

# YOUTH IN NEED

## JOB DESCRIPTION

**Job Title:** Substitute Teacher

**Reports To:** Center Manager or Assistant Center Manager

**FLSA Status:** Non-Exempt

**Purpose Of Job:** The role of the Substitute Teacher is to provide a safe, predictable, nurturing and inclusive classroom environment that is responsive to children's interests and needs in the absence of a primary staff member. In partnership with the teacher, promote and support children's social/emotional, cognitive, language and physical development. A Substitute Teacher will work with the teachers in preparing and implementing curriculum, 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.

### ***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.
- Practice Cultural and Linguistic Responsiveness and Developmentally Appropriate Practice
- 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 Infant/Toddler children / 1 teacher to 10 Preschool children) 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 or report generated by program data base.
- Follow instruction and curriculum guidelines on setting up and preparing 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 Regulations 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 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 age-appropriate classroom learning environment that is ~~has a~~ consistent with the current curriculum and best practice for daily schedule, routines and rituals.
- Assist with daily and monthly classroom monitoring responsibilities.

#### **II. TEACHING & LEARNING ENVIRONMENT (35%)**

- Provide safe and developmentally enriching caregiving, which promotes the physical, cognitive, language, and social/emotional development of all children in the program 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 all children in the program. 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, 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 & Preschool Classrooms.
- 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 guided.
- Work with the teaching team to support children who have distinct behavioral, social emotional or development 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 CACFP 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 (15%)**

- When substituting full time in a specific classroom, provide opportunities for families to engage with their children, and facilitate opportunities for families to contribute to the creation of the classroom community.
- Communicate with families in a supportive manner regarding program participation and progress as well as navigate difficult conversations.
- Work with teaching team to accomplish two Educational Home Visits and two Parent-Teacher Conferences (conducted at the ELP site) each program year when providing full time coverage in a specific classroom.
- When substituting full time, work with the teachers in preparing and implementing curriculum and assessment.
- Maintain concise and factual documentation regarding families and children in all program areas, when needed or requested.

### **IV. PROFESSIONAL DEVELOPMENT (5%)**

- 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.

### **V. OTHER (5%)**

- Performs other duties as assigned.
- 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.
- Participate in recruitment of children and families for the Early Learning Program.

### **Required Education and Credentials**

- High School Diploma or High School Equivalency (HSE)

### **Knowledge**

- Effective child care practice
- 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**

- Previous experience caring for children ages birth-5 years, preferred.

### **Skills**

- Work well independently and collaboratively with others.
- Ability to analyze information and apply it.
- Excellent verbal & written communication skills

**Environmental Conditions**

- This job operates both in an office and classroom environment.
- This role routinely uses standard office equipment and technology i.e. as 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, 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/socialization environment.

**Driving Requirements**

- Driver's License – Not Required

**Written By:** Meghan Whitworth

**Approved By:** April Gabel

**Approval Date:** 5/16; 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.