

Fort Belknap Early Head Start Program

Fort Belknap Agency

656 Agency Main Street

Harlem, MT. 59526

(406)353-4124

Title: Teacher

Status: Permanent

Department: Education

Location: Ramona King Center (Hays)

Program: Early Head Start

Salary: Not Negotiable

SUPERVISION RECEIVED: Will work under the direct supervision of the Early Head Start Education Manager.

JOB SUMMARY: Be sensitive to children's parents, and coworker's feelings, especially the child, as they have quantities of young thinking. Must be ready to listen to children in order to understand their meanings.

EDUCATION: Have a minimum of a child development associate (CDA) credential or comparable credential, and have equivalent coursework in early childhood development with a focus on infant and toddler development.

General Description of Duties:

Safety:

- Establishing, explain and implement safety rules that are understood and practice by children and adults. Such as pedestrian safety, emergency exists, dialing for help posted and shared with subs, parents and volunteers.
- Implementing safety measures, indoors and outdoors, in the gym, on field trips with materials and equipment.
- Provide a written report on unsafe conditions.

Health:

- Teaching and practice good hygiene habits safeguarding health and safety for everyone and transmit need for efficient functioning to the appropriate staff.
- Checking children daily on arrival for evidence of physical, health or emotional problems and document all findings.
- Sitting down with children during mealtime and teach proper table manners, eating habits, utilizing family style mealtime.
- Teaching lessons on good nutrition VS junk food. Coordinate nutritional snacks with cooks.

- Keeping individual health file for each child to include with height, weight and allergies.
- Planning activities to familiarize children with the various health screening to include physical, dental, vision and hearing.
- Bring your own personal food if needed for special diet and explain to the children why.

LEARNING ENVIRONMENT:

- Selecting and using materials and equipment that stimulate the children.
- Maintaining the classroom, equipment, supplies, playground and resource room in a clean and orderly manner.
- Maintaining a well-arranged and orderly environment.

PHYSICAL:

- Planning and teaching group activities such as games and dances.
- Recognizing and providing for the wide range of individual differences in children's growth and development including disabilities.
- Conduct fire drill twice a month in September and once a month thereafter.

COGNITIVE:

- Providing activities and experiences that will encourage questioning, investigating and problem solving appropriate to the developmental level of the children.
- OBSERVING and recording significant individual or group behavior for lesson planning and individual Family Service Plan (IFSP).
- Familiarize work with the TS gold software and implement TS gold software systems in the classroom for screening and assessment purposes.

COMMUNICATIONS:

- Providing opportunities (lessons) for children to acquire and build their vocabulary skills using songs, finger plays, flannel board stories, puppets, story books, field trips to help the children develop and expand language skills.
- Helping children to acquire and use receptive and expressive language as a means of communicating their thoughts, feelings and understanding of others.

CREATIVE:

- Planning activities that encourage creativity (Art, Music, Drama).
- Encouraging and accepting creative expression feeling and ideas
- Creating an atmosphere of acceptance for creative activities and expression for the children
- Providing materials, activities and experiences that encourage exploring, experimenting and questioning that help children fulfill curiosity, gain mastery and progress toward higher levels of achievement. (Age appropriate activities)

SELF:

- Enhancing each child's understanding of self as an individual and as a member of a group.
- Establishing a relationship of trust with children, families and co-workers.
- Assessing special needs of individual children and referring to Disabilities Manager.
- Demonstrating acceptance to the child by including his/her culture through activities.

- Providing an environment of acceptance in which the child can grow toward a sense of positive identity as a boy or a girl ethnic group, as a member of his or her family, as a competent individual with a place in the community.
- Developing projects that utilize cultural activities in the family and community.
- Teaching children how to use materials correctly such as paintbrushes, scissors, tape books, puzzles, manipulative, etc. and take care of them.

