and training, the employee must maintain a valid driver's license or otherwise have transportation to and from required home visits or required training.

**This form reflects the general details considered necessary to describe the essential function of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent to the job.*

Failure to comply with Personnel Policies, job responsibilities, and functions, safety policies, can result in disciplinary actions up to and including termination.

DISCLAIMER STATEMENT

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

EMPLOYEE RECEIPT OF JOB DESCRIPTION

This job description is not intended to be all inclusive. CCAA reserves the right to revise or change job duties. This job description does not constitute a written or implied contract of employment.

I have read and understand this job description. I certify that I am able to perform the requirements of this job description. I have a received a copy of this document.

_____ _____

Employee SIGNATURE Date of Signature

_____

Employee PRINTED NAME

This portion to be completed at time of performance evaluation

Accomplishments/Recognition since last review

Specific areas of needed improvement/action items

Recommendations for professional development (seminars, trainings, schooling, licenses, etc.)
Head Start Employees must complete a professional development plan.

Supervisor/Manager Comments

Employee Comments