

REGION XIV ESC HEAD START JOB DESCRIPTION

POSITION: Head Start Teacher Assistant

STATUS: Full Time Position

QUALIFICATIONS:

- Must be at least 18 years of age
- High School Diploma or GED
- Valid Texas Driver's License
- Pre-school Child Development Associate Certificate (CDA) or AA in Early Childhood Education
- Current first aid and CPR Certifications for infant and toddler

REPORTS TO: ISD Building Principal through Classroom Teacher

JOB GOAL: To comply with all federal guidelines (Head Start Performance Standards, and ESC Head Start operational plans) and all local Head Start policies in providing services to children and families.

To help children progress toward the overall goal of social competence through providing children with a learning environment and varied experiences that help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their individual age and development.

PERFORMANCE RESPONSIBILITIES

I. PLANNING

- Posts daily schedule in classroom.
- Follows daily schedule and written plans.
- Sets up learning centers.
- Prepares needed materials in advance.
- Participates with Teaching Team in performing daily checks to ensure compliance with those standards.
- Maintains awareness and compliance with Head Start Performance Standards.
- Ensures proper and adequate documentation and completion of required reports.

II. SCHOOL ENVIRONMENT

- Maintains an orderly and safe classroom environment.
- Knows each child's name and has information showing each child's age
- Supervises children at all times, adjusting appropriately for different ages and abilities of children
- Ensures a firm understanding that the role of assistant requires a safe and secure environment at all times.
- Interacts routinely with children in a positive manner
- Promotes feelings of security and trust with the children by being warm, supportive, and comforting by establishing a strong and caring relationship

- Fosters developmentally appropriate independence in children through planned, but flexible programs activities.
- Fosters a cooperative rather than a competitive atmosphere
- Shows appreciation of children's efforts and accomplishments
- Ensures continuity of care for children by sharing with incoming caregivers information about each child's activities during the previous shift and any verbal or written instructions given by the parent.
- Demonstrates competency, good judgement, and self-control in the presence of children and when performing assigned responsibilities.
- Relates to children with courtesy, respect, acceptance and patience
- Provides toddlers with experiences and opportunities that allow them to develop
- Conducts developmental screenings of toddler's motor, language, social, cognitive, perceptual, and emotional skills.
- Demonstrates sensitivity, cultural respect, and positive manner in relating with children and assisting Head Start parents and staff.
- Reports suspected abuse, neglect, and exploitation to CPS or to law enforcement
- Promotes positive behavior practices directed to teaching the child acceptable behavior and self-control
- Reinforces positive behavior with verbal and/or nonverbal encouragement
- Reminds child of behavior expectation daily by using clear, positive statements at eye level with the child
- Redirects children to prevent behavior problems
- Uses language with children to prevent behavior problems
- Deals with individual problems consistently and on an individual basis, consistent with the child's level of understanding
- Refrains from raising voice or using voice in a threatening manner
- Use brief, supervised separation from the group, when appropriate for the child's age and development, which is limited to no more than one minute per year of the child's age.
- Treats children with respect at all times
- Takes time to help children reflect on their actions and behaviors
- Implements local Head Start discipline policies

III. PARENT INVOLVEMENT

- Attends monthly parent meetings whenever possible
- Maintains an open, friendly and cooperative relationship with the child's family encourages involvement in the program and promotes parent-child bonding and nurturing parent-child relationships.
- Assumes responsibility of notifying parents of upcoming meetings, trainings and events.
- Recruits, trains and utilizes parent volunteers in the classroom
- Treats parents with respect and refrains from community gossip
- Posts and maintains a bulletin board for dissemination of information to parents
- Actively recruits parent's ideas and suggestions for classroom activities and curriculum planning

IV. COLLABORATION

- Cooperates with ESC staff concerning reports, policies, guidelines, etc. for the Head Start program
- Follows safety and environmental checklists

- Maintains current ongoing anecdotal records on children and makes entries in the child's portfolio regularly
- Apprises ESC Head Start staff of classroom needs and individual needs of Head Start children
- Maintains documentation (in lesson plans) of health & safety lessons taught daily
- Submits monthly items as designated by the 10th of the month tracking form to the ESC office
- Maintains equipment in good order and marks all Head Start equipment and supplies as being Head Start property
- Posts all emergency plans, child abuse posters, and all other items in the class at all times, as outlined in the Head Start classroom notebook
- Attends all Head Start staff development and in-service meetings as requested
- Cooperates with Head Start disabilities component staff
- Refers Head Start children with suspected disabilities for evaluation
- Attends Positive Practices for Behavior Management meetings, Health Planning meetings, and any other meetings relevant to a child or children. Assists with setting up parent participation in these meetings.
- Cooperates with implementation of IEP for children with disabilities
- Maintains confidentiality of all Head Start children and family information, including child files
- Comply with all ISD policies and procedures required as an employee of the district

V. CODE OF CONDUCT

As stated below and in 1302.90(c) Standards of Conduct (I) in the Head Start Performance Standards to ensure all staff abide by the program's standards of conduct that:

- ❖ (i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
- ❖ (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - (A) Use corporal punishment;
 - (B) Use isolation to discipline a child;
 - (C) Bind or tie a child to restrict movement or tape a child's mouth;
 - (D) Use or withhold food as a punishment or reward;
 - (E) Use toilet learning/training methods that punish, demean, or humiliate a child;
 - (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - (G) Physically abuse a child;
 - (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - (I) Use physical activity or outdoor time as a punishment or reward;
- ❖ (iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
- ❖ Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in

accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,

- ❖ Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

VI. REQUIRED TRAINING FOR CONTINUED EMPLOYMENT

- Head Start Orientation-Overview, of general operation, performance standards of Head Start.
- Head Start sponsored trainings.
- Head Start content area trainings.

WORK ENVIRONMENT

- The demands described here are the representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be considered to enable individuals with disabilities to perform the essential functions.
- Physical Demands:
 - Employee is frequently required to stand, walk, sit, bend
 - Occasionally required to lift and/or move up to 40 lbs.
 - Can be exposed to moderate temperature generally encountered in a controlled or uncontrolled temperature environment.
- Tools & Equipment Used:
 - Phones
 - Computer system
 - Fax machine
 - Copy machine
 - Laminator
 - Computer
 - Calculator
 - First aid equipment
 - Fire extinguisher

Acknowledgement:

- The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required.
- Employment in this position is contingent upon performance, need, and funding.
- This position is totally funded out of Federal Funds.

Signature

Date