

NEIGHBORIMPACT

JOB DESCRIPTION

Job Title: Substitute Teacher Advocate II, Head Start

Reports To: Regional Associate Education Manager

I. Job Purpose:

The Substitute Teacher Advocate develops strong nurturing relationships with children and families, develops quality partnerships that encourage family engagement in their child's learning, and work with families to provide a full range of family services. This position is responsible for providing children with a developmentally appropriate learning environment in preparation for school success, meeting Head Start performance standards, following the agency policies and procedures, and Child Care Licensing rules and regulations. This position works in a classroom with children ages 3 - 5.

II. Duties, Tasks, and Responsibilities:

Classroom Management

- Develop, post on lesson plan board and implement written lesson plans that utilize adopted curricula, reflect mandated elements, parental and cultural influences, and promote the 5 essential areas of learning: Social and Emotional Development, Approaches to Learning, Language and Literacy, Cognition and General Knowledge, Physical Development and Health and Family and Community Engagement
- Use developmentally appropriate practices to facilitate activities with groups and individuals
- Maintain Classroom Assessment Scoring system (CLASS) scores that meet the minimum threshold put forth by the Office of Head Start
- Include parental involvement in the development of lesson plans
- Adapt curriculum to address and meet individual goals for children as identified in their individualized education plans/individual learning plans
- Individualize one-on-one and group activities to address the unique needs and strengths of all children in the classroom ; including children who are at risk, have special needs, are gifted, are culturally diverse, and/or have experienced early childhood trauma
- Use a variety of intervention strategies to prevent and respond to children's behaviors and teach appropriate social skills
- Use positive guidance with children at all times, following the positive guidance policy
- Develop and implement a consistent and appropriate schedule that includes small and large group experiences, choice time, music and movement, large and small motor activities, skill development, meals, rest time, and effective transitions between activities
- Instruct Assistant Teachers, Center Aides and classroom volunteers in the work to be accomplished in the classroom and on a daily basis direct their work to manage classroom activities
- Integrate all Head Start components into lesson plans and address prevention strategies in health and safety
- Encourage experimentation, exploration, problem solving, cooperation, socialization, and choice-making
- Provide an atmosphere that encourages parental involvement in the classroom
- Work with the center team, coordinators, consultants and appropriate agencies in developing specialized plans for children and families as needed
- Coordinate services for children with Inclusion Specialist and the Early Childhood Special Education/Early Intervention (ECSE/EI) staff and develop a collaborative approach that meets the needs specified on the IFSP
- Assist children with daily self-help skills including toileting and diapering, consistent with program policies and procedures
- Supervise, monitor and count children at all times

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- Respond to crisis or emergency situations that may occur according to program policies and procedures
- Provide first aid &/or CPR, prevent the spread of blood borne pathogens, and access emergency services
- Maintain a safe, clean and sanitary educational environment
- Assist with completion of the Daily, Weekly and Monthly Indoor and Outdoor Health and Safety Checklist
- Work cooperatively with the team to ensure that no child/children is/are left alone
- Work cooperatively with the team to maintain correct teacher/child ratios

Home Visits/Family Services

- Plan and carry out a minimum of two home visits and two conferences during the school year to assess on-going child progress, develop individual child goals and to share educational strategies and information on parenting and school readiness
- Half day TA complete family outcomes assessment and provides recommendations and referrals for relevant community resources
- Half day TA work with assigned families to develop family partnership agreements and set goals
- Half day TA monitor progress on family partnership agreements and follow-up throughout the length of program
- Maintain frequent contact with assigned families via home visits, phone calls, and program/family activities, to promote partnership and regular communication (document two meaningful contacts per month with each family)
- Support families in establishing ongoing relationships with health and dental care providers, help ensure that every child is up to date on well child and dental care, work with families to ensure that needed health, dental and nutrition follow-ups/referrals are completed, support parents in completing required immunizations, provide family education on how to appropriately access medical services and how to advocate for their family in the medical and dental community. Document health referrals and follow-up in ChildPlus
- Collaborate with other NeighborImpact program staff to share case management as needed
- Work with families and community service partners to coordinate family goals and plans, including family IFSP goals
- Document all family contacts in child plus in a timely manner
- Provide individualized information and education in conjunction with a family's interests and needs according to Head Start Performance Standards and prepare and distribute follow-up information requested by the family in a timely manner
- Complete all home visits in the family home, unless there is a safety reason or unsolicited parent request
- Promote family literacy and father/male involvement during home visits and other family contacts
- Work flexible hours to meet the needs of the families
- Ensure that family services are provided in the primary language of the family. Request interpretation and translation services in a timely manner and according to program procedures
- Support families through the transition process implementing the transitioning services policy and procedure

