



HEAD START OF YAMHILL COUNTY
1006 NE 3RD STREET (SUITE A), McMINNVILLE, OR 97128
POSITION DESCRIPTION

Revision Date: 08/01/2017	Position Number: HSYC 01-07	FLSA Status: Non-Exempt
Position Title: Early Head Start Family Educator	Pay / Category: F/T with benefits, 12 months	
Reports to [Job Title & Division/Department]: Early Head Start Coordinator	Positions Supervised: None	

GENERAL DESCRIPTION:

This position will plan and implement a weekly home based program for 8 to 10 children ages birth-3 and their families, including expectant women and families. This position will coordinate the integrated delivery of child development, social services, health, nutrition and parent involvement using Early Head Start (EHS) curriculum. Provide support for mental health and disabilities services and provide bi-monthly group socialization experiences for children and families in accordance with program, state and federal guidelines.

ESSENTIAL JOB DUTIES:

1. Model direct, positive, honest and respectful behavior in every aspect of your work with children, families, staff and community members.
2. Establish positive and productive relationships with assigned families; foster the belief in parents that they are their child's best teacher and reinforce this concept with practical suggestions for its development.
3. Encourage and support dual language learning opportunities and processes and support individual differences and learning styles as reflected in activities and adult's interactions with children.
4. Support:
 - a. expectant families in understanding healthy prenatal development, including risk factors, healthy nutrition, labor and delivery, importance of prenatal and postpartum maternal care, maternal mental health issues, importance of breastfeeding, home and infant safety, and brain and fetal development using the EHS curriculum and community resources.
 - b. new parents in transitioning from pregnancy to parenthood using the EHS curriculum and community resources.
 - c. parents in understanding child development and developmentally appropriate practices as they pertain to their child.

- d. parents in strengthening the parent-child relationship to promote healthy attachment.
 - e. the parent in providing environments in the home that enhance the child's development and learning across all domains and components.
 - f. social and emotional development through positive guidance and discipline/ PBIS and model positive guidance techniques.
5. Promote a home and socialization environment that:
 - a. focuses on large and small motor development through a variety of indoor and outdoor activities, materials, and equipment.
 - b. allows children to learn through active exploration, interaction with others and materials.
 - c. provides language, literacy and cognitive development through a variety of activities.
 - d. provides opportunities for children to express thoughts and feelings verbally and non-verbally.
 - e. provides experiences and interactions with children which promote positive feelings about self and learning thus promoting social and emotional development.
 6. Regularly observe, assess and record children's developmental progress and make individual child plans with parents according to the EHS Timeline, documenting and referring concerns to the Specialized Services Coordinator.
 7. Insure child tracking systems in all program areas, which includes the maintenance of records, service needs and completion of services, are accurate and up-to-date to satisfy Head Start Performance Standard requirements, and that Head Start Performance Standard Timelines for health services are satisfied.

MINIMUM QUALIFICATIONS:

1. Knowledge of, or a willingness to learn about:
 - a. Child Development
 - b. Trauma Informed Care
 - c. Early Child Education
 - d. Developmentally Appropriate Practices
 - e. Children with challenging behaviors
 - f. Children and parents with special needs
 - g. At risk children and families and how to support them
 - h. Developmental Parenting
 - i. Social/Emotional and Behavioral Management and Curriculum
 - j. Problem Solving Curriculum and techniques
 - k. Available social services
 - l. Empowerment for families rather than enabling

2. Demonstrate the competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework, Ages Birth to Five, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.
3. Experience or training in providing social services or parent training for families is preferred.
4. Enthusiastic, energetic, compassionate, sensitive and respectful personality with the ability to maintain confidentiality and exercises sound judgement concerning privileged information.
5. Understands and demonstrates ethical practices as listed in the NAEYC Code of Ethics.
6. Must be free of child care-restrictible disease, as defined in OAR 333-019-0010, symptoms of physical illness, as defined in OAR 414-300-0220(1), or mental incapacity that poses a threat to the health or safety of children.
7. Computer literate in Word, Excel, e-mail, internet and the ability to learn data base systems.
8. Must have reliable transportation.

MINIMUM EDUCATION AND/OR EXPERIENCE:

1. **REQUIRED:**
 - a. Home Visiting CDA credential, or
 - b. Social Service Competency Based Training Certificate or other Oregon Home Visiting CDA certificate equivalent, or
 - c. AA/ AAS, BA or MA degree in Early Childhood Education, Family/ Human Services or related field with proper coursework
2. Previous experience working with At-Risk families is preferred.

