

**COMMUNITY ACTION PARTNERSHIP
OF GREATER ST. JOSEPH**

TEAM Prenatal to Five Head Start
TITLE **Assistant Teacher**
REPORTS TO Lead Teacher
SALARY RANGE Grade 2
FLSA STATUS Non-Exempt

Rev. 12/09

DEFINITION

Responsible for working with Lead Teacher to ensure that daily operations of the child development center includes promoting quality child care and modeling developmentally appropriate practices that are in compliance with current Performance Standards. If teaching staff work under the prenatal to three portion of the Head Start program, they may also be asked to carry a small home base caseload.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- A. Research, plan and implement age appropriate and developmentally appropriate learning experiences based on program chosen curriculums that advance all developmental domains of children in target classroom. (Classrooms include Infant/Toddler (EHS) and Preschool (HS)).
- B. Establish and maintain a safe, healthy, positive and comfortable learning environment.
- C. Assume responsibility for classroom in the Lead Teacher's absence.
- D. Model appropriate adult/child, adult/adult interactions/behavior and support the social and emotional development of children.
- E. Collaborate with Lead Teacher to assure delivery of goals as stated on child's IEP (children ages three to five) or IFSP (children ages birth to three) for children with a diagnosed disability. Communicates with parents if they have concerns about child's development and provides parents with a referral to child's physician, local school district (children ages three to five) or First Steps (children ages birth to three) for further evaluation if child has not been diagnosed with a disability.
- F. Agree to meet federally mandated education requirements within federally mandated time frame.
- G. Accepts direct supervision from Lead Teacher. Will share needs for training and support with Lead Teacher and supervising coordinator so that training and support is made available to Assistant Teacher.
- H. Demonstrates knowledge of and commitment to policies, procedures and professional standards including (but not limited to CAP Policies and Head Start Performance Standards).
- I. Communicate with parents regularly on an informal basis about their child's performance and progress, and meets with parents formally four times per program year (two parent/teacher conferences and two home visits) to conference about child's performance and progress. These meetings will focus on the child's strengths, as well as areas for improvement. Will provide opportunity for staff to inquire about the child's interests and parent's goals for their child.

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- J. Establish and maintain cooperative and communicative relationship with child's parent(s) or legal guardian(s) and involve them in volunteering and planning for the classroom whenever appropriate. Assure that parent(s)/legal guardian(s) are invited and encouraged to attend monthly Parent Committee Meetings at their center.
- K. Promote family involvement in all aspects of child's education. Encourages volunteerism within the center, as well as completing developmental activities in the home, resulting in raising non-federal share requirement for center.
- L. Participate fully in ongoing professional development including, but not limited to staff meetings, in-service trainings and mentoring activities. Commits to continual professional development and maintain professional development goals agreed upon with supervisor.
- M. Completes records, reports and all required paperwork in an accurate and timely fashion.
- N. Arrange for a qualified substitute when taking leave.
- O. Maintain current staff file to be in compliance with Missouri Child Care Licensing regulations.
- P. Attend monthly center parent meetings/family activities. Can assist in a variety of ways including planning, child care, food preparation, leading activities, assisting parents and clean-up.
- Q. Serve as an advocate for Community Action Partnership and the Head Start program. May be asked to present programs in the community, participate in recruiting activities, screening activities and other early childhood events in the community.
- R. Complete bus monitor training and know the current bus route and is prepared to ride route, if needed.
- S. Monitors and communicates children's absenteeism to Family Advocate (3-5) or Home Visitor (0-3), if Lead Teacher is not also serving as Family Advocate.
- T. May be asked to serve as Center Director and assume the responsibilities of liaison between the Prenatal to Five Head Start program and State Child Care Licensing.
- U. Other duties as assigned.

