HEAD START OF YAMHILL COUNTY

1006 NE 3RD STREET (SUITE A), MCMINNVILLE, OR 97128

POSITION DESCRIPTION

Revision Date: 7/20206	**Position Number:** HSYC-HSHBT
Position Title: Head Start Home Base Teacher	**Pay Range:** $22.96-27.78 Depending on Educational Level Fulltime with Benefits, 10-12 Mos
Reports to: Specialized Services Coordinator	
FLSA Status: Non-Exempt	
Positions Supervised: None	

GENERAL DESCRIPTION

This position will plan and implement a weekly home-based program for up to 10 children ages 3-5 and their families. This position will coordinate the integrated delivery of child development, health, nutrition and parent involvement using the Head Start curriculum. Supplemental social-emotional curriculums will be prioritized and used in conjunction with the Head Start Curriculum in order to increase self-regulation skills needed to be successful in a preschool classroom setting. Home Base Teacher will 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.

MINIMUM QUALIFICATIONS:

1. Knowledge of, or a willingness to learn:
   - Child Development
   - Trauma Informed Care
   - Early Child Education
   - Developmentally Appropriate Practices
   - Children with misguided behaviors
   - Children and parents with special needs
   - About 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 the competency to plan and implement home-based learning experiences that ensure effective implementation of Head Start's 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 implementing social emotional curriculums with children, promoting self-regulation and skill development in managing and following classroom rules, routine and structure
2. Experience or training in providing social services or parent training for families is preferred
3. Experience working with children ages 3-5
4. Willingness and ability to learn and implement Developmental Parenting
    a. Warm tone of voice
    b. Enthusiastic, energetic, compassionate, sensitive and respectful personality
    c. Understand and demonstrate ethical practices as listed in the NAEYC Code of Ethics
    d. Maintain confidentiality and exercise sound judgment concerning privileged information
    e. Computer literate
    f. 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
    g. Reliable transportation

MINIMUM EDUCATION AND/OR EXPERIENCE:

1. A minimum of a home-based CDA credential or comparable credential with completion of an AAS within three years, or equivalent coursework as a part of an associate's or bachelor's degree; AA in Early Childhood Education preferred; **and**
2. Demonstrated competency to plan and implement homebased learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress, including children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.

COMMUNICATION SKILLS:

1. Able to effectively communicate positively, respectfully, sensitively and confidentially with children, families and co-workers
2. Represent the organization to the public in a professional manner
3. Ability to read, speak, and write with proficiency in English language
4. Bilingual/ Bi-literate English/Spanish is preferred
5. Ability to use various types of equipment to communicate; email, fax, telephone conversations and face-to-face meetings

6. Must be able to communicate with peers and administrative staff to relay important information quickly and effectively regarding children and families
7. Ability to participate in effective conflict resolution practices

CERTIFICATE, LICENSES, REGISTRATIONS:

1. Registration and approval to work in a child care facility and continued enrollment with the Central Background 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. Complete the Head Start 101 and Human Resources trainings
5. Obtain Food Handler's permit 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 30 days of hire
9. Obtain the Foundation for Learning within 90 days of hire
10. Enrollment in Oregon Registry Online**
11. 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.

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. Recognize, accept, and support individual differences and learning styles as reflected in activities and adult's interaction with children
3. 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
4. Support parents in understanding child development and developmentally appropriate practices as they pertain to their child
5. Provide activities and curriculum that support the child's social emotional development; support parents in understanding the strategies and skills to replicate and practice on their own

6. Support parents in strengthening the parent-child relationship to promote healthy attachment
7. Update and revisit progression of child goals on Skill Building Plan.
8. Document progression on child behavior goals.
9. Hold regular Skill Building Plan meetings with parents including Specialized Services Coordinator; make recommendations about readiness for a center base classroom
10. Encourage parent involvement in all areas of the program
11. Coordinate parent participation in socialization activities, monthly parent meetings, male involvement activities, Policy Council, and family visits
12. Involve parents in creating weekly family visit plans and bi-monthly socialization experiences
13. Plan and complete all weekly family visits, working with families to provide individualized, appropriate developmental experiences for children
14. Refer parents/guardians to Family Support for services related to family needs/ problem solving and goals
15. Meet the required number of individualized family visits in each cycle; family visits are individualized, scheduled, and last for 1.5 hours
16. Support the parent in providing environments in the home that enhance the child's development and learning across all domains and components, emphasizing social-emotional development using Conscious Discipline
17. Plan, schedule, and provide developmentally appropriate activities for bi-monthly socializations.
18. Provide a safe, clean socialization environment and individualized curriculum which promotes good health, nutrition and safety practices
19. Provide a socialization environment that represents a variety of cultural and ethnic populations
20. Complete and post lesson plans for each socialization, making sure to individualize for children according to their interests and goals
21. Promote a home and socialization environment that allows children to learn through active exploration, interaction with others and materials
22. Promote a home and socialization environment that focuses on large and small motor development through a variety of indoor and outdoor activities, materials, and equipment
23. Promote a home and socialization environment that provides language, literacy and cognitive development through a variety of activities
24. Promote a home and socialization environment that provides opportunities for children to express thoughts and feelings verbally and non-verbally

25. Provide experiences and interactions with children which promote positive feelings about self and learning thus promoting social and emotional development
26. Support social and emotional development through positive guidance, Second Step and Conscious Discipline
27. Encourage and support Dual Language learning opportunities and processes program-wide at all levels
28. Regularly observe and assess children's developmental progress and make individual child plans with parents, documenting and making referrals as needed
29. Complete parent conferences and set child goals in partnership with parent
30. Complete all necessary documents according to Head Start timeline in a timely manner; documents are complete and accurate; follow-up assignments are completed
31. Complete ASQ with every family within the first 45 days of enrollment
32. Work with Family Support and parents to ensure vision and hearing screenings occur with each child within the first 45 days of enrollment
33. Work with Family Support and parents to meet immunization requirements as necessary
34. Collaborate with the Coaches, Supervisors and Coordinators to best serve children with special needs including mental health, disabilities, and health issues
35. Coordinate with the Education Coordinator in children's special needs processes including child assessment, working with professionals, IFSP development and obtaining services
36. Attend monthly parent meetings, assisting with planning, meal preparation and clean-up, be responsible for the presentation of the Child Development Component
37. Ensure that each family is referred to their Family Support for referrals, and referral follow-up in a timely manner to support parenting success
38. Participate in pre-service, staff in-service and training, Case Management, site meetings, and individual, team, and group Reflective Supervisions

ADDITIONAL JOB DUTIES:

1. Be flexible with time management to assist center team
2. Attend required conferences and trainings as requested
3. Participate in a minimum of 15 clock hours of professional development, per year
4. Assure that the classroom is supplied with necessary supplies and materials and assume responsibility for use of space, materials and equipment
5. Assure that resources are used effectively
6. Participate in completing program's annual Self-Assessment, assisting to develop plan of action to address program weaknesses
7. Perform other related duties as assigned

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OTHER RESPONSIBILITIES:

1. Participate in training and evaluating Aides, Volunteers, Bus Driver, Food Service Aides and Cooks

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
4. Ability to stay regulated in stressful situations

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 outside weather conditions
2. Driving in all conditions
3. Exposure to indoor environments
4. Exposure to wet and/or humid conditions due to outside weather conditions
5. Work within a team environment

CONFIDENTIALITY:

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.

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