

JOB ANNOUNCEMENT

07/07

Community Action Partnership of Madera County

POSITION: ASSOCIATE TEACHER

SALARY: Range 12.0 (10.42 – 12.71)

IMMEDIATE

SUPERVISOR: Center Director; Site Supervisor/Teacher; Master Teacher

SUPERVISES: Volunteers/Instructional Aides (Where Applicable)

DEFINITION: Under the supervision of the Center Director or Site Supervisor/Teacher, provides a center- base educational program for children that meets the Head Start Performance Standards, utilizes developmentally appropriate practices for pre-school or infant/toddler children and complies with Community Care Licensing Regulations.

MAJOR DUTIES & RESPONSIBILITIES:

LEADERSHIP

- Maintains the confidentiality of staff, parent, child, client, community, and agency information included in files, conversations, meetings, correspondence, or any other source.
- Adheres to the CAPMC values.
- Engages in personal and professional development.
- Shares information and knowledge with others.
- Reports suspected child abuse in accordance with CAPMC child abuse procedures.
- Keeps informed of current theories and practices in the field.
- Professional role model for parents, children, community, and co-workers.
- Provides a mentoring relationship with instructional aides, classroom volunteers, and all individuals who volunteer in the classroom.
- Attends pre- and in-service training and other training as required.
- Participates in new staff orientation/mentoring activities.
- Supervises on the job performance of instructional aides, where applicable.
- Participates in staff and center meetings.
- Provides translation support as needed and where applicable.

CHILD DEVELOPMENT/HEALTH SERVICES

- Maintains a safe and sanitary classroom and outdoor environment in accordance with the Head Start Performance Standards and the Department of Social Services licensing regulations.
- Incorporates various cultural experiences reflective of all of the enrolled children

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into the daily classroom setting following the guidelines of bilingual strategies and the Head Start Multi-cultural Principles.

- Provides children with a culturally relevant, developmentally appropriate learning environment which leads to increased social, cognitive, physical, and emotional competence and development.
- In accordance with performance standard 1304.40 (e)(5), makes at least two educational home visits and two parent-staff conferences per year per child to maintain a relationship between parents and the program, to keep abreast of the child's progress, and to obtain parents' input into the child's IPP and the daily curriculum.
- Attends IEP meetings to provide information on the child as needed and where applicable.
- Conducts child screenings within 30 to 45 days of enrollment.
- Follows referral procedures in seeking assistance in meeting child developmental needs.
- Assists children and families in transition to the next level with appropriate activities and transfer of development records.
- Plans and implements developmentally appropriate curriculum which integrates health, safety, nutrition, and mental health issues and concepts.
- Prepares and maintains classroom records and reports required for individual class program compliance.
- Plans and implements an IPP for each child based on on-going assessment of developmental strengths and needs.
- Provides an environment for children that is conducive to learning by requesting adequate and appropriate materials and equipment, setting up an appropriate room arrangement, and ensuring that materials are safe, healthy, and culturally relevant.
- Writes monthly education and daily lesson plans which reflect the goals of the monthly education plans.
- Works with appropriate staff in developing classroom curriculum - establishing classroom rules and setting consistent limits on children's behavior that encourages individual growth and a positive self-image and ensures the safety of children and adults.

FAMILY/COMMUNITY PARTNERSHIP

- Strengthens parents as individuals and as partners by offering guidance and information as parents perform their leadership functions in the family.
- Provides a variety of opportunities to involve parents in the selection of curriculum for the program.
- Involves parents, families, and community volunteers in the activities of the program and supervises volunteer efforts.
- Participates in parent orientation meetings.
- Supports parent activities by providing child care when applicable.
- Involves parent/families in the development of the child's IPP and identify

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activities which parents/families can utilize as educational activities at home.

- Develops good rapport and communication with parents and reinforces the concept that parents are the prime educators of their children.
- Attends parent meetings at the request of the parent group.

PROGRAM SUPPORT

- Attends center staff meetings, educational meetings, and training as required.
- Translates or provides translation as needed.
- Other duties as assigned within the scope of job classification and description.
- Assists staff in finding alternative transportation for families and is willing to provide transportation in an approved company vehicle when necessary.
- Performs Site Supervisor/Teacher, Center Director, or Master Teacher duties in their absence.

OTHER DUTIES

- Adheres to the Americans with Disabilities Act (ADA-1992), which prohibits discriminatory actions toward children and/or adults with disabilities. In particular, children with disabilities are enrolled in the classroom as mandated by Federal Law.
- Strict compliance with universal precautions in the classroom or during home visits and when administering first aid.
- Other duties as assigned

Limits of Authority

- Relative authority to maintain compliance with Head Start Performance Standards and the requirements of Head Start guidelines.
- Maintains close communication with the Center Director to recommend a course of action and to receive directives on priorities.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

KNOWLEDGE OF

- Child Development Programs
- Early Childhood Education.
- Individual differences, learning styles, cultural needs, child development and community needs in setting up and implementing curriculum for the year.

