TITLE: **Teacher Assistant**

QUALIFICATIONS: Valid CDA required or active enrollment in a CDA credential program that will be completed within 2 years or hold an associate or baccalaureate degree (in any area) or active enrollment in a program leading to such a degree. Working knowledge of typical behaviors/expectations of three-four-year-old children. One year of preschool classroom experience preferred.

REPORTS TO: Head Start Early Learning Director or Designee

JOB SUMMARY: To assist Head Teacher in providing Developmentally and Individually Appropriate Practice (DIAP) through an integrated curriculum with daily lessons and activities which reflect mandated State and Head Start performance standards, parental input, cultural diversity and promotes growth and learning for preschool children.

ESSENTIAL FUNCTIONS:

1. Adhere to agency policies and procedures including Head Start Performance Standards and state regulations by maintaining accurate, objective, complete, timely, and well-organized child/family records and exhibiting an understanding by incorporating them into own teaching practice.
2. Assist in setting up and supervising environment (indoor/outdoor) for the children's daily activities.
3. Assist with implementation of intervention plans, health plans and classroom modifications that address unique needs of individual children.
4. Support learning environment through appropriate and positive interactions with children and other staff.
5. Share responsibility in food preparation, meal and snack set up, food ordering, grocery pickup, storing food properly and cleaning up with Head Teacher and Health Nutrition Assistant.
6. Support classroom management by supervising and managing children at all times, maintaining a safe and clean working environment, responding appropriately to crisis and emergency situations, and completing all health and safety documentation as dictated by HCESC Head Start policies and procedures.
7. Assist Head Teacher with observing/recording of each child's strengths/areas to grow within the TS GOLD objectives of each child, utilizing objectives indicated within the lesson plans.
8. Assist/conduct required parent/teacher conferences and home visits as well as the required paperwork mandated by Federal and State regulations.
9. Attend/participate in all meetings (staff, IEP, team meetings), trainings and professional development activities as designated/approved by supervisor.
10. Demonstrate flexible and efficient time management and ability to prioritize workload.

11. Collaborate with colleagues to develop cohesive working relationships within the classroom, district, and agency environments.
12. Assume responsibilities of the Head Teacher in his/her absence.
13. Assist teacher with implementing HCESC lesson plans with fidelity by integrating knowledge of each child's temperament, interests, gender, culture, language, learning approaches, understanding misconceptions, and abilities and by working collaboratively with families and a range of specialists (e.g., medical, dental, speech, nutrition, mental health).
14. Assists teacher with monitoring children's progress per the goals developed by self and other staff and specialists, by observing and documenting children's play, conversations routines, schedules, and work samples through conversations with families.
15. Assists teacher with facilitating transitions to or from Early Head Start Head Start, home and/or other early education and care settings by engaging families, others in the program and members of the community in planning and implementing strategies that ensure successful transitions, including the transfer of child records.
16. Fosters partnerships by sharing information objectively and non-judgmentally and adjusting verbal and written communication strategies for different audiences.
17. Assists teacher with fostering partnerships with families by using conversational interviewing strategies, minimizing the use of interview checklists, respecting, and encouraging the decision-making role of families, and engaging them in goal setting and discussions about their concerns.
18. Promotes a unified approach to sharing child information with families by engaging in joint planning with other classroom staff and specialists to prepare for home visits and other family contacts.
19. Follow School District procedures (e.g., emergency plans, school closings, evacuations)
20. Furthers professional growth by seeking feedback, reflecting on, and assessing own practice, and taking advantage of opportunities to improve skills and knowledge.
21. Supports program improvement efforts by contributing information to the program's planning, evaluation, self-assessment, and other program development efforts.
22. Maintains professional boundaries in relationships with staff and families by distinguishing between others' needs and one's own, guarding against abuse of power and sexual misconduct, and using appropriate language.
23. Ensures family confidentiality by limiting conversations about families and access to their records to those directly involved in providing services to them.
24. Perform other duties as assigned.

TERMS OF EMPLOYMENT:
Shall be appointed to the number of days as determined by the work assignment. Salary to be established by the Board.

EVALUATION:
Teacher Assistant performance will be evaluated in accordance with the provisions of the Board's evaluation policy.

