

COOK INLET NATIVE HEAD START JOB DESCRIPTION

POSITION: Teacher/EHS Teacher & Teacher Assistant	FLSA STATUS: Non-Exempt
TYPE OF POSITION: Full-Time	REPORTS TO: Education Manager
JOB GRADE: 9, 10, 13	DATE: May 22, 2024

JOB SUMMARY: Responsible for providing quality education of infant/toddlers and/or preschool aged children, with the goal of increasing the social competence and school readiness of children and to develop knowledge and pride in traditional Native culture and heritage.

This is a job progression designed to provide progressively more responsible and independent work experiences to employees as part of the overall assessment of their skill level and abilities. Promotion between job levels is based on performance on prior assignments, education attainment and the demonstrated ability to successfully manage more progressively responsible assignments.

ESSENTIAL JOB FUNCTIONS:

1. Assists in the development and implementation of plans to enhance the education, health, social and emotional growth in children and families served and to provide opportunities for families to interact in positive ways, improve parenting skills, and empower themselves to create positive changes in their lives.
 1. Demonstrate appropriate child supervision by maintaining awareness of ratios, problem areas in need of more attention, placement in classroom and on playground utilizing active supervision.
 - Observe and assess the physical, intellectual, cognitive, social and emotional, and language and literacy needs of enrolled children with a variety of screening and observation tools including the ASQ, *The Way We See* online assessment, Teaching Strategies GOLD, and other formal/informal tools.
 - Implements and continues to assist in the development of *The Way We See* CINHS cultural curriculum by creating weekly supporting lesson plans that challenge, strengthen and meet the individual learning goals and developmental needs of all enrolled children. .
 - Utilizes a variety of teaching strategies to meet educational and developmental goals and the physical, social and emotional, cultural, cognitive and language needs of all children including those with disabilities and dual language.
 - Utilizes developmentally appropriate discipline and guidance techniques such as redirection, acknowledgement of appropriate behavior, and setting acceptable limits as well as following strategies suggested or implemented by specialists in accordance with the CINHS Developmental and Behavior Referral Process.
 - Ability to exercise good judgment, courtesy, and tact in working with a diverse staff, families and children, maintain confidentiality and document in ChildPlus as needed.
 - Participates in the development of local education plans with the parents/families of enrolled children.

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- Provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth with guidance from the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and support family engagement in children's learning and development.
2. Provides a healthy, safe and secure learning environment through the use of consistent limits, appropriate guidance techniques, and the development of an atmosphere of respect for children and adults.
 - Performs health and safety checks on children daily.
 - Tends to children's personal hygiene needs, remaining especially attentive to them during routines such as diapering, cleaning, feeding, and changing soiled or wet clothes.
 - Encourages parental involvement.
 - Provides training for parents and other staff through role modeling, discussions, and other means. Assists with fire/earthquake drills as required.
 - Complies with CACFP guidelines for all meals and snacks and supports and models dental hygiene activities such as toothbrushing.
 - Maintain current and accurate information on medical allergies and medical conditions.
 - Emphasizes nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving, social emotional, behavioral, and language development; provide feedback for learning, motivate continued effort; and support all children's engagement in learning experiences and activities. Assist children during "teachable moments" by assisting them in achieving the next developmental goal to ensure they gain the skills needed to transition from Early Head Start to Head Start and from Head Start to kindergarten.
 3. Functions as a member of Head Start/Early Head Start team by participating in staff meetings, training, planning and problem solving sessions.
 - Ability to negotiate to bring others (team) together to reconcile differences.
 - Ensures compliance with Head Start Performance Standards for the education component by following guidance from manager, supervisors, Special Needs Coordinators or teacher mentors.
 4. Visits each child's home twice per year in accordance with Head Start regulations and meets with parents/guardians to become familiar with the child's home environment.
 5. Accurately completes all paperwork, including behavior incident reports, injury/illness/incident forms, home visit forms, parent/teacher conference forms, lesson plans, Teaching Strategies GOLD, *The Way We See* online assessment online assessment tool, Dual Language Learners checklist, and monthly classroom news..
 6. Responsible work ethic with reliable attendance, must be able to provide own transportation to meet work schedule requirements.

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7. Ability and willingness to work with teacher mentor and/or supervisor on continued professional development and training.

