

We eliminate poverty by empowering families and engaging communities



Employee Name	Program	
	Head Start	
Job Title	Job Classification Code	FTE
Teacher/ Family Advocate	02	1.0
Originally Prepared By	Date Prepared	FLSA Status
Kristin Phillips, Head Start Director Kim Trautman, Human Resource Director	05/2019	Non-exempt
Reports To	Approved By	
Designated Managers		
Employee's Signature	Date	
Supervisor's Signature	Date	

JOB FUNCTION:

To plan and implement learning experiences that advance the cognitive, physical, social and emotional development of children to promote school readiness. Support families in accessing necessary resources, completing program requirements, setting and achieving goals, and being involved in their child's education.

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AGENCY EXPECTATIONS:

- 1) Embrace, advocate, and carry out the mission, vision and core values of the Agency and adhere to all Agency Policies and Procedures
- 2) Familiarize and work toward the achievement of Agency-wide strategic plan goals, strategies and measures
- 3) Acts as a role model within, as well as outside the Agency
- 4) Provide friendly, responsive service to the public, community organizations and to those we serve
- 5) With a respectful and positive attitude, work with low income individuals and families with diverse backgrounds
- 6) Support, develop and maintain productive relationships required to carry out job activities
- 7) Demonstrate flexible and efficient time management
- 8) Maintain the security and confidentiality of all records and interpersonal interactions
- 9) Work effectively and cooperatively with community partners and co-workers
- 10) Participate in and/or lead Agency committees

HEAD START PROGRAM REQUIREMENTS:

- Physical Exam within 30 days, 3-year renewal
- Mantoux Screening
- First Aid certification within first 60 days of initial employment, 2-year renewal
- CPR certification within first 60 days of initial employment, 2-year renewal
- Hepatitis B or documentation of refusal
- CARS training, 5-year renewal
- DHS Criminal Background check
- Informed Consent for Driving Record
- Appropriate licensure/transcripts or certification/credentials on file
- Personal transportation to assure completion of job duties
- Flexibility with schedule to meet program/family needs
- Complete performance standard training modules and implement all appropriate program policies and Head Start Performance Standards

REPORTING TO THIS POSITION ARE: None

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ESSENTIAL FUNCTIONS:

1. Prevention and Early Intervention

- a) Supervise and monitor children at all
- b) Meet the individual needs of each child
- c) Maintain developmentally appropriate
- d) Complete and document screenings and assessments within program timelines
- e) Initiate and follow-up on referrals to service providers
- f) Implement all health/safety policies and licensing regulations
- g) In collaboration with the family and the Head Start health consultant, administer child medication per doctor orders completing all necessary documentation, as required

2. Curriculum and Assessment

- a) Implement a curriculum to meet individual goals for each child
- b) Partner with service providers to plan for the implement services
- c) Collect on-going anecdotal notes to gather a comprehensive developmental profile for each child
- d) Develop weekly lesson plans to reflect individual and group needs based on information gathered assessment
- e) Engage parents in the implementation of the curriculum to reflect family culture, traditions, and language

3. PFCE

- a) Establish positive, goal directed relationships with families, children and community partners
- b) Partner with families to develop goals based on family strengths, needs and existing plans
- c) Document all family contacts and services in Child Plus, including follow-up on referrals and family goals, and updates on ROMA goals
- d) Participate in outreach and recruitment in service areas
- e) Recruit parent representatives to serve on Policy Council and support them in fulfilling their duties
- f) Promote and facilitate transition of children and families to appropriate community agencies ad school settings
- g) Analyze family data to create individual family services and supports
- h) Document all family contacts, services, referrals and follow-up in CAP 60 and ROMA.
- i) Monitor attendance and work with the ERSEA Manager and families to maintain regular attendance
- j) Participate in outreach and recruitment
- k) Maintain a positive classroom climate that is welcoming to parents and community members and provides opportunities for engagement and school readiness
- l) Plan, facilitate, and document parent center committee meetings which reflect parent interests and curriculum, assisting parents to take a leadership role

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4. Reports

- a) Utilize tracking systems to determine compilation of program requirements
- b) Prepare for and participate in monthly case management meetings
- c) Collect in-kind monthly and ensure forms are accurate and turned in timely manner
- d) Participate in annual inventory

5. Supervision

- a) Supervise classroom staff and volunteers
- b) Responsible for daily classroom operations including classroom
- c) Facilitate weekly classroom team meetings
- d) Guide staff, parents, community partners and volunteers to adhere to all program policies and procedures

6. Agency and Division Support

- a) Compile and submit required reports, plans and data to appropriate Supervisor
- b) Assist with other program projects as requested by Supervisor
- c) Attend and participate in agency, community and state meetings important to effective Agency operations
- d) Assist with the orientation/ training of new staff
- e) Seek out additional training to enhance personal development

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QUALIFICATIONS:

Minimum:

- Bachelor's degree or advanced degree in early childhood education official transcript required or
- Coursework equivalent to a major relating to early childhood education official transcript required.
- Valid Driver's License

Preferred:

- Prefer 1-year experience in early childhood setting
- Past Head Start experience helpful
- Ability to determine workload priorities, meet deadlines, work independently as well as in a team environment
- Knowledge of available community resources

AMERICANS WITH DISABILITY SPECIFICATIONS:

- **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 this job, the employee is occasionally required to stand; walk; sit; use hands to finger, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell.
 - The employee must occasionally lift and/or move up to 50 pounds, but the employee should never lift more than 50 pounds if they are physically unable
 - Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
 - Physical ability to move quickly to respond to children who are very active and may need restraint or redirection to insure their safety or the safety of others in the environment
- Daily kneeling, stooping, bending, and sitting on the floor to attend to children's needs.
- **WORK ENVIRONMENT:** 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.
- The noise level in the work environment is usually moderate.