

## Teacher, Early Head Start (EHS)

### Purpose Statement

The job of Teacher, Early Head Start (EHS) is done for the purpose/s of providing support to the instructional process by functioning as the primary care giver to assigned children ages birth through three years of age; promoting each child's growth and development by planning and implementing developmentally appropriate experiences; creating an environment in which children can develop personal relationships, experiment, make choices, solve problems, and develop age-appropriate social and self-help skills; planning and participating in parent education and parent engagement activities; delivering a variety of services and builds strong attachments with all children; and maintaining a clean, safe, and orderly physical environment.

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

Administers developmental testing programs (e.g. extend children's learning by age appropriate activities; respond directly to children's needs, desires, and verbal and non-verbal messages, etc.) for the purpose of assessing student competency levels and/or developing individual learning plans.

Advise parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing goals in the home environment.

Assesses student progress towards objectives, expectations, and/or goals (e.g. develop appropriate goals and objectives for each child toward the achievement of Early Head Start outcomes, conduct on-going assessment of each child's growth and development and update each child's goals, etc.) for the purpose of providing feedback to students, parents and administration.

Collaborates with instructional staff, other school personnel, parents and a variety of community resources (e.g. supporting school readiness goals, home resource support, etc.) for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the Head Start plan, and ensuring that all families feel welcome in the classroom.

Develops child goals and objectives based upon child assessments for the purpose of implementing strategies in alignment with program school readiness goals.

Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective program and addressing the needs of individual students.

Facilitates early head start students' learning (e.g. housekeeping, story time, movement activities, etc.) for the purpose of improving the students' success and transition to head start.

Implements parent education program (e.g. orientation, small group discussions, resources, home visits, conferences, etc.) for the purpose of encouraging parent involvement and providing leadership to the program.

Manages student behavior for the purpose of providing a safe and optimal learning environment.

Models conversation, manners, clean-up activities, listening skills, etc. (e.g. assist at meal and snack time by preparing and setting up tables, place food in appropriate containers for family style service, sit and eat with children modeling good manners and healthy food choices; guide children in clean-up activities following meals, etc.) for the purpose of demonstrating appropriate social and interpersonal behavior.

Monitors students in a variety of educational environments (e.g. classroom, meal time, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.

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.

Participates in a variety of meetings (e.g. attend case conferences, parent conferences, home visits, IEP/IFSP meetings, staff meetings, in-service and pre-service meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.

Prepares a variety of written materials and forms (e.g. attendance, anecdotal records, newsletters, classroom activity calendars, etc.) for the purpose of documenting student progress and meeting mandated requirements; providing information to parents/families on school readiness goals.

Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of children, providing a positive learning environment and adhering to Education Code and school policies.

Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, emergency situations, etc.) for the purpose of resolving issues, including safety concerns, and/or directing to appropriate person for resolution.

Works with an assigned group of infants/toddlers (e.g. assess individual needs, strengths and interests, plan and provide age and developmentally appropriate activities and experiences, provide concrete materials, prepare environment for exploration and interaction, etc.) for the purpose of providing children with an environment conducive to individualized learning and growth.

### **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 single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals; work with similar types of data; and utilize specific, job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

#### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; 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 effect the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling,

crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

**Experience:** Job related experience is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:** Completion of Associate's Degree required.

**Required Testing:**

Pre-Employment Health Screening  
Pre-Employment Proficiency Test

**Certificates and Licenses**

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

**Continuing Educ. / Training:**

Maintains Certificates and/or Licenses

**Clearances**

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

**FLSA Status**

Non Exempt

**Approval Date**

6/29/2018

**Salary Grade**

36