SOCIAL:

- Providing for development of cognitive skills by encouraging each child to organize his/her experience, to understand concepts, develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills to form a foundation for school readiness.
- Ensuring that the program environment help children develop emotional security in social relationships
- Being sensitive to children's moods and able to intercede in a positive manner.
- Creating an atmosphere through example and attitude where it is natural and acceptable to express feelings both positive and negative such as love, sympathy, enthusiasm, pain, frustration, loneliness and anger
- Fostering acceptance and appreciation of cultural variety
- Promote and support children's learning and developmental progress based on the observation and ongoing assessment of each child by planning activities for the children to include opportunities for playing, working together, sharing experiences and responsibilities with adults in spirits of enjoyment and social development

GUIDANCE:

- Knowing and understanding the causes of behavior of children, growth and development
- Establishing and maintaining limits for child behavior, which reflects a positive, tone
- To help children develop self-control and self-direction and must be consistent among all staff
- Helping children develop a sense of independence and acquire the ability to express, understand and control their feelings

FAMILIES:

- Establishing a positive relationship and trust with staff members and parents to facilitate the free flow of information about their children's lives
- Arranging home visits and parent teacher conferences
- Recognizing and utilizing the strengths and talents of parents as they may contribute to the development of their own children. Giving parents every opportunity to participate and enrich the program
- Incorporating the important elements of the multi-cultural: food, language, music, stories, and traditions
- Becoming acquainted with child's home and environment

PROGRAM MANAGEMENT:

- Establishing a daily schedule, which is consistent with the needs of children as well as preparing daily lesson plans based on it
- Encouraging each other, substitutes and volunteers in regulating classroom environment:
FIRMLY, PATIENTLY, REASONABLY UNBIASED
- Maintaining an inventory list and classroom supplies. Ordering material and supplies

- Preparing with the other teacher lesson plans and material lists by Friday prior to weekly lessons, evaluate lesson plans on success and comprehension
- Working cooperatively in planning weekly lessons and hand into Education Manager on Friday

PROFESSIONALISM:

- Arriving to work on time, being dependable and being aware of leave policy. If you are going to be more than 15 minutes late you need to make contact with your center Supervisor immediately. If your center Supervisor is unreachable leave a message and then contact the EHS Secretary second. Work cooperatively with other staff on activities. Sharing ideas and skills with coworkers. Demonstrate respect for all persons and ability to work well with others.
- Attending all training, apply for pell grants, higher education, attend college classes and use own unless no longer have any of them then program may pay depending on budget
- Knowing and adhering to rules, policies, performance standards, and regulations and follow chain of command
- Observing confidentiality in regards to children's files, parent files and staff situations
- Making observations on growth and development of students
- Maintaining a professional attitude toward job duties and program
- Remaining aware of management functions such as requisition procedures and purchase order (P.O.) system
- Attending Head Start activities that are held in the evening or weekend as part of the job.

QUALIFICATIONS:

- Have a minimum of Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development OR be willing to work towards CDA credential within 18 months of hire.
- Obtain a First Aid/CPR card within one month of hire.
- A physical exam submitted with application and TB
- Subject to completed background check
- Provide three (3) letters of reference. References will be contacted
- Knowledge of Head Start and ability to communicate well.
- Ability to work cooperatively with others
- Must be able to lift 25-30 lbs.
- Must never been convicted of a felony consisting of: murder, child abuse or neglect; any crimes against children, including pornography; spousal abuse; crime involving rape or sexual assault; kidnapping; arson; physical assault or battery. Or has never been convicted of a violent misdemeanor committed as an adult against a child, including the following crimes: child abuse, child endangerment, sexual assault, or of a misdemeanor involving child pornography. (*Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858(c)(1)(D) and 42 U.S.C. 9858(f)(h)(1).*)

SPECIAL CONDITIONS:

- Maintain CONFIDENTIALITY at all times except when directed to do so and/or when requested by law
- Comply with the Fort Belknap Community Council Substance abuse prevention
- Must submit to a thorough background check which includes criminal history and work history

- **IMMIGRATION REFORM AND CONTROL ACT:** Requires that all individuals appointed to a position must present proof of employment eligibility. Successful applicant will be asked to produce documentation.

I have read the job description and qualifications listed above and agree to comply with all duties and responsibilities that are required. I understand Fort Belknap Head Start reserved the right to revise this job description as the need arises.

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| Employee Signature: | Date: |
| Director Signature: | Date: |

Updated: 2/13/2020 According to Head Start Performance Standards 1302.91(d)(1) and Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c)(1)(D) and 42 U.S.C. 9858f(h)(1)

Policy Council Approval: X