Planning, Preparation and Reporting

- Complete planning and preparation to ensure organized classroom activities that are consistent with lesson plans and adopted curriculums
- Implement Creative Curriculum and TSG to meet program expectations as outlined in the policy
- Assess children 3 times a year using Teaching Strategies GOLD (TSG) online assessment
- Maintain up-to-date records of individual child assessment/outcome data using the TSG reporting system
- Evaluate child data and develop classroom goals in areas needing improvement
- Prepare and submit required reports by deadlines
- Maintain all written and electronic records accurately and ensure consistency with program policies and procedures including; lesson plans, goal task sheets, health, dental, mental health, nutrition, education,

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family contact, family partnership, IFSP (Individualized Family Service Plan), screening reports, anecdotal records, observations, portfolios and required Child Plus records

Recruitment, Enrollment and Attendance

- Provide outreach and recruitment activities to reach Head Start eligible children and families and maintain written records of all activities
- Maintain attendance and input into child plus on a daily basis
- Distribute Head Start applications, and assist families in the completion of applications
- Participate in the orientation of families to the agency policies and program design
- Communicate with families about attendance concerns; assist with development of plans to remedy concerns and follow-up with families as needed to support plans
- Work with program record keeping and reporting staff and the Head Start Advocate to ensure that new children are enrolled within 30 days of a classroom opening

Communications

- Communicate positively and professionally with children, families, staff, community partners and volunteers
- Prepare written communication to families
- Ensure delivery of written/verbal communication to families
- Attend team meetings and collaborate on planning and delivery of services

Meal Service

- Work cooperatively with the team to complete food preparation , table setting, dishwashing and clean up in the kitchen and classroom using approved sanitation methods
- Work cooperatively with the team when cleaning the kitchen and equipment using approved sanitation methods
- Work cooperatively with the team when storing food, food service equipment and supplies in an orderly fashion using approved sanitation methods
- Maintain CACFP paperwork
- Prepare CACFP paperwork for monthly reporting as directed by the Health Services Manager and Center Coordinator

Collaborative Service Delivery

- Participate in regularly scheduled center team meetings to plan for and deliver collaborative services across all components
- Maintain regular communication and collaborate with the Head Start Advocate providing family services for assigned children and families
- Work cooperatively and collaboratively with Assistant Teacher, Center Aide, Content Coordinators, Management team, Consultants, community partners, volunteers and other NeighborImpact staff to plan and deliver services across all program components
- Participate in classroom staffings and individual child staffings as needed. Implement strategies as outlined in Behavior Support Plans

Family Involvement

- Encourage and support families to be involved in all components of the program
- Recruit parents to participate as program/agency volunteers
- Implement strategies to involve fathers/males in the program
- Provide parenting skills information to all families
- Provide information to families on the importance of their role in program governance and encourage families to participate in Parent Center Committee meetings and Policy Council

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Additional Job Responsibilities

- Attend and participate in trainings, staff meetings, program committees, community committees and professional development activities as assigned
- Assist with general maintenance, safety and security of the facility to meet all program and performance standard requirements
- Assist in care for and inventory of all site equipment
- Communicate effectively and frequently with other staff and parents serve as liaison among educational, medical and social services in the community; act as advocate for Head Start families
- Develop and maintain good community relationships and maintain records of community contacts
- Be prompt, dependable, and flexible
- Demonstrate sensitivity, tolerance, and respect for differences among children, families, staff and community partners
- Maintain client and family confidentiality according to agency confidentiality policies and procedures
- Report suspected child abuse following agency reporting policy and procedures
- Work with Center Teams and coordinators to prepare written communications for families, i.e., memos, flyers, newsletters, and referral forms

