



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

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| Revision Date: 12/08/2022 | Position Number: HSYC 17-04-Tea Asst. | FLSA Status: Non-Exempt |
| Position Title: Teacher Assistant | Pay Information: \$14.95-\$17.61 Depending on Education level, Full Time with Benefits | |
| Reports to [Job Title & Division/Department]: Teacher | Positions Supervised: None | |

GENERAL DESCRIPTION:

This job description is used for the 3's Teacher Assistant AND the 4's Teacher Assistant. This position will assist the Teacher in planning and implementation a safe and developmentally appropriate classroom curriculum for up to 20, three, four and five year-old children; plan and carry out regular educational and social service home visits with families which includes giving regular referrals, family partnership agreements and individualized family goals; coordinate the delivery of educational services; support mental health and disabilities services for Head Start children and parents; monitor classroom adults in accordance with program, state, and federal guidelines.

ESSENTIAL JOB DUTIES:

1. Provide a developmentally appropriate environment (safe and clean) which allows children to:
 - a. learn about good health, nutrition and safety practices, including participation in bus and pedestrian safety.
 - b. gain experience with large and small motor development through a variety of indoor and outdoor activities, materials, and equipment.
 - c. build knowledge and skills in language, literacy and cognitive development through a variety of activities.
 - d. experience opportunities to express thoughts and feelings verbally and non-verbally.
 - e. experience a classroom environment that represents a variety of cultural, ethnic, diverse populations and is reflective of the families and children that HSYC serves.
2. Assistant Teachers are responsible for supporting Teachers in:
 - a. developing an age-appropriate schedule, daily program and curriculum for preschool children (Creative Curriculum).
 - b. providing activities and interactions with children, which promote positive feelings about self and learning, thus promoting social and emotional development (PRIDE Skills, PBIS, Second Step).
 - c. regularly observing, entering documentation and assessing children's developmental progress.
 - d. using observations and assessments to collaboratively make individual child

- educational goals with parents according to HSYC expectations.
 - e. plan individualized activities related to children's goals in weekly lesson plans.
 - f. encouraging and supporting dual language learning opportunities and processes program-wide at all levels.
 - g. establishing positive and productive relationships with assigned families; foster the belief that parents are their child's best teacher and support parents with understanding child development and developmentally appropriate parenting skills, and modeling these skills as needed.
 - h. planning and completing all required home visits (1.5 hours), working with families to provide appropriate educational and/or social service activities for children and families.
 - i. collaborating with Specialists and Coordinators to best serve children with special needs including mental health, disabilities, and health issues
3. Coordinate with the Teacher and Specialized Services Coordinator in children's special needs processes including child assessment, working with professionals, IFSP development and transition services. Use goals from IFSPs to plan individualized activities in lesson plans and home visits to support these goals.
 4. Coordinate with the Teacher and Specialized Services Coordinator for all transition activities/tasks.

MINIMUM EDUCATION AND/OR EXPERIENCE:

1. High School Diploma or GED, REQUIRED.
2. Child Development Associate (CDA), REQUIRED within 2 years of hire.
3. Experience working with preschool children in a classroom setting.
4. Experience working with high risk families is preferred.

MINIMUM QUALIFICATIONS:

1. Knowledge of, or a willingness to learn about the following:
 - Child Development
 - Trauma Informed Care
 - Early Child Education
 - Developmentally Appropriate Practices
 - Classroom management
 - Children with challenging behaviors
 - Children and parents with special needs
 - At risk children and families and how to support them
 - Developmental Parenting
 - Social/Emotional and Behavioral Management and Curriculum
 - Problem Solving Curriculum and techniques

2. Demonstrate a competency to provide effective and nurturing teacher-child interactions, and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the "Head Start Early Learning Outcomes Framework: Ages Birth to Five" and applicable state early learning and development standards, including children with disabilities and dual language learners, as appropriate.
3. Experience or training in providing social services or parent training for families.
4. Understand and demonstrate ethical practices as listed in the NAEYC Code of Ethics.
5. Able to and willingness to be energetic, compassionate, respectful and enthusiastic while working with children, families, staff and community members.
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. Able to work as an effective team member and independently, when needed.
8. Computer literate with data base systems, word, excel, e-mail, etc.
9. Reliable transportation.

COMMUNICATION SKILLS:

1. Able to:
 - a. communicate effectively and 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; e-mail, fax, telephone, 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 throughout employment

3. Self-Health Appraisals throughout employment
4. Vaccination against COVID-19 is required prior to and throughout employment. Exemption opportunities with regular, weekly testing are an alternative.
5. Complete the Head Start 101 and Human Resources training
6. Obtain Food Handler's permit within 30 days of hire*
7. Obtain the Introduction to Child Care Health and Safety Certificate within 30 days of hire
8. Obtain the CPR/1st Aid Certification within 90 days of hire
9. Obtain the Recognizing and Reporting Child Abuse and Neglect Certificate within 30 days of hire
10. Obtain the Foundations for Learning within 90 days of hire.
11. Registered in Oregon Registry Online (O.R.O.) **
12. Reliable Transportation

*not required for Administrative office staff/ those not typically in the classroom

**required for all classroom staff, education support staff and education supervisors

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 REQUIREMENTS:

1. Complete all data entry, reports, documents, forms and monitoring which includes case notes, cycle reports, timesheets, mileage, child assessment and outcomes within required deadlines.
2. Supporting Teacher absences by stepping into the lead role and teaching on a regular basis, preferably once a week.
3. Perform as the Bus Monitor, which uses the bus as an extension of the classroom; engaging children with: songs, finger-plays, stories and conversations.
4. Participate and model appropriate table manners during meal times with children.
5. Engage in daily class evaluation with teaching staff.
6. Demonstrate the ability to manage a flexible 40 hour work week, which could include evenings and early mornings.
7. Demonstrate the ability to work under stress and to be flexible.
8. Perform other duties as assigned.

OTHER RESPONSIBILITIES:

1. Participate in a minimum of 15 clock hours of professional development, per year.
2. Willingness to participate in and learn from the Head Start of Yamhill County's research based, coordinated coaching strategies and the Teacher Child Interaction Training.
3. Coordinate and/or attend all required meetings and trainings which include: parent meetings, weekly team meetings, center meetings, reflections, components, all staffs and home visits.
5. Participation in case management reviews and in related documentation of services.
6. Act as a Mentor and give direction to Aides, Substitutes, Parents, and Volunteers to support their professional growth.
7. Participate in training, and evaluating the Aide, Volunteer, Substitute, Bus Driver, and Cook positions.

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. Additionally, an employee may be required to:

1. 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 following essential functions:

1. Exposure to outside weather conditions for extended periods of time regardless of weather conditions (which includes driving).
2. Exposure to indoor environments.

3. Exposure to wet and/or humid conditions due to outside weather conditions.

CONFIDENTIALITY:

This position respects the confidentiality of information about Head Start's 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.