

## Family Building Blocks Job Description

**Position Title:** Teen Parent Early Childhood Teacher

**Classification:** non-exempt, full-time

**Time & Salary:** 40 hours weekly starting at \$12.00-\$14.00 per hr.

**Reports to:** Teen Parent Early Childhood Site Supervisor.

**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 Teen Parent Early Childhood 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 Teen Parent Early Childhood Teacher at Family Building Blocks creates and manages an attractive, safe, warm, and challenging learning environment for infants, toddlers and preschoolers which goes beyond the classroom by reaching out to the teen parents of the children we serve. 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. Teachers work with, mentor and support volunteers and students in the classroom and other areas of the program as integral partners and depend on them to help achieve the goals of the program.

### **Essential Job Responsibilities:**

Teen Parent Early Childhood teachers provide direct early childhood developmental education, health, nutrition and social services to children and families in the following ways:

- **Child Development**
  - 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.
  - Develop and utilize lesson plans to promote the social, emotional, physical, and cognitive development of infants and toddlers, while reflecting the parental and cultural influences of the family.
  - Establish goals and curriculum that promote individual (and group) educational plans.
  - Set consistent schedule, with enough flexibility that it is developmentally appropriate for the children in your care.

- Encourage experimentation, exploration, problem solving, cooperation, socialization, and choice-making.
  - Ask open-ended questions and listen respectfully to the answers.
  - 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.
    - Contribute to the overall environment by responding to the needs of families and children with patience, warmth, and a sense of calm.
    - Supervise and monitor how children respond to a space
    - 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**
    - Share information on parenting, educational strategies, and child's progress.
    - Apply working knowledge of parent-child interaction, child development, and the signs of child abuse and neglect in order to identify needs and teach positive parenting skills along with non-violent management techniques.
    - Work in partnership with Salem-Keizer School District and appropriate agencies in developing specialized planning for children/families as needed.
    - Meet regularly with parents and other staff regarding each child's status and progress.
    - Maintain familiarity and knowledge of community resources and use these appropriately to meet client needs.
- **Other Program Support**
    - Maintain accurate and timely written records including assessments, special education documentation, screening instruments, anecdotal observations, and documents for parent/teacher conferences, bi-annual reports, and transitioning into Head Start and Kindergarten.
    - Document all parent contact information and maintain child files.
    - Attend meetings, trainings, and appropriate professional development activities.
    - Notify Site Director of any facility maintenance or security concerns.
    - Ensure that all cases of suspected abuse and neglect are reported in accordance with Oregon statutes.

## **Minimum Qualifications**

- Associate's Degree in Early Childhood Education (or related field); or the ability to complete coursework by 2011. Bachelor's degree in Early Childhood Education preferred.

- Minimum of two years experience working in an infant/toddler classroom with ability to adapt curriculum to meet the needs of all children including; at risk, special needs, gifted, and culturally diverse.
- **Bilingual English/Spanish preferred.**
- Experience working with children and families in a social service setting preferred.
- Ability to apply Early Child Development theory in daily classroom activities and adapt to the individual needs of the children.
- 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, including the ability to monitor and respond to events at all times 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. Excellent communication skills, especially good listening skills.
- 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, review of an acceptable driving record, 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;** generous benefits package starts within 30 days of employment:

- Employer paid health and dental insurance
- Paid vacation and sick leave

- Eight paid holidays401K (eligible for discretionary employer match after one year of employment)

Closing Date: When filled.

Interested applicants please complete a Family Building Blocks application form available at [www.familybuildingblocks.org](http://www.familybuildingblocks.org) or by calling 503-566-2132 and forward the application form and a cover letter to the address below. Applicants may attach a resume to the application form but resumes will not be accepted as a substitute for the application form.

Family Building Blocks  
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