III. Knowledge, Skills, and Abilities:

- Ability to plan and adapt curriculum to meet the needs of all children including at risk, special needs, gifted, and culturally diverse populations
- Ability to supervise preschool children and ensure a safe learning environment including the ability to monitor, count and respond at all times in classroom, outdoor play areas and on field trips
- Ability to provide guidance and direction to other staff and volunteers when working in the classroom
- Visual ability or corrected vision to oversee the operations of a classroom
- Strong knowledge of human development, family dynamics/issues, and the needs of children
- Knowledge of or ability to learn recommended practices and general principles of behavior interventions
- Excellent communication skills, including good listening skills with children and adults
- Significant ability to problem -solve with families with emotionally-charged family needs and translate those needs into recommendations and relevant community referrals
- Working knowledge of available community resources, Head Start program components, and Head Start Performance Standards
- Strong organizational, record keeping and documentation skills
- Demonstrated ability to complete all job functions and required paperwork in order to meet deadlines and comply with program policies and procedures
- Ability to respond appropriately (both mentally and physically) to an emergency or a crisis situation
- Ability to follow Head Start program “Standards of Conduct” and NeighborImpact “Employee Handbook Section C: Employee Conduct”
- Participate as a constructive, contributing, positive team member
- Ability to build and maintain positive social and emotional interactions with the children, families and coworkers
- Ability to make frequent, significant decisions to assure the health and safety of children
- Ability to use a variety of computer programs
- Ability to follow NeighborImpact’s policies and confidentiality agreement

IV. Qualifications:

- Minimum education required is an Associate’s degree in Early Childhood Education or related field (human development, child and family studies, social work, sociology/psychology, education) with a minimum of 35 college quarter credit hours in Early Childhood Education, Child Development or related classes

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- Diploma and transcripts are required to validate Associate's degree in Early Childhood Education/Related field and to verify ECE/Related coursework
- Must have a minimum of one year experience as a lead teacher (or equivalent) in a preschool classroom (Head Start Preferred)
- Must have one year experience in a social services field, or home visiting experience
- Within 18 months of hire, obtain Family Service Certificate, if hired after 11/6/2016
- Must complete Teaching Strategies GOLD inter-rater reliability within 90 days of hire and maintain throughout employment
- Current or past Head Start parent preferred
- Must be available for a flexible work schedule to accommodate family needs, may include some evening or weekend hours
- Must be able to develop and maintain positive, cooperative, and respectful relationships with staff, family and community members
- Frequent kneeling, stooping, bending, and sitting on the floor to attend to children's needs. This position is rated as active and occasionally requires the individual to lift 50 pounds
- Must be able to ride a school bus with children for assigned periods of time
- Must have an initial health examination, and a periodic re-examination (as recommended by health care provider) so as to assure that employees do not because of communicable diseases, pose a significant risk to the health or safety of others, that cannot be eliminated or reduced by reasonable accommodation.
- Required prior to date of hire and throughout employment:
 - Valid driver's license
 - Proof of current auto insurance
 - Food Handler's Card
 - Current enrollment in the OR Office of Childcare Central Background Registry (CBR)
 - Access to reliable transportation required
- Within 60 days of hire, Pediatric CPR/First Aid certification is required
- Above certifications must be kept current to remain employed

V. Other Position Details:

- The duties outlined in this job description are not all inclusive and additional duties and tasks will be assigned as required
- Fair Labor Standards Classification: **Non-Exempt**
- In accordance with Federal law and U.S. Department of Agriculture policy, NeighborImpact is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call, toll free, (866) 632-9992 (voice). TDD users can contact USDA through local relay or the Federal relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer
- NeighborImpact is an equal opportunity provider and welcomes POC, LGBTQIA2+, neurodiverse, old, young, and everyone in between into our work force
- This position is a mandatory reporter which means requirement to report suspected child and elder abuse following state and agency reporting requirements and policies

VI. Signatures:

Employee Print Name: _____ Date: _____

Employee Signature: _____ Date: _____