

YOUTH IN NEED

JOB DESCRIPTION

Job Title: Infant Toddler Teacher (BA, AA, CDA, High School Diploma/GED)
Reports To: Center Manager/Assistant Center Manager
FLSA Status: Non-Exempt

Purpose of Job: The role of the Infant Toddler 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 parent/guardian, formulate individualized child development goals and engage families in identifying their strengths/needs/interests to lay a foundation for lifelong family success. An Infant Toddler Teacher will demonstrate knowledge of the theories of child growth and development, early childhood education and family support, understand the underlying philosophy of Head Start; promoting and supporting children's social/emotional, cognitive, language and physical development. An Infant Toddler Teacher will work with their co-teacher and Support Teacher in planning and implementing curriculum and assessment, providing individualized attention to the children in order to enhance their development, establish and maintain an appropriate learning environment, with attention to standards of health, safety, organization, and aesthetics. An Infant Toddler 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. Leadership (5%)

- Develop and provide classroom-specific orientation for Supports and Substitute Teachers.
- Facilitate portions of the on the job training (OJT) in conjunction with the Center Manager for EHS staff.
- Provide direction and support to Support Teachers, Parents, and Volunteers assisting in the classroom.
- Use a team approach to coach and mentor Support Teachers to increase quality of services.

II. Environment (30%)

- Maintain group size, ratio, and supervision of children at all times (1 teacher to 4 children EHS/ 1 teacher to 10 children HS) by following established protocol regarding counting children and Head Start Performance Standards.
- Ensure that all children are released only to a parent, legal guardian, or other individuals designated in writing by the parent or legal guardian.
- Conduct ongoing safety assessments of indoor/outdoor classroom environment per Head Start Performance Standards, State Licensing and Youth In Need policy. Safety concerns will be addressed immediately in accordance with policy and procedure.
- Follow Youth In Need Policy, Head Start Performance Standards (HSPS), and Missouri State licensing regulations for safety, health, hygiene, and sanitation.
- Create an environment that represents children's and family's backgrounds, cultures, language and displays their work.

- Create and maintain an appropriate classroom learning environment that has a consistent daily schedule, routines and rituals.
- Complete daily and monthly classroom monitoring responsibilities.
- Complete and maintain inventory of supplies and an equipment list to ensure that materials are plentiful, in good repair, and have a designated space.

III. Teaching & Learning (35%)

- Provide safe and developmentally enriching caregiving, which promotes the physical, cognitive, language, and social/emotional development of infants/toddlers/two's 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/two's. Approach child-led play as the means to which communication and connections develop.
- Create an environment which embraces curriculum and playfulness, in the indoor and outdoor learning environments while utilizing a team approach with other teachers.
- Develop, prepare for, and implement learning experiences based on Curriculum, Head Start Performance Standards (HSPS), 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.
- Create a safe and supportive child-led atmosphere that encourages children to explore possibilities. Support children's critical thinking and problem solving skills by providing hands-on opportunities that allow children to create, explore, experiment, and predict. Utilize effective questioning to increase children's knowledge and learning.
- 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.
- Strategize and implement positive supports for children who may have distinct behavioral needs.
- Create and implement 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 HSPS and based on children's individual needs and/or the family's request. Provide a supportive environment for breastfeeding mothers. Follow protocol for proper handling and storage of breastmilk.
- Support the individual health and well-being of all children, by accommodating each child's individual health and safety needs.

IV. Assessment (10%)

- Observe and document children's learning and development on an ongoing basis consistent with program guidance.
- Create and maintain a portfolio for each child that encompasses a variety of work samples, pictures and observations for parents to view on an on-going basis.
- Complete developmental screenings and child outcomes as scheduled.
- Use family input, developmental/health screenings, child observations, outcomes and IFSP/IEP's to individualize child routines, schedules, and school readiness goals.
- Responsible for entering daily attendance and communicating with the Center Manager and Family Advocate regarding individual family attendance needs.

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

- In partnership with Family Advocate and Center Manager, welcome families into the program by conducting a Family Orientation with the child and family prior to the first day of attendance.
- In partnership with applicable YIN staff, use the family partnership process to help families develop transition plans for themselves and their children.
- Provide opportunities for families to engage in ways that promote trusting parent/child relationships, 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.
- Actively collect all 45/90 day requirements and document follow-up per program guidance.
- Conduct a minimum of two Educational Home Visits and two Parent-Teacher Conferences each program year.
- Advocate for families and support families in further engaging as advocates and leaders within Head Start and the community through supporting effective transitions, care team meetings, IEP/IFSP meetings, and other opportunities for families to effectively meet their unique and diverse needs.
- Maintain concise and factual documentation regarding families and children in all program areas.
- Communicate with Family Advocate on a regular basis to coordinate family engagement and school readiness services.
- Serve as a liaison between program services and the community, including recruitment activities, education and advocacy of potential Head Start and Early Head Start families.

- 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.

VI. 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.

VII. Additional Responsibilities (5%)

- 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) OR a degree in Early Childhood Education/Child Development from an accredited college/university recognized by the US Department of Education. Related degree or credential will be considered with at least 12 hours in ECE/Child Development course work equivalent to a CDA with a focus in infant/toddler development. (NAEYC)

Knowledge

Early Childhood Development, Head Start Performance Standards, Missouri Licensing Regulations, 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.
Knowledge of Microsoft office products and ability to navigate program specific software.
Ability to be CPR certified required

Experience

Three 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 such as computers, phones, photocopiers, filing cabinets and fax machines.

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 environment.

Driving Requirements

Class E Driver's License – Required
Required Eligibility Classification
Occasional travel to various YIN sites

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.