

Summary

The Teacher Aide works cooperatively with the Lead Teacher and Teacher Assistant to plan and implement the daily education program for the children. Under the reflective supervision of the Lead Teacher, the Teacher Aide will support the Lead Teacher and Teacher Assistant in ensuring that all classroom activities and the environment are developmentally appropriate and meet the individual needs of children as mandated by federal, state and local standards and that they reflect the agency's philosophy and curriculum.

Essential Job Duties

Administration

- Accurately complete all required program documentation and submit in a timely manner to the Lead Teacher.
- Participate in recruitment efforts to help maintain full program enrollment.
- As assigned by the Lead teacher, monitor and ensure that daily attendance, health checks, parent sign/scan in, and meal participation reports are completed daily.
- Read and respond to Outlook emails daily.

Child Development

- Support Lead and Assistant teachers by observing and documenting children's health, skills, behavior, growth and development as needed.
- Adhere to all IEP, IFSP, IHP Implementation Plans and/or strategies provided by Education Managers and/or Consultants
- Provide opportunities for children to develop positive self-images and experience success.
- Participate in Family/Child Reviews.
- Identify any developmental concerns regarding the children and follow agency protocol.

Curriculum and Assessment

- In conjunction with the classroom teaching team, plan and implement developmentally appropriate experiences that will promote the social, emotional, physical and cognitive development of each child.
- Contribute to the development of lesson plans with goals, objectives, experiences and outcomes for children.
- In conjunction with the classroom teaching team utilize standardized and authentic assessment data to create learning opportunities to advance children's development and learning.
- Develop and maintain observation, technological and individualization skills required for assessment and lesson planning, including completing all assigned TSG modules and trainings.
- Contribute to the establishment and maintenance of a classroom environment that ensures appropriate child guidance and discipline techniques are implemented in accordance with Educare's philosophy, curriculum, policies and procedures, Head Start standards, Ounce standards of conduct and state regulations.

Classroom Environment

- In conjunction with the classroom teaching team maintain a classroom environment which includes positive guidance techniques, that meets state and local licensing regulations, Head

Start Program Performance Standards and, program curriculum (Creative Curriculum) and approach (New Beginnings & Erikson Early Math Lessons) into individualized and group learning opportunities.

- Ensure all children are under appropriate supervision at all times and no child is left unattended.
- In conjunction with the teaching team maintain a classroom environment that reflects the use of “New Beginnings” and follows the guidelines of ITERS or ECERS.

Parent Involvement

- In conjunction with the classroom teaching team, encourage parent participation in the program, including participation in parent events, home visits, conferences, and volunteering in the classroom.
- Develop positive and effective partnerships with families using the Touchpoints Approach (once trained).
- Hold friendly daily conversations with families, and maintain professional boundaries.

Other

- Follow all mandates of federal regulations, state and local licensing and the Ounce’s philosophy, agency policies and procedures, curriculum and Standards of Conduct.
- Attend and actively participate in all required meetings and trainings, and reflective supervision.
- Perform other duties as assigned, within the scope of the job description.
- Administer medication as needed (ex. Nebulizer treatment, Epipen).
- Maintain required credentials and continuing education hours.

Required Qualifications – Required qualifications to effectively perform the job. An equivalent combination of education, training and experience will be considered. (Additional requirements may be designated by position.)

- **Teacher Aide I-** (Note: Teacher Aide I category is not permitted to be left alone with children.) High School Diploma or G.E.D. and six months experience working in an early childhood or child care program. Must have six hours of child development coursework or a Child Development Associate (CDA) within two years of employment.
- **Teacher Aide II- Head Start** -High School Diploma or G.E.D. with sixty (60) semester hours of college coursework which includes fifteen (15) semester hours of child development or Early Childhood Education coursework and six months of experience working in an early childhood or child care program **OR** High School Diploma or G.E.D. with a non-expired Preschool CDA Certification for ECE, and six months of experience working in an early childhood or child care program.
- **Teacher Aide II- Early Head Start** -High School Diploma or G.E.D. with thirty (30) semester hours of college coursework which includes fifteen (15) semester hours of child development or Early Childhood Education coursework of which six (6) hours cover infant/toddler development, and six months of experience working in an early childhood or child care program. **OR** High School Diploma or G.E.D. with a non-expired Infant/Toddler CDA Certification for Infant/Toddler Development, and six months of experience working in an early childhood or child care program, **OR** an Associate Degree in Early Childhood Education with a minimum of two courses in Infant/Toddler Development.

- Clearance of background check by Department of Children and Family Services.
- A biannual physical examination and TB test are required as condition of initial employment and continued employment.

Knowledge, Skills and Abilities – May be representative, but not all-inclusive, of those knowledge, skills and abilities commonly associated with this position.

- Knowledge of and ability to implement Early Head Start/Head Start or other developmental child care programs.
- Knowledge of and ability to implement child development and early childhood principles, practices and curricula for the specific age group (0-3 or 3-5).
- Ability to remain abreast of ongoing developments in the child care field.
- Ability to work as a cooperative and supportive team member.
- Ability and willingness to work in a program located in a high-risk, low income community.
- Ability to reflect on one’s own practice and make changes as suggested through meetings, data dialogues, observations and reflective supervisions.
- Ability to work a flexible work schedule between the hours of 7-6
- Ability to communicate and work with diverse families and professionals.
- Ability to exercise discretion in handling confidential information and materials.
- Basic knowledge of computer applications and the ability to learn and master other computer technology /software programs as needed.
- Ability to communicate and respond in a manner that demonstrates respect and concern.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- General classroom conditions. Exposed to moderate noise levels.

Physical Abilities - Activities that are commonly associated with the performance of the functions of this job. The physical demands described below 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 essential functions.

- Must be able to physically interact with children, including talk, hear, sit, stand, walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch, or crawl and lift and or move items of up to 40 pounds.
- Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.
- Must have good command of English language and grammar, both verbal and written.
- Must be able to remain abreast of developments in the child care field to enhance professional growth and development.
- Must be able to manually operate and use a computer and other office equipment.
- Must be able to clearly hear and understand telephone conversations.