

Position Description
Non-Exempt
Revised 06/22/2020
Reports: Center Operations Coordinator



ARVAC, Incorporated
Teacher Assistant

Introduction:

As part of the education team, under the general direction of the Center Director/Educational Leader, with support from the Teacher, the Teacher Assistant shares responsibility for a Head Start classroom of 3- to 5-year-old children. S/he works collaboratively with the teacher, family members and other staff to achieve positive outcomes for children of all abilities.

Responsibilities:

The Teacher Assistant will ultimately be evaluated on a combination of skills, dispositions and behaviors, some of which are related to the specific service area of this position and others that represent general expectations of all ARVAC employees.

The Assistant Teacher's role encompasses effective practices in the following (as outlined in our Assistant Teacher Success Rubric):

1. CLASS™ teacher-child interactions
2. Learning environment
3. Curriculum
4. Child assessment
5. Meeting all children's needs
6. Working with families
7. Professional growth and collaboration

Child Growth & Development: Uses knowledge of the principles of child growth and development to work with children and communicate with internal and external stakeholders.

- Implements a child-centered curriculum and learning environment that encourages positive social interaction, active engagement in learning, and self-motivation to promote development in all domains for children of all abilities.
- Addresses challenging behaviors by observing to determine possible causes of the behavior, implementing preventive measures, teaching the child new social and communication skills and partnering with families to support the child at home.
- Uses observations of children and anecdotal notes to document children's progress and individualize curriculum.
- Creates partnerships with families to establish positive interaction patterns in program, school, and home.



The Assistant Teacher's responsibilities also fall within the following core functions, although s/he may perform other tasks as needed:

- Planning
- Program Implementation
- Family Partnerships
- Communication and Service Coordination
- Record Keeping and Reporting
- On-going Monitoring and Self-Assessment
- Supervision and Human Resources
- Planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy and phonemic, print, and numeracy awareness, their understanding and use of language, their understanding and use of increasingly complex and varied vocabulary, their appreciation of books, and their problem solving abilities.
- Establishing and maintaining a safe, healthy learning environment.
- Supporting the social and emotional development of children.
- Encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.

Planning:

1. Will assist in ensuring that the written curriculum includes:
 - Goals for children's development and learning;
 - The experiences through which children will achieve these goals;
 - What staff and parents can do to help children achieve these goals;
 - The materials needed to support the implementation of the curriculum towards achieving the stated goals;
2. Responsible for collaborating with the Teacher in the preparation of daily lesson plans. Post them for parents, volunteers and visitors in the classroom
3. Will assist in the development of individual plans for each child including goal-setting based on identified needs and prescriptions for objectives and activities to meet established child outcomes.

Program Implementation:

4. Follow program curriculum providing developmentally and linguistically appropriate experiences appropriate to age, language and culture of children served.
5. Implement experiential learning activities advancing the intellectual and emotional competence of infants and toddlers.
6. Provide positive guidance and discipline supporting children as they acquire readiness skills for kindergarten and beyond.
7. Implement daily lesson plans in response to children's needs and interests incorporating observations, anecdotal record keeping, knowledge of early childhood development and the key experiences.



8. Implement Individual Family Services Plans (IFSPs) for children with disabilities.
9. Provide children with a consistent classroom routine.
10. Provide supervision and ensure the safety and security of children at all times in accordance with Early Head Start and day care licensing requirements.
11. Supervise and eat nutritionally prepared meals and/or snacks with the children as a curriculum activity, to model good nutrition and proper social skills for infants and toddlers.
12. Supervise all classroom field trips and outdoor activities.
13. Understand regulations associated with prevention of disease and injury, including the exercise of universal precautions and the prevention of contamination.

Family Partnerships:

14. Invite parent involvement in the development of the program's curriculum and approach to child development and education.
15. Provide opportunities for parents to increase their child observation skills and to share assessments with staff that help plan the learning experiences.
16. Encourage parent participation in staff-parent conferences and home visits discussing their child's development and education.
17. Establish positive and productive relationships with families focusing on building trust and rapport.
18. Work with Teacher to schedule and complete two home visits per year and at least two parent-teacher conferences per year.
19. Participate in parent orientation and ongoing parent trainings as required.
20. Identify and refer parents wanting to volunteer in the classroom, work as substitutes or in other volunteer activities to Family Advocate. Support parent volunteers in classroom as needed.