NECESSARY SKILLS AND KNOWLEDGE:

Teacher Assistant

- Must be familiar with Alaska Native/American Indian heritage and culture and must be able to serve and effectively communicate with the children and families enrolled in the CINHS program.
- Strong oral and written communication skills.
- Ability to work with diverse cultural groups and persons from both urban and rural settings.
- Ability to perform job with minimum direction and supervision.
- Ability to maintain quality safety and infection control standards in accordance with all applicable health and safety requirements and standards.
- Basic computer skills.
- Must be familiar with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.
- Ability to coordinate and lead individual and group learning activities.
- Ability to provide children and children with disabilities with a variety of age-appropriate learning experiences in all areas of development including social and emotional, cognitive and language, and gross and fine motor skills.
- Ability to use positive strategies to prevent aggressive behavior and to deescalate volatile situations in accordance with the Second Step program and Pyramid Model.
- Ability to assist in accurately preparing and maintaining reporting requirements in a timely fashion.
- Ability to assist in developmental screenings, observations, informal/formal assessments of infant/toddlers/and or preschool aged children's motor, language, social, cognitive, perceptual, and emotional skills.
- Flexibility with respect to time and days able to work, as well as work tasks.
- Other duties as assigned.

Teacher

- Ability to maintain open, friendly, and cooperative relationships with families, to encourage program involvement, and to promote parent-child bonding and nurturing parent-child relationships.
- Ability to provide children with experiences and opportunities that allow them to develop curiosity, initiative, problem-solving skills, and creativity, as well as a sense of self and a feeling of belonging.
- Ability to conduct developmental screenings and formal/informal assessments and observations of infants/ toddlers and preschoolers motor, language, social, cognitive, perceptual, and emotional skills.
- Flexibility with respect to time and days able to work, as well as work tasks.
- Ability to monitor and assess performance of oneself and others to make improvements or take corrective action.

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- Other duties as assigned.
- Ability to maintain classroom operation to include planning, carrying out activities, maintaining a safe and clean environment, supervising children, staff and volunteers, conducting home visits and parent teacher conferences.
- Ability to develop age and developmentally appropriate weekly lesson plans in accordance with the guidelines of the CINHS cultural curriculum and allowing for individualization.
- Ability to implement program curriculum for infant/toddler or 3-5 year old children.
- Ensures compliance with Head Start performance standards for the education component by following guidance from supervisor and department manager.
- Flexibility with respect to time and days able to work, as well as work tasks.
- Other duties as assigned.

QUALIFICATIONS/REQUIREMENTS:

TEACHER ASSISTANT

- High school graduate or G.E.D. CDA preferred or must be enrolled in CDA certification program and obtain within 24 months of employment.
- CPR/First Aid certification within six (6) months of hire.
- Must successfully complete TB and hepatitis screening exams and any required vaccinations.
- Must be able to pass a criminal background check as required by state and federal law.

TEACHER

- Two years of experience in teaching children.
- Associates or Advanced Degree in Early Childhood Education or working towards Bachelor's Degree or Graduate Degree in Early Childhood Education with a substantial amount of content-related coursework.
- Supervisory experience preferred.
- CPR/First Aid certification within six (6) months of hire.
- Must successfully complete TB and hepatitis screening exams and any required vaccinations.
- Must be able to pass a criminal background check as required by state and federal law.
- Driver's License: Requires daily access to personal vehicle that is insured for purposes of home visiting and community contact. Must provide proof of insurance.

EHS TEACHER

- Current Infant Toddler CDA or Preschool CDA with infant/toddler specific training.

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- Associates or Advanced Degree in Early Childhood Education or working towards Bachelor’s Degree or Graduate Degree in Early Childhood Education with a substantial amount of content-related coursework.
 - If an Associate Degree or Bachelor Degree does not have infant toddler specific courses, staff must agree to obtain Infant Toddler CDA within 24 months of hire.
- Two years of experience in teaching children.
- Supervisory experience preferred.
- CPR/First Aid certification within six (6) months of hire.
- Must successfully complete TB and hepatitis screening exams and any required vaccinations.
- Must be able to pass a criminal background check as required by state and federal law.
- Driver’s License: Requires daily access to personal vehicle that is insured for purposes of home visiting and community contact. Must provide proof of insurance.

WORK ENVIRONMENT:

Physically and mentally capable of working with young children and their families, including lifting up to 50 lbs. intermittently, standing for long periods of time, able to stoop and bend to allow for sanitizing of classroom toys, handling materials and equipment, physical work such as filling buckets with water, pulling mop buckets, vacuuming, stacking chairs, moving tables, filling the sand and water tables, etc. This position will also be performing physical activities such as climbing, lifting, balancing and walking.

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Signature below acknowledges that I have read and understand the job description listed above. I am fully qualified for the position and can perform the duties as described. I am aware that all CINHS job descriptions will be periodically reviewed and may be modified.

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Employee Signature

Date

Supervisor Signature

Date