

YOUTH IN NEED

JOB DESCRIPTION

Job Title: Infant Toddler Support Teacher
Reports To: Center Manager/Assistant Center Manager
FLSA Status: Non-Exempt

Purpose of Job: The role of the Support Teacher is to provide a safe, predictable, nurturing and inclusive classroom environment that is responsive to children's interests and needs. In partnership with the teacher and families, support individualized child development goals and engage families in identifying their strengths/needs/interests to lay a foundation for lifelong family success. An Infant Toddler Support Teacher will promote and support children's social/emotional, cognitive, language and physical development. An Infant Toddler Support Teacher will work with the teachers in preparing and implementing curriculum and assessment, providing individualized attention to the children in order to enhance their development, maintain an age-appropriate learning environment, with attention to standards of health, safety, organization, and aesthetics. An Infant Toddler Support Teacher will lead and model professionalism and teamwork within the teaching team and the agency by developing and maintaining supportive, professional relationships with children and their families to enhance parent education, communication, involvement and advocacy.

Program Foundations

- Contribute to Youth In Need's Mission: *To build on the strengths of children, youth and families so they find safety, hope and success in life.*
- Share Youth In Need's Vision: *Youth In Need will be the leader and driving force for future generations in helping children, youth and families to realize their potential and positively impact their communities.*
- Embrace the Strengths Based Philosophy: *Youth In Need recognizes and emphasizes the strengths of all staff, children, youth and families.*
- Value Youth In Need's Culture of Inclusion and Diversity. *Youth In Need's Diversity Definition: Believing in the power of potential, Diversity is intentionally embracing and valuing the differences and similarities, both visible and invisible, that make us who we are—one community. Together our attitudes, actions, policies and physical environment are vital to ensure that all feel comfortable, respected and included regardless of race, sex, gender identity or expression, age, income, faith, ability, political affiliation, sexual orientation or cultural background.*
- See, Say, Do! Stay alert and engaged at all times. If a concern arises regarding safety or quality, communicate the concern and take action to improve the situation.
- Uphold ethical practice, transparency, professionalism, confidentiality and personal accountability in all work.
- Collaborate with and mentor others.

ESSENTIAL RESPONSIBILITIES:

I. Environment (40%)

- Maintain group size, ratio, and supervision of children at all times (1 teacher to 4 children Infant/Toddler / 1 teacher to 10 children Preschool) by following established protocol regarding counting children and Head Start Program Performance Standards (HSPPS).
- Ensure that all children are released only to a parent, legal guardian, or other individuals designated in writing by the parent or legal guardian.
- Proactively set up and prepare the physical environment assuring that classroom plans, routines, and transitions can occur effectively.
- Conduct ongoing safety assessments of indoor/outdoor classroom environment per HSPPS, State Licensing Requirements and Youth In Need policy. Safety concerns will be addressed immediately in accordance with policy and procedure.
- Follow Youth In Need Policy, HSPPS, and Missouri State licensing requirements ~~regulations~~ for safety, health, hygiene, and sanitation.
- Support an environment that represents children's and family's backgrounds, cultures, language and displays their work.
- Maintain an appropriate classroom learning environment that is consistent with the current curriculum and best practice for daily schedule, routines and rituals.
- Assist with daily and monthly classroom monitoring responsibilities.

- In conjunction with licensing requirements, complete and maintain an inventory of supplies and an equipment list to ensure that materials are plentiful, in good repair, and have a designated space.

