



Job Title: Infant & Toddler Group Teacher

Department: Early Head Start

Reports To: Early Head Start Director

Status: Full-Time/ Non-Exempt

Schedule: 40 Hours/Week

Monday-Friday

Mission Statement:

The mission of the Committee for Hispanic Children and Families (CHCF) is to bring a relentless focus on positive child and family outcomes to close the achievement gap and build a better future for children, families, and communities served by the Head Start program.

Job Summary:

The Infant-Toddler Group Teacher is responsible for a classroom of children 0-3 years of age. The Teacher will work collaboratively with his/her partner Teacher to ensure the successful operation of a classroom with a total of 6-8 children. The Teacher, along with families and colleagues, works to achieve meaningful progress of each child along his/her own unique developmental path and toward the Committee for Hispanic Children and Families (CHCF) school readiness goals.

Duties and Responsibilities:

The Teacher will ultimately be evaluated on a combination of skills, dispositions related to the specific service area of this position and others that represent general expectations of all CHCF employees.

Infant-toddler Growth & Development: Uses knowledge of the principles of child growth and development to work with children and communicate with families, internal and external stakeholders.

- Implements a child-centered daily routine, curriculum and learning environment that encourages the development of age-appropriate positive social interactions, active exploration/engagement in learning, and self-motivation (curiosity) to promote development in all domains for children of all abilities.
- Understands the development of self-regulation in infants-toddlers as well as age-appropriate expectations for prosocial behaviors. Creates a nurturing, responsive environment that promotes positive and development of social and emotional competencies. Observes closely and with understanding to determine possible causes of challenging behavior, implementing preventive measures, teaching children new social and communication skills in partnership with families.
- Uses observations of children and anecdotal notes to document children's progress and individualize curriculum
- Creates partnerships with families to establish positive interaction patterns in program, school, and home





PLANNING

Ensures that the written curriculum includes:

- Goals for children’s development and learning;
- The experiences through which children will achieve these goals;
- What staff and parents can do to help children achieve these goals;
- The materials needed to support the implementation of the curriculum towards achieving the stated goals;
- Support the social and emotional development of children.
- Responsible for collaborating with a partner Teacher in the preparation of daily lesson plans. Post them for parents, volunteers and visitors in the classroom
- Will assist in the development of individual plans for each child including goal-setting based on identified needs and prescriptions for objectives and activities to meet established child outcomes.
- Planning and implementing learning experiences that advance the cognitive and physical development of children, including progress toward school readiness goals by developing their language (understanding and increasingly complex use, expanding vocabulary) emergent literacy, print and numeracy awareness, their appreciation of books and their problem-solving abilities.

PROGRAM IMPLEMENTATION

- Follow program curriculum providing ample opportunities for natural play and hands on experiences that reflect the learning styles of individual children in the group.
- Implement developmentally and linguistically appropriate experiences appropriate to age, language and culture of children served.
- Establish and maintain a safe, healthy learning environment.
- Implement experiential learning activities advancing the intellectual and emotional competence of infants and toddlers.
- Provide positive guidance and discipline supporting children as they acquire readiness skills for kindergarten and beyond.
- Implement daily lesson plans in response to children’s needs and interests incorporating observations, anecdotal record keeping, knowledge of early childhood development and the key experiences.
- Implement Individual Family Services Plans (IFSPs) for children with disabilities.
- Provide children with a consistent classroom routine that is responsive to individual infants and toddlers’ needs.
- Provide supervision and ensure the safety and security of children at all times in accordance with Early Head Start and day care licensing requirements.
- Supervise and eat nutritionally prepared meals and/or snacks with the children as a curriculum activity (toddlers and 2’s) to model good nutrition and proper social skills for infants and toddlers.





- Feed all infants on demand.
- Hold all non-mobile infants during feeding.
- Supervise all classroom field trips and outdoor activities.
- Understand regulations associated with prevention of disease and injury, including proper diapering procedures, and the exercise of universal precautions, and the prevention of contamination.

