

Family Building Blocks Job Description

Position Title: Early Head Start Support Teacher

Classification: non-exempt, full-time

Time & Salary: 40 hours weekly at \$13.00 per hr.

Reports to: The Early Head Start Education and Training Coordinator

Supervises: This position has no supervisory responsibilities.

Purpose: Family Building Blocks is a private, nonprofit organization that works to break the intergenerational cycle of child abuse and neglect by providing services for high-risk families that have children six weeks to five years old. Our Early Head Start (EHS) Program furthers our goal of building successful and resilient children, strengthening parents, and preserving families through comprehensive and integrated early childhood and family support services.

Job Summary: The Early Head Start Teacher at Family Building Blocks creates and manages an attractive, safe, warm, and challenging learning environment for infants and toddlers; which goes beyond the classroom and into the homes of the families we serve. Home-based and Center-based teachers work to bridge the gap between the home and the classroom; recognizing parents as the child's first teachers and building upon each family's strengths to meet this goal. Teachers incorporate developmentally appropriate learning, care giving, and early intervention activities to meet the needs of the group as well as the individual children and families. They do so in accordance with Head Start Performance Standards.

Essential Job Responsibilities:

The Early Head Start Support Teacher provides direct early childhood developmental education, health, nutrition and social service to children and families in the following ways:

- **Child Development**
 - Fulfill all Lead Teacher classroom responsibilities in the absence of a Lead Teacher
 - Ride the bus daily to assist in the safe transportation of children
 - Assess and meet the needs of all children; including those who are at risk, those with special needs, those who are gifted and those who are culturally diverse.
 - Support child goals and utilize curriculum and lesson plans to promote the social, emotional, physical, and cognitive development of infants and toddlers.
 - Set a consistent schedule, while allowing flexibility to meet individual children's needs.
 - Encourage experimentation, exploration, problem solving, cooperation, socialization, and choice-making.
 - Use appropriate positive child guidance techniques
 - Support each child's social-emotional health by encouraging positive parent-child interaction and modeling positive interactions in the presence of parents.
 - Provide parents with developmentally appropriate activities to foster parent-child attachment and bonding.

- **Environment**
 - Provide an atmosphere that promotes and reinforces volunteer involvement.
 - Be open and responsive to the needs of children and families
 - Set up a safe, inviting, and functional environment that responds to children's' needs

- Respond to crisis or emergency situations that may occur. Provide First Aid or CPR, prevent the spread of blood borne pathogens, and access emergency services as needed.
- **Family Support**
 - Provide families with home visits in the absence of a Lead Teacher
 - Collaborate with Family Advocate to conduct regular educational play groups that are responsive to individual family's needs, interests, goals and learning styles.
 - Work with appropriate agencies in developing specialized planning for children/families as needed.
 - Meet regularly with other Teachers and staff, including the mental health consultant (as needed) regarding each child's status and progress.
- **Other Program Support**
 - Support smooth operations of the classrooms as needed by assisting with coverage during breaks, laundry, food prep, documentation, set up and clean up as needed
 - Enter attendance and other data into the EHS database as needed
 - Update child information and forms as needed
 - Support Lead Teachers in preparing materials for home visits as needed
 - Provide childcare and other support during parent involvement activities
 - Attend meetings, trainings, and appropriate professional development activities.
 - Assure general maintenance, organization, cleanliness, and security of facility.
 - Ensure that all cases of suspected abuse and neglect are reported in accordance with Oregon statutes.

Minimum Qualifications

- Child Development Associate Credential (CDA) or equivalent credential; or a degree in Early Childhood Education (or a related field); or enrolled in an ECE credential or degree program to be completed within one year of hire. Bachelor's degree in Early Childhood Education preferred.
- Minimum of two years experience working in an infant/toddler classroom preferred
- Bilingual English/Spanish preferred
- Experience working with children and families in a social service setting preferred.
- Strong knowledge of human development, family dynamics, and the needs of children.
- Demonstrated ability to supervise infants and toddlers to ensure a safe learning environment in classrooms, outdoor play areas and on field trips.
- Physical ability to move quickly in order to respond to children who are very active and may need restraint or redirection in order to insure their safety or the safety of others in the environment.
- Ability to respond appropriately (both mentally and physically) to an emergency or crisis.
- Committed to engaging and supporting volunteers as an integral part of program services.