II. Teaching & Learning (35%)

- Provide safe and developmentally enriching caregiving, which promotes the physical, cognitive, language, and social/emotional development of infants/toddlers/twos and prepares them for future growth and development.
- Be attuned and responsive to the needs of children in your care in order to foster healthy development and secure attachment.
- Actively engage in play with infants/toddlers/twos. Approach child-led play as the means to which communication and connections develop.
- Support an environment which embraces curriculum and playfulness, in the indoor and outdoor learning environments while utilizing a team approach with other teachers.
- Implement learning experiences based on current Curriculum, both educational and social/emotional, HSPPS, the Head Start Child Development and Early Learning Framework, and Family Engagement Outcomes, that follow children's ideas and interests, support individual children's learning goals, and advance children's progress towards school readiness. In addition, utilize the specific curriculum resources provided for Infant/Toddler Classrooms.
- Contribute to documenting children's learning and development on an ongoing basis by collecting work samples, pictures and observations consistent with program guidance.
- Interact with children in a nurturing, respectful, and responsive manner by showing sensitivity to each child's developmental needs by making accommodations and adaptations as necessary.
- Work with the teaching team to support in the moment for all children as well as children who may have distinct behavioral needs.
- Support classroom routines, transitions and rituals, which are taught to and individualized for children using a variety of techniques including visual, modeling and practicing.
- Conduct Family Style Meals and individualize feedings for infants and children in accordance with HSPPS and based on children's individual needs and/or the family's request. Assist with documenting meal counts as outlined in program guidance.
- Provide a supportive environment for breastfeeding individuals. Follow protocol for proper handling and storage of breastmilk, formula and baby food.
- Support the individual health, mental health and well-being of all children, by accommodating each child's individual health, mental health and safety needs.

III. Parent, Family & Community Engagement (10%)

- Provide opportunities for families to engage with their children and facilitate opportunities for families to contribute to the creation of the classroom community.
- Work with teaching team to accomplish two Educational Home Visits and two Parent-Teacher Conferences (conducted at the ELP site) each program year.
- Communicate with families in a supportive manner regarding program participation and progress.
- Provide opportunities for families to further their development within the Family Engagement Outcomes, which will include participating in engagement activities at night or on the weekend.
- Advocate and support families in further engaging as advocates and leaders within ELP and the community.
- Communicate with Family Advocate on a regular basis to coordinate family needs.
- Serve as a liaison between program services and the community, including recruitment activities, education and advocacy of potential ELP families.
- Maintain concise and factual documentation regarding families and children in all program areas.

IV. Professional Development (10%)

- Actively participate in Professional Development opportunities and incorporate information from training and guidance into practice to improve quality.
- Attend all required trainings, meetings and complete necessary certifications as required.
- Develop and work towards professional development goals in collaboration with your supervisor.
- Assume the responsibilities of the teacher when the teacher is absent.

V. Additional Responsibilities (5%)

- Participate in on-going recruitment of children and families for the Early Learning Program.
- May be requested to fill in at other sites or travel to other locations for training.

- Must be sensitive to the socioeconomic and cultural characteristics of the service population.
- Perform other duties as assigned.

Required Education and Credentials

- Minimum of an Infant/Toddler Child Development Associate (CDA).

Knowledge

- Early Childhood Development, HSPPS , Missouri Licensing Regulations and Creative Curriculum.
- Effective classroom management, lesson planning, individualizing for children, and developmentally appropriate practice.
- Infant/Toddler Responsive Care.
- Individual must be sensitive to the socioeconomic and cultural characteristics of the service population.
- General use, knowledge and ability to navigate of Microsoft Office Products and program specific technology and software
- Ability to be CPR & First Aid certified required

Experience

- One or more years working with young children, in a Head Start Program or a licensed Community Child Care program, preferred.

Skills

- Work well independently and collaboratively with others.
- Skilled in written and verbal communication.
- Ability to analyze information and apply it.

Environmental Conditions

- This job operates both in an office and classroom environment.
- This role routinely uses standard office equipment and technology i.e. computers, phones, photocopiers, etc.

Physical Requirements

- When performing the duties of the job, the employee is regularly required to talk, hear and write.
- Must have visual ability to supervise children.
- Physically be able to lift at least 50 pounds and able to lift/carry children when appropriate.
- Must be mobile, able to get up and down from floor, stand and sit on floor within the classroom environment.

Driving Requirements

- Driver's License Not Required.

Written By: Meghan Whitworth

Approved By: April Gabel

Approval Date: 6/15; 3/18; 12/21

Employee Signature: _____ **Date:** _____

Employee Printed or Typed Name _____

Note: This job description in no way states or implies that these are the only duties to be performed by the incumbent in this position. Requirements are representative of minimum levels of knowledge, skills, and/or abilities expected to meet job standards.

YIN is committed to equal opportunities for all applicants and employees without regard to ability/disability, age, ancestry, color, cultural background, faith/religion, gender, gender identity, gender expression, genetics, income, marital status, national origin, political belief/affiliation, pregnancy, race, sex, sexual orientation, veteran status, or any other characteristic protected by applicable law.