



Job Title:	Infant-Toddler Teacher
Revised:	December 12, 2014
Approved by:	Gonzalo Palza, CEO

Department:	Head Start
Reports to:	Education Specialist
Supervises:	N/A
Consults with:	Family Services Specialist, Disabilities Specialist, Cook, Bus Driver, Office Manager

Overview

Under the supervision of the Education Specialist administers a program of early childhood education that is developmentally, linguistically & culturally appropriate; meets the individual & holistic needs of infants and toddlers; and works closely with parents and families to ensure they are intentionally included in the planning & execution of their child’s education.

Key areas of responsibility

Classroom Environment

1. Manage all aspects of the classroom in accordance with Head Start Performance Standards, Utah Child Care Licensing rules, developmentally appropriate practices, and early childhood education best practices.
2. Provide direct supervision and be actively engaged with children at all times to ensure their safety and well-being. Provide clear behavioral expectations and use proper positive methods to prevent and redirect misbehavior.
3. Plan a daily, individualized program to support and promote children’s physical, social/emotional, cognitive, and language development using the assigned curriculum and the agency’s School Readiness Plan in a culturally appropriate way.
4. Collect child outcomes data on an ongoing basis, with formal assessment points occurring three times a year. Participate in ongoing monitoring through child file case reviews. Maintain timely and complete electronic data, records, and assessments for each child.
5. Plan and implement appropriate learning activities for special needs children with IFSPs.
6. Meet USDA and sanitation regulations during meal time, and follow guidelines for family-style meal service. Maintain accurate classroom meal count and attendance records
7. Understand and apply the principles embodied in the Classroom Assessment Scoring System (CLASS) and Infant/Toddler Environment Rating Scale (ITERS) assessment tools.

8. Establish a classroom where interactions are positive, warm, caring, and respectful of children.
9. Follow the lead of the children by demonstrating an awareness of and responsiveness to children's emotional, physical and educational needs; allowing and encouraging freedom of expression and movement; and encouraging children's responsibility and autonomy.
10. Facilitate children's involvement in activities by providing a variety of materials, teaching through a variety of modalities, and managing the classroom to provide continual learning activities for the children.
11. Use instructional discussions and activities to promote children's higher order thinking skills with a focus on understanding rather than rote memorization.
12. Use language-stimulation and language-facilitation techniques during conversations with children. Be a good language model by using correct grammar, voice level, and clear speech.

Parent & Family Involvement

1. Conduct home visits and parent/teacher conferences in order to build relationships and include parents in the planning and execution of their child's individual curriculum.
2. Collaborate with family service specialists to increase parent knowledge about child development and improve their child observation skills.
3. Involve parents in the education process by using educational activities to extend children's learning into the home. Consider parent observations, knowledge, skills, talents, and interests in weekly planning.

Professionalism

1. Work with the Education Specialist to develop an ongoing professional development plan with a focus on knowledge and best practices in early childhood education.
2. Accept supervision and follow through with recommendations made by supervisors and other advisors. Seek training and/or assistance to implement improvements when needed.
3. Work as a team with other staff and entities to actively provide a collaborative environment focused on the success and well-being of the children.
4. Adhere to work plans and agency policies and procedures.
5. Fulfill other duties as requested.

Qualifications

AA/AS in Early Childhood Education/Child Development or a related field required. Current Infant/Toddler CDA with additional experience and training may be acceptable. Current CPR, First Aid, and Food Handler's permit required. Must be able to work with children with special needs and children with limited or no English. Bilingual Spanish/English preferred. Physical requirements include extended periods of walking, standing, kneeling, and crouching; the ability to lift and/or move 50 pounds; the ability to sit on the floor, crawl, run, and perform other actions commonly associated with caring for infants and toddlers.

Competencies

Success in this position requires competence in the following areas:

- a) Computer literacy
- b) Professionalism
- c) Reliability
- d) Ability to work independently and as part of a team
- e) Strong verbal & written communication skills
- f) Attention to detail
- g) Observation and documentation skills
- h) Organization and prioritization
- i) Enthusiasm
- j) Cultural competence
- k) Initiative
- l) Responsibility
- m) Strong interpersonal skills
- n) Flexibility

The statements contained herein reflect general details necessary to describe the principal functions of this job, the level of knowledge, and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences of relief, to equalize peak work periods or otherwise to balance the workload. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.