Physical Requirements:

Workers can change body position frequently during the course of the workday. In addition, these are the physical demands of the position: **Continuous:** 67-100% - 6-8 hours, **Frequent:** 34-66% - 4-6 hours, **Occasional:** 6-33% - 1-4 hours, **Intermittent:** 1-5% - less than 1 hour.

1. **Sitting** – Occasional: maximum at a time: ½ hour – on children size chairs and at floor level with interruptions. While painting, feeding, rocking; reading, singing/performing other activities, observing children and maintaining required paperwork.

2. **Standing** – Frequent: maximum at a time: ½ hour – on surfaces such as carpet, cement or tile; sometimes on grass. When diapering and overseeing classroom and playground activities.
3. **Walking** –Frequent: maximum at a time: 20 min. – on carpet, cement, tile; sometimes on uneven surfaces such as dirt, grass and/or gravel. While supervising classroom & playground activities and performing home visits.
4. **Reaching/Handling** – Continuous: forward and upward arm extension & wrist movement; use of hands and fingers. When changing diapers/clothes, bathing children, cleaning classroom toys and supplies, handling and interacting with children. Storing/organizing classroom supplies and maintaining required paperwork.
5. **Vision** – Continuous: infrequent use of VDT – working in artificial lighting conditions – Peripheral vision and depth perception. Writing, reading, operating a vehicle, observing classrooms and working with children
6. **Driving** – Occasional: use of feet, hand and eye coordination and related reflexes – usually for short distances. Running errands, attending trainings, visiting families and children, providing transportation for appointments if needed
7. **Bending/Squatting/Kneeling** - Frequent
Twisting – Frequent: knees/waist/neck
Crawling/lying – Frequent: lifting and handling children and performing classroom activities; feeding, playing, reading, interacting with children and cleaning classroom supplies & small tables.

Needs ability to move rapidly from extreme positions, i.e. to sudden standing from the floor.

8. **Pushing/Pulling** – maximum 50 lbs. for short distances
 - 5 to 15 lbs.....Frequent
 - 15 to 40 lbs.....Occasional
 - 40 to 70 lbs.....Intermittent

Pushing/pulling food carts, buggies/ strollers with 4-6 children, and cribs –sometimes during evacuation drills; moving tables, chairs, supplies, classroom & office equipment

9. **Lifting/Carrying** – Sometimes in awkward positions- short distance
 - 5 to 15 lbs.....Continuous Above head 5 to 20 lbs.....Intermittent
 - 15 to 35 lbs.....Frequent With extended arms 15 to 25 lbs.....Intermittent
 - 35 to 50 lbs.....Occasional
 - 50 to 60 lbs.....Intermittent

10. When lifting and handling children, assisting in classroom activities and interacting with children, moving/storing/organizing supplies and carrying training materials. Assistance/special equipment can be provided for heavy items

Employee will come into contact with the following product materials: Bleach disinfecting solution, dish & laundry soap, and miscellaneous office products

Other:

- Oregon Driver's License required.
- No offer of employment in this position is final until the favorable completion of a Oregon Child Care Division Central Background registry, a physical exam, review of an acceptable driving record, negative TB test and a negative drug screening.
- Within 60 days of employment must be Pediatric CPR & First Aid certified, have a current Food Handler's Card, and show proof of having taken a "Recognizing Child Abuse and Neglect," course.

Family Building Blocks believes that each employee makes a significant contribution to our success. This job description in no way implies that these are the only duties to be performed by the employee. At all times,

employees will be required to follow instructions and to perform any other duties upon the request of the supervisor.

Family Building Blocks is an EEO Employer.

Benefits: benefits package starts within 30 days of employment:

- Health Insurance
- Vacation Time
- Sick Leave
- 401K

Closing Date: When filled.

Interested applicants please complete the FBB application found at www.familybuildingblocks.org along with a resume and cover letter to:

Family Building Blocks
c/o Melissa Schlundt, EHS Education Coordinator
1135 NW Edgewater Drive
Salem, Oregon 97304
mschlundt@familybuildingblocks.org
Fax #: 503-485-5004