

HEAD START ASSISTANT TEACHER

The Assistant Teacher works under the direction of the Teacher/Family Advocate, working intimately with children in the classroom to build a trusting and respectful relationship with each child and implement individualized curriculum. There is great linguistic diversity in our enrolled population. To be successful, the Assistant Teacher must be able to communicate effectively with all children. In compliance with Head Start Program Performance Standards.

Consistent education staff attendance is integral to the success of the classroom experience for both children and families, essential for children's learning continuity and preparedness for kindergarten. As such, punctuality and consistent attendance are essential functions of this position. It is the expectation of Pathways that Education staff maintain at least a 95% attendance rate throughout the school year.

SCOPE OF WORK

The Assistant Teacher (AT) is the primary support person in the classroom and works under the direction of the morning and afternoon Teacher/Family Advocates. The AT's core responsibilities are ensuring the health and safety of all children in the classroom, giving feedback on classroom functioning and success of planned activities, providing input into classroom curriculum planning, classroom set-up and its management, implementing individual child educational programming as directed by the Teacher/Family Advocate, preparing curriculum materials, setting-up, taking down and cleaning up the classroom and materials, executing classroom snack and meal service, working with children individually in both small and large groups, and upholding Pathways HS/EHS policies, protocols and procedures.

The Assistant Teacher must be able to assist children in developing age appropriate skills, including toileting, language, self-help, self-control and social skills; and to be able to implement routines, transitions, and activities appropriate for that age group.

In the absence of the Teacher/Family Advocate, the AT assumes classroom leadership and management responsibilities in executing the planned curriculum, implementing the established classroom schedule and routine, supervising children and directing Aides and volunteers.

Under the general direction of the Teacher/Family Advocate or Home Visitor, the Assistant Teacher:

assists in establishing, monitoring and maintaining a safe and healthy classroom learning environment;
planning and implementing a developmentally appropriate curriculum that meets children's individual physical, intellectual, language (including English-language acquisition), literacy, creative, self-identity, and social/emotional needs; providing a variety of opportunities for the

exchange of ideas and information between home and school; and, providing leadership to the classroom education team.

EHS ASSISTANT is a member of the program's Direct Services Team with the morning and afternoon Teacher/Family Advocates.

records anecdotal observations, conducts screenings and assessments according to standardized instructions, and, as directed, maintains paper and electronic documentation and records.

KNOWLEDGE AND SKILLS

The Assistant Teacher must demonstrate skills in classroom and behavior management that includes establishing routines, managing transitions, implementing developmentally appropriate activities, and encouraging children's development of language and literacy skills. The AT contributes to the development of age appropriate learning activities that requires a working knowledge of child development and early learning principles. Using appropriate English, the Assistant Teacher must be able to record objective anecdotal observations, implement prescribed screenings and assessments according to standardized instructions, and, under direction, maintain paper and electronic documentation and records.

As an Education Team member, the Assistant Teacher must be professional in the execution of all work tasks and work relationships. The AT must be able to contribute to, implement and provide feedback on the classroom curriculum. The Assistant Teacher must exhibit an understanding of the importance of parents, parent partnerships, and the significance of the child's home language and culture in the child's learning process and in classroom operation. The Assistant Teacher must also be sensitive to the factors affecting low-income families, and be aware of child abuse and neglect indicators and reporting responsibilities.

The Assistant Teacher must exhibit abilities to direct Aides and Volunteers' in their execution of assigned work tasks, provide feedback, both corrective and positive, and to contribute to the development of Aides and volunteer skills. The position requires the ability to communicate (verbally and in writing) in a clear and respectful manner, good time management and organizational skills, and the appropriate use of written English in records documentation.

It is expected that the Assistant Teacher demonstrate proficient skills as measured by the Classroom Assessment Scoring System (CLASS) of no less than 6.0 in emotional support, 6.0 in classroom organization, and 4.0 in instructional participate in the growth and strengthening of their early childhood education skills and knowledge through earning a child development associate credential (CDA) within 1 year from the time of hire then enrolling in a program leading to an associate or baccalaureate degree in early childhood education.

In addition to increasing their knowledge, understanding of and skills with children, it is the program's expectation that the Assistant Teacher executes their responsibilities in a professional manner that includes working in a respectful manner with all children, parents and co-workers; maintaining child health and safety; maintaining child and family confidentiality, completing required forms and paperwork in a timely, neat, readable and appropriate manner, and implementing Pathways HS/EHS professional work expectations and standards.

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The Assistant Teacher must be able to perform the following essential functions under the environmental conditions outlined below:

Communicate in English (both orally and in writing) at a professional level with staff, parents children, management, outside agencies, and the public in small to large group settings, one-on-one, or on the phone providing grammatically correct and content appropriate information suitable for the population.

Instruct children in a classroom setting.

Observe, compare, or monitor data and children's behavior to determine compliance with other prescribed standards.

Comprehend and make inferences from material written in English.

Work with children requiring the ability to walk or run quickly, kneel or sit on the floor, lift approximately 60 pounds, sit in a child's size chair, and move quickly from multiple positions and levels

Set-up a preschool classroom that requires moving of child's size furniture, tables, chairs, shelves, and regular sized shelving units.

Perform regular sanitation and cleaning of the classroom that may require the use of a broom, carpet sweeper, mop, vacuum, carpet/floor shampooer, and the use of cleaning products.

Maintain the health and safety of all children and their environment (classroom, playground) through visual, auditory, verbal, mobility and smell.

Supervise individual and groups of children by positioning themselves so as to keep them within visual and auditory range, accounting for the whereabouts of each child at all times, and ensuring that no child is ever left alone or unsupervised.

Work in a respectful manner with all children, parents and employees; comply with HS Program Performance Standards of Conduct, and exhibit the attributes identified in Pathways HS/EHS Staff handbook.

Assure the safety of each child by remaining alert and focused at all times, making quick and spontaneous decisions using problem-solving skills and good judgment based on organizational policies and procedures.

Work as a member of a team, requiring the ability to communicate clearly to provide information and feedback, identify and resolve problems, maintain composure, and manage conflict positively.

All staff must maintain Early Head Start & Head Start children and parents' confidentiality and handle child, parent and family information in a confidential, professional and sensitive manner, exercising appropriate discretion in sharing the information as outlined in program policies, procedures and on a need to know basis.

Punctuality and consistent attendance are essential functions of this position; maintain consistent attendance as exhibited by no less than 95% attendance.

Be present and ready to work at the beginning of position's designated work shift; be present through to the end of the position's designated work shift.

Qualifications:

MINIMUM QUALIFICATIONS

In the last five years, worked a minimum of one year as the second adult in a preschool classroom

In the last five years, earned 15 college credits in early childhood education, child growth and development, early learning and/or pre-k special education (evidence must be included at the time of application)

Must hold a high school diploma or GED

Must be 18 years of age or older

DESIRED QUALIFICATIONS

CDA or AA in ECE or three years as an Assistant Teacher in a preschool classroom.

Experience in documentation and record keeping.

BASE START RATE: \$12/DOE

** depending on education and experience pay rate is negotiable and flexible **