ADDITIONAL RESPONSIBILITIES FOR TEACHERS WORKING WITH INFANTS/TODDLERS

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MUST HAVE KNOWLEDGE OF

- Developmentally and linguistically appropriate practices, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.
- Knowledge that is inclusive of children with disabilities and consistent with their Individualized Family Services Plan (IFSP)
- The ability to provide an environment of acceptance that supports gender, culture, language ethnicity and family composition.
- Provide a daily program of child and adult directed activities.
- The ability to plan for transitions so they occur in a timely and predictable manner according to each child's needs.
- A curriculum that focuses on relationship, respect and responsiveness of child development services.
- Encouraging the development of self awareness, autonomy and self expression.
- Support the development of physical skills by including gross motor skills, such as grasping, pulling, pushing, crawling, walking and climbing.
- Create opportunities for fine motor development that encourages the control and coordination of small specialized motions using the eyes, hand, mouth and feet.
- Provide secure relationships in out-of-home care settings for infant/toddlers by having a limited number of consistent teachers over an extended period of time.

EDUCATION/EXPERIENCE

- High School Diploma;
- 12 units of ECE/CD including Core Courses;
- 3 units of infant/toddler curriculum;
- One year teaching experience;
- Must continue to take classes in ECE or CD

LICENSES OR CERTIFICATES:

- Must have an Associate Teacher Permit
- Must have CPR Certification within 90 days of hire
- Must have First Aid Certification within 90 days of hire

OTHER REQUIREMENTS:

- Must be able to relate with all people of the community regardless of ethnic, racial, or religious background or socio-economic level.
- Must be dedicated to the goals and philosophy of CAPMC's Head Start Program.
- Effective December 8, 2005, must meet the established English fluency requirement for the position with a minimum score of 750.
- Must pass health screening and TB skin test or chest x-ray.
- Must possess emotional maturity, stability, tactfulness, and the ability to provide professional leadership.
- Must have dependable, insured transportation and a valid California Driver's License (mileage to be reimbursed) and acceptable driving record. A DMV printout and proof of insurance will be required.

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- Must complete all background requirements: livescan, acknowledgement of child abuse reporting responsibility, criminal record statement and receive satisfactory clearance from all licensing and investigative authorities. Employment is contingent upon receiving a clearing from appropriate authorities.
- Must use reasonable precautions in the performance of one's duties and adhere to all applicable safety rules and practices; and act in such a manner as to ensure at all times maximum safety to one's self, fellow employees, clients, and children.
- Employment in Head Start Programs is contingent upon approval of the Policy Council/Committee.

GENERAL PHYSICAL REQUIREMENTS

Medium work: exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

PHYSICAL ACTIVITIES

- Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
- Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces. This factor is important if the amount and kind of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
- Stooping: Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.
- Kneeling: Bending legs at the knee to come to a rest on knee or knees.
- Crouching: Bending the body downward and forward by bending leg and spine.
- Crawling: Moving about on hands and knees or hands and feet.
- Reaching: Extending hand(s) and arm(s) in any direction.
- Standing: Particularly for sustained periods of time.
- Walking: Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Pushing: Using upper extremities to exert force in order to draw, drag, haul, or tug objects in a sustained motion.
- Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position to position. This factor is important if it occurs to a considerable degree and requires the substantial use of the upper extremities and back muscles.

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- Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.
- Grasping: Applying pressure to an object with the fingers and palm.
- Feeling: Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin, particularly that of fingertips.
- Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Hearing: Perceiving the nature of sounds at normal speaking levels or without correction. Ability to receive detailed information through oral communication, and make fine discriminations in sound.
- Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

VISUAL ACUITY

The worker is required to have visual acuity to determine the accuracy, neatness, thoroughness of work assigned.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORKING CONDITIONS

- The worker is subject to both environmental conditions: Activities occur inside and outside.
- The worker may be exposed to infectious diseases.
- This position is designated as: Non-Exempt.

APPLICATION PROCEDURES:

Application forms are available at the Community Action Partnership of Madera County, 1225 Gill Ave, Madera, CA 93637, (559) 673-9173, Fresno Migrant Head Start, 4221 W. Sierra Madre, Suite #109 Fresno, CA. 93722 (559) 277-8641, or at www.maderacap.org. **Please submit a copy of transcript or degree with application to be considered for position.**

To build a diverse workforce, CAPMC encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA Employer.