COMMUNICATION SKILLS:

1. Able to:
 - a. effectively communicate positively, respectfully, sensitively and confidentially with children, families and co-workers.
 - b. communicate with peers and Coordinators to relay important information quickly and effectively regarding children and families.
 - c. participate in effective conflict resolution practices.
 - d. read, speak, and write with proficiency in English language.
 - e. use various types of equipment to communicate; email, fax, telephone conversations

and face-to-face meetings.

2. Represent the organization to the public in a professional manner.
3. Bilingual/ Bi-literate English/Spanish is preferred.

CERTIFICATE, LICENSES, REGISTRATIONS:

1. Registration and approval to work in a child care facility and continued enrollment with the Criminal History Registry of the Oregon Child Care Division, consisting of a Federal fingerprint background check, State background check, child abuse/neglect check and sex offender check.
2. Pre-employment physical and as required throughout employment.
3. Self-Health Appraisals throughout employment.
4. Complete the Head Start 101 and Human Resources trainings.
5. Obtain the Food Handler's Certificate within 30 days of hire.
6. Obtain the Introduction to Child Care Health and Safety Certificate within 30 days of hire.
7. Obtain the CPR/1st Aid Certification within 90 days of hire.
8. Obtain the Recognizing and Reporting Child Abuse and Neglect Certificate within 90 days of hire.
9. Willingness to complete a minimum of 15 clock hours of professional development training, per year.

Note: Applicant must be enrolled in the Criminal History Registry and is subject to fingerprinting and criminal records checks as required by ORS 181.537, and child protective services records checks.

ADDITIONAL JOB DUTIES:

1. Plan and complete all individualized weekly home visits and socialization activities, using assessments and identified needs, building on strength and interests while working with families to provide appropriate developmental experiences for children and family support services related to family needs/ problem solving and goals.
2. Plan, schedule, and provide developmentally appropriate activities at the bi-monthly socializations. This includes coordinating with the cook, bus driver, and coordinators.

3. Provide a safe, clean socialization environment and individualized curriculum which promotes good health, nutrition and safety practices, including bus and pedestrian safety.
4. Provide a socialization environment that represents a variety of cultural and ethnic populations.
5. Complete all necessary reports, documents and forms according to EHS timeline in a timely manner, ensuring documents are complete and accurate and follow-up assignments are completed, including ASQs.
6. Collaborate with the Specialists and Coordinators to best serve children with special needs including mental health, disabilities, and health issues.
7. Coordinate with the Specialized Services Coordinator for any children's special needs processes including child assessment, working with professionals, IFSP development and obtaining services.
8. Coordinate and participate in transition activities with families from EHS to preschool beginning at 30 months, and with Specialized Services Coordinator for children with IFSPs.
9. Attend all parent meetings, assisting with planning, meal preparation and clean-up, and arranging child care; be responsible for the presentation of the Child Development Component.
10. Coordinate and encourage parent involvement in all areas of the program and educational opportunities.
11. Involve parents in creating weekly home visit plans and bi-monthly socialization experiences.
12. Insure that each family receives all referrals and community resource information and completes and regularly updates a Family Portfolio that includes supporting the achievement of family-directed goals; if family goals exist through another agency, obtain a Release of Information to support family in obtaining those goals to avoid duplication of services.
12. Attend all required conferences, seminars, trainings, Case Managements, supervision meetings and any other form of meetings.
13. Participate in completing program's annual Self-Assessment, assisting to develop plan of action to address program weaknesses.
14. Perform other duties as assigned.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of the job, the employee is frequently required to sit on the floor for long periods of time; bend; stoop; crawl; play; run after and with children on a regular basis.

1. Ability to: lift up to 80 pounds with assistance.

MENTAL DEMANDS:

1. Job requires mental alertness.
2. Ability to anticipate possible crisis situations and deal with them effectively.
3. Ability to use good judgment with at-risk client populations.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Exposure to indoor environments and outside weather conditions.
2. Driving in all conditions (as safe).
3. Work within a team environment.

CONFIDENTIALITY:

This position respects the confidentiality of information about Head Start enrolled children and families, agency staff, personnel issues and other program operations.

I have read this job description. I understand my responsibilities and will fulfill them to the best of my ability.

Signature

Date

The organization reserves the right to revise or change job duties and responsibilities as the need arises. This job description does not constitute a written or implied contract of employment.