

Associate Teacher HS/EHS

Purpose Statement

The job of Associate Teacher HS/EHS is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for implementing programs for the personal and emotional growth of the referred students; assisting in the monitoring of behavior plans; functioning as a member of the teaching team; working with children individually or in small groups; providing and implementing developmentally appropriate learning experiences; taking care of all aspects of children's personal needs; and communicating observations to teachers, parents and administrators.

This job is distinguished from similar jobs by the following characteristics: 6 units infant/toddler development is required for EHS positions.

This job reports to Site Coordinator HS/EHS

Essential Functions

Assesses student progress towards objectives, expectations, and/or goals for the purpose of maintaining and developing strategies that align with program and school readiness goals.

Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.

Collaborates with education and family support staff, other school personnel, and parents for the purpose of ensuring that families and are supportive of school readiness goals and ensuring that families have the necessary resources to support their children's school readiness goals at home.

Communicates with internal and external personnel (e.g. teachers, parents, other school and outside agency personnel, etc.) for the purpose of conveying and/or receiving information required to perform job functions.

Ensures families are welcomed in the classroom for the purpose of providing necessary family support.

Establishes positive individual relationships (e.g. activities designed for all areas of child development; learning through active exploration and interaction with adults, learning materials, and other children, etc.) for the purpose of building student confidence, self-esteem, and student learning.

Exercises supervisory duties in accordance with Child Development Teacher Permit (e.g. providing input for evaluation, guidance, modeling and support to assigned educators, etc.) for the purpose of ensuring implementation of student learning.

Implements under the supervision of assigned teacher, instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts.

Maintains safe, interactive, clean learning environment for the purpose of creating a comfortable, supportive environment.

Manages assigned projects and activities (e.g. reports, goals, learning activities, assessments, etc.) for the purpose of meeting established timelines and objectives of HS/EHS Program.

Monitors the safety and supervision of children (e.g. visual supervision of children at all times at assigned site(s), following general safety rules, etc.) for the purpose of ensuring a safe environment for children.

Monitors behavior plans (e.g. IEP's, lesson plans, developmental screenings, etc.) for the purpose of ensuring compliance with established learning and assessment processes.

Participates as member of teaching team (e.g. case conferences, parent conferences, case reviews, IEP/IFSP meetings, staff meetings, parent meetings, in-service and pre-service meetings, etc.) for the purpose of implementing all learning and processes needed and required by YCOE HS/EHS.

Performs HS/EHS support for teacher, administrator, family members (e.g. teaching, translator support, classroom activity supervision, etc.) for the purpose of ensuring instructional and guidance support is offered as needed.

Prepares a variety of written documents and/or materials (e.g. correspondence, program descriptions, parent notices, lesson plans, home visit reports, case reviews, parent participation reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

Promotes family engagement (e.g. training and guidance for parent and classroom volunteers, home visits and parent conferences, etc.) for the purpose of providing support and communication in compliance with State, YCOE, HS/EHS performance standards.

Provides ongoing feedback for the purpose of informing supervisor, teacher, and parents of student progress.

Other Functions

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

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records; using pertinent software applications; and teaching, assessing and coordinating with students, parents, teachers and administrators.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: stages of child development; methods of motivating and controlling children; awareness of codes, regulations and laws related to counseling students; and knowledge and understanding of HS/EHS progr.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: providing direction and leadership; communicating with persons of varied backgrounds; maintaining confidentiality; adapting to changing priorities; facilitating student development and student learning; and communicating in primary language of enrolled families.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

Experience: Job related experience is desired.

Education: Targeted, job related education with study in job-related area.

Equivalency:

Required Testing

Pre-Employment Proficiency Test
Pre-Employment Health Screening

Continuing Educ. / Training

Maintains Certificates and/or Licenses

Certificates and Licenses

Child Development Associate Teacher Permit
Pediatric CPR/First Aid Certificate
Valid Driver's License & Evidence of Insurability
6 units infant/toddler development for EHS positions

Clearances

Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance
Proof of Influenza, Pertussis & Measles Immunizations

FLSA Status

Non Exempt

Approval Date

Salary Grade

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