If Assistant Teacher assumes role of Center Director; these additional duties apply:

- A. Demonstrates knowledge and commitment to regulations outlined in the Missouri State Licensing Regulations manual.
- B. Develops and maintains professional relationship with state licensing representative assigned to center.
- C. Reports information/findings to coordinating staff and submits copies of licensing paperwork for master file.
- D. Maintains records concerning licensing/visits on site.
- E. Completes necessary paperwork in response to a licensing visit, or application paperwork for re-licensing.
- F. Monitors staff licensing files and assures that staff keep their file current.
- G. Orients new staff to licensing regulations and how they are carried out at the center.

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If Lead Teacher II/Lead Teacher assumes role of Family Advocate; Assistant Teacher may be asked to assist them with completing these additional duties:

- A. Develops and implements plan for recruitment of children/families in the effort to maintain full enrollment of classroom.
- B. Completes necessary application paperwork with families to determine eligibility. Once a family is deemed eligible, the remainder of necessary file paperwork is completed with family.
- C. Maintains and monitors children's files, assures file paperwork is accurate and up to date.
- D. Completes Family Self-sufficiency Scale (or current Family Partnership Agreement instrument) and prepares written referrals when needed. Obtains follow up information regarding referrals and submits information to SS/PI Coordinator.
- E. Records and reports transportation route changes to Records Associate 0-3 or Records Associate 3-5.
- F. Plans, schedules and facilitates parent meetings/family activities. Encourages family attendance and participation at meetings.

If teaching staff work under the prenatal to three portion of the Head Start program they may be asked to fulfill the following home visiting activities with a limited number of families:

- A. Complete 1 ½ hour home visit with each family on caseload;
four per month-home base only (EHS & HS) two per month-center base (EHS only)
that focuses on:

- Child development education/promotion
- Developmental screening and follow-up
- Health education and monitoring (physical and mental)
- Nutrition education
- Focus on parent involvement
- Parent-child relationship building
- Assessing community services
- Family goal setting and support
- Educational and supportive services to pregnant women (EHS only)

- B. Complete necessary assessments to support all areas of child's development.
- C. Complete Family Self-Sufficiency Scale with each family on an ongoing basis and assist family in establishing/working towards goals.
- D. Plan and carry out two monthly socialization experiences for Home Base families including:

- Timing based on child's needs and parent's schedules
- Focus on parent-child interactional activities

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- Flexible activity scheduling
- One theme-several activities/materials for different age groups
- Language/literacy activity at each session
- Cultural activities (e.g. music, art)
- Flexible environment (use of barriers, open space, strategic placement of toys)
- Sleeping opportunities/equipment (EHS only)
- Feeding/food preparation opportunities (formula, strained foods, finger foods, solids)
- Space for diapering/toileting
- Selection of space (in family's home, neighborhood; consistent place)
- Child care for older siblings
- Staffing (group leader, home visitor, volunteers, parent/child aids, parents)
- Recruitment (home visitors, other parents, other agencies)
- Creatively appeal to busy parents (e.g. dinner, meet TANF or child welfare requirements)
- Transportation (bus v. van, cabs, home visitor as chauffeur, tokens)

- E. Will participate in the planning and implementation of a transition plan for child/family when child reaches 30 months of age. Will support child/family in transition process following written transition procedures.

EDUCATION/EXPERIENCE

Required: High School Diploma or GED.

Child Development Associate Credential (CDA)

Preferred: Experience teaching in an early childhood arena in addition to educational certification.

REQUIREMENTS

- Physical ability to interact with children on their level.
- May be asked to bus monitor or prepare meals for large groups of children/adults.
- Ability to work independently, with others and as a team member.
- Ability to read, write, and complete forms using necessary math.
- Accurate and timely recordkeeping.
- Computer skills.
- Some night meetings and/or home visits.
- Must be able to attend some evening and/or weekend meetings.
- Available for occasional evening/weekend work.
- Some overnight travel.
- Must pass criminal records and Child Abuse/Neglect checks.
- Physical and tine test (TB) immediately upon employment. Obtain yearly TB test and a physical every other year.
- Maintain and update CPR/First Aid certification.