Communication and Service Coordination:

21. Share pertinent information with Family Advocate ensuring coordinated services to meet the needs of individual children and families. Participate in case conferences as appropriate.
22. Maintain regular contact with parents and complete appropriate documentation.
23. Forward classroom updates to the Teacher to be included in monthly newsletter.
24. Direct developmental concerns to the Health, Nutrition and Disabilities Coordinator.

Record Keeping and Recording:

25. Request supplies as needed and participate in classroom/program inventory as requested.
26. Gather and maintain individual, family and classroom data for documentation, on-going assessment, evaluation and recording keeping for successful individual and program planning.

Ongoing Monitoring and Self-Assessment:

27. Conduct daily health checks.



28. Assess children on an ongoing basis. Gather and organize anecdotal notes into the key goals and objectives and document in CreativeCurriculum.net.
29. Work with teaching team to analyze child outcomes on a classroom basis twice yearly, consult with education coordinator and make adjustments to curriculum planning and implementation as needed.

Qualifications:

All team members are expected to be technically competent and committed to continuous development of their skills. The following skills, knowledge, education, or certifications are specifically required for this position:

Requirements:

Education: CDA (Center Based - Preschool) credential or enrolled to complete within one year of hire OR a degree in Early Childhood Education or related field with at least nine (9) credits in Early Childhood Education or enrolled to complete degree (with related credits) within one year of hire.

Experience: Prior experience with children ages 0-5 years.

Personal Qualifications: as required in Part 407: Licensing Standards for Day Care Centers, emotional maturity, willingness to cooperate with the aims of the program, respect for children and adults, flexibility, patience, good personal hygiene, and physical and mental health which does not interfere with responsibilities.

Other Requirements: Able to lift a child weighing 40 pounds, 20 times a day if needed. Obtain CPR and First Aid certification within the first year of employment. Basic computer literacy in email usage, word processing and internet navigation. Pass physical examination and all Head Start/licensing required background checks. Maintain current Physical/TB screen requirements. Travel required locally or long-distance up to 10% of the time for work-related meetings and functions.

ADA Requirements (Essential Functions)

Physical Requirements*

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|---|---------------|
| Sitting | 0-1 hours/day |
| Standing | 6-8 hours/day |
| Driving | 0-1 hours/day |
| Walking | 6-8 hours/day |
| Use of telephone | 0-1 hours/day |
| Working under pressure | 6-8 hours/day |
| Use of keyboard, computer, printer, fax, copier | 2-3 hours/day |



Position requires close work; finger dexterity; good vision, hearing, oral communication and critical thinking on a regular basis. May occasionally work longer than 8 hours/day.

● Cognitive or Mental Requirements:

The following cognitive or mental requirements are necessary on a daily basis: Critical thinking; Reading; Writing; Mathematics; Accounting Practices, Drawing conclusions from written or computer generated materials; Analyzing data or report information; Creating methodologies for accomplishing a goal; Conducting research; Implementing recommendations by coordinating persons and/or other resources; Developing plans, procedures, goals, strategies, or processes; Directing activities of others to accomplish a goal; Clear verbal articulation. Successful experience working in a team setting;

Additional Requirements:

Ability to present a positive image of the organization to members of the community; Ability to work with the Teacher to plan, organize and implement position responsibilities effectively, providing input; Visual and auditory acuity within professionally determined normal ranges, with correction if need; Manual dexterity sufficient to operate a computer and office equipment, including, but not limited to, the telephone, fax machine, copier, and tape recorder; Must be able to travel; Must be able to enter and exit a vehicle without assistance, and withstand exposure to adverse weather conditions;

Working Environment

Indoors, majority of the day. Possible exposure to blood and bodily fluids or tissues; Possible exposure to communicable diseases; Job requires standing for long periods of time, as well as stooping, squatting, and running; A moderate amount of driving is required.

Additional Notes

This job description is only a summary and is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required by the employer. This document is subject to change at any time.

Staff Signature

Date

Supervisor Signature

Date