FAMILY PARTNERSHIPS

- Invite parent involvement in the development of the program's curriculum and approach to child development and education.
- Encourage the involvement of the families of the children in an Early Head Start Program and supporting the development of relationships between children and their families.
- Provide opportunities for parents to increase their child observation skills and to share assessments with staff that help plan the learning experiences.
- Encourage parent participation in staff-parent conferences and home visits discussing their child's development and education.
- Establish positive and productive relationships with families focusing on building trust and rapport.
- Work with a partner Teacher to schedule and complete two home visits per year and at least two parent-teacher conferences per year.
- Participate in parent orientation and ongoing parent training as required.
- Identify and refer parents wanting to volunteer in the classroom, work as substitutes or in other volunteer activities to their Family Advocate. Support parent volunteers in the classroom as needed.

COMMUNICATION AND SERVICE COORDINATION

- Share pertinent information with Family Advocate ensuring coordinated services to meet the needs of individual children and families. Participate in case conferences as appropriate.
- Maintain regular contact with parents and complete appropriate documentation (e.g. daily reporting on infant sleep, eating and elimination).
- Forward classroom updates to the Center Director to be included in the monthly newsletter.
- Direct developmental concerns to the Health, Nutrition and Disabilities Coordinator.

RECORD KEEPING AND RECORDING

- Request supplies as needed and participate in classroom/program inventory as requested.
- Gather and maintain individual, family and classroom data for documentation, on-going assessment, evaluation and recording keeping for successful individual and program planning.





ONGOING MONITORING AND SELF-ASSESSMENT

- Conduct daily health checks.
- Assess children on an on-going basis. Gather and organize anecdotal notes into the key goals and objectives and document in GOLD.
- Work with the teaching team to analyze child outcomes on a classroom basis twice yearly, consult with education leadership and make adjustments to curriculum planning and implementation as needed.

SUPERVISION AND HUMAN RESOURCES

- Model appropriate classroom practices.
- Work with the Center Director and partner Teacher to develop and support the individual development plan for assigned volunteers.
- Maintain the plan to meet changing or emergent program requirements within available resources and with minimum sacrifice to quantity or quality of work.
- Participate actively in bi-weekly Team Meetings to reflect on performance, generate solutions and ensure high-quality classroom operations.
- Participate actively in bi-weekly Teacher Meetings.
- Participates in assigned meetings, events and training as required.

Non-Essential Duties:

- Performs any and all other duties as assigned.

Job Specifications:

To perform this job successfully, an individual must be able to carry out each essential duty in a satisfactory manner. The job specifications listed below are representative of the education and experience as well as the knowledge, skill and/or ability (KSAs) required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Requirements:

- Master's degree (preferred)/BA in Early Childhood Education with Birth to 2nd NYS Certification (Initial or Professional) or related field with at least 120 training hours in Infant/Toddler content plus at least 480 hours of experience working with infants and toddlers. Child Development Associate (CDA) Infant & Toddler.
- Physical exam and background checks are required for this position.
- Travel required locally or long-distance up to 10% of the time for work-related meetings and functions.





Knowledge, Skills, & Abilities:

- Ability to interact effectively with people from diverse backgrounds.
- Ability to communicate effectively, verbally and in writing.
- Demonstrated computer literacy skills, using MS Office applications and other basic data systems including internet navigation.
- Must be honest, dependable and able to meet deadlines.
- Self-motivated and able to work independently.

Physical Requirements:

- Ability to sit most of the time with some bending and reaching.
- Ability to stand, walk, and bend periodically.
- Ability to engage in repetitive movement of wrists, hands, and fingers – typing and/or writing.
- Ability to work frequently at close visual range (i.e. preparing and analyzing data and figures, accounting, transcription, computer terminal, extensive reading).
- Ability to receive and respond to oral communication.
- Ability to exert up to 10 pounds of force to lift, carry, push, pull, or otherwise move objects.

Work Environment:

- Work is generally performed in an office environment.
- Noise level in the work environment is moderate to occasionally loud (examples: business office with computers and printers, light to moderate traffic, human voices).
- Standard office equipment generally used includes:
 - Telephone
 - Personal Computer (monitor, keyboard, and mouse) or Tablet
 - Printer/Photocopy Machine
 - Calculator
 - Fax Machine
- May be required to operate a motor vehicle during the course of duties.

Salary Range: \$63,000.00 - \$72,000.00

CHCF offers a comprehensive employee benefits package

CHCF is an equal opportunity employer and is committed to maintaining a work and learning environment free from discrimination based on race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, or disability, as defined and required by state and federal laws.