Teacher Assistant

To comply with the American Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified individuals on the basis of disability, it is necessary to specify the physical and mental conditions of the essential job functions. Use these codes to complete this questionnaire:

F - Frequently
O - Occasionally
N - Not at all

PHYSICAL REQUIREMENTS:

Check the physical requirements necessary to perform the essential duties of the position (refer to the most recent job description)

F, O,N	PHYSICAL REQUIREMENT DESCRIPTION
O	**Balancing:** Maintaining body equilibrium to prevent falling when walking, standing, or crouching on narrow, slippery, or erratically moving surfaces
F	**Bending and Stooping:** Bending body downward and forward by bending spine at the waist as required on a daily basis.
N	**Climbing:** Ascending or descending ladders, scaffolding, ramps, poles, and other devises using feet and legs and/or hands and arms. Body agility is emphasized
F	**Climbing Stairs:** Ascending or descending stairs to gain access to a building or to move from one floor to another
O	**Crawling:** Moving about on hands and knees or hands and feet as required on a daily basis.
F	**Light Carrying:** Physically transporting items weighing less than 15 pounds from one location to another
F	**Moderate Carrying:** Items weighing 15 to 44 pounds
O	**Heavy Carrying:** Items weighing 45 pounds and over
F	**Fingering:** Picking, pinching, typing, or otherwise working primarily with fingers rather than with the whole hand or arm
F	**Grasping:** Applying pressure to an object with fingers (including thumb) and palm
F	**Kneeling:** Bending legs at knees to come to rest on one or both knees (1-2 hours per day)
F	**Light Lifting:** Raising objects under 15 pounds from a lower to a higher position or moving objects horizontally from one position to another
F	**Moderate Lifting:** Objects 15 – 44 pounds
O	**Heavy Lifting:** Objects 45 pounds and over
F	**Mobility Requirement:** Enough to be able to get out of own vehicle and walk in and out of school, community environments.

O	**Pulling Hand over Hand:** Using upper extremities to exert force in order to draw, drag, haul, or tug objects in a sustained motion as required on a daily basis.
O	**Pushing:** Using upper extremities to press against something with steady force in order to thrust forward, downward, or upward as required on a daily basis.
F	**Reaching Above Shoulder:** Extending hand(s) and arm(s) in any direction
F	**Repetitive Motion:** Substantial movements of the wrists, hands, and/or fingers for sustained periods of time
F	**Sitting:** Particularly for sustained periods of time
F	**Standing:** as required on a daily basis.
F	**Walking:** Moving about on foot, particularly for long distances as required on a daily basis.
F	**Visual Requirement:** Enough to Able to see and read PC screens; detect color coding, read fine print, and/or normal type size print and long distances.
F	**Hearing Requirement:** Enough to: able to detect specific noises, proper equipment operation; understand what clients are saying in normal conversation
	Other Physical Requirements: Describe:

MENTAL REQUIREMENTS:

Check each of the mental abilities that are required to perform the essential functions of this position. Please comment in the space provided to elaborate or further explain this position's mental capability needs.

F,O,N	MENTAL CAPABILITY REQUIREMENTS
	COMPREHENSION
F	Ability to understand, remember, and apply oral and/or written instructions or other information
F	Ability to understand, remember, and communicate routine, factual information
F	Ability to understand complex problems and to collaborate and explore alternative solutions
F	Ability to understand opposing points of view on highly complex issues and to negotiate and integrate different viewpoints
	ORGANIZATION
F	Ability to organize thoughts and ideas into understandable terminology
F	Ability to organize and prioritize own work schedule on short-term basis (longer than one month)
F	Ability to organize and prioritize work schedules of others on short-term basis
F	Ability to organize and prioritize work schedules of others on long-term basis

	REASONING AND DECISION MAKING
F	Ability to apply common sense in performing job
F	Ability to make decisions which have moderate impact on immediate work unit
F	Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit
F	Ability to make decisions which have significant impact on the department's credibility, operations, and services
	COMMUNICATION
F	Ability to understand and follow basic instructions and guidelines
F	Ability to complete routine forms, use existing form letters and/or conduct routine oral communication
F	Ability to compose letters, outlines, memoranda, and basic reports and/or to orally communicate technical information
F	Ability to communicate with individuals utilizing a telephone; requires ability to hear and speak effectively on phone
F	Ability to express or exchange ideas by means of the spoke word, communicating orally with others accurately, loudly, and quickly
O	Ability to make informal presentations, inside and/or outside the organization. Speaking before groups
O	Ability to compose materials such as detailed reports, work-related manuals, publications of limited scope or impact, etc., and/or to make presentations outside the immediate work area
N	Ability to formulate complex and comprehensive materials such as legal documents, authoritative reports, official publications of major scope and impact, etc., and/or to make formal presentations
	MATHEMATICS
	No mathematical ability is required
F	Ability to count accurately
F	Ability to add, subtract, multiply, divide and to record, balance, and check results for accuracy
F	Ability to compute, analyze, and interpret numerical data for reporting purposes
N	Ability to compute, analyze, and interpret complex statistical data and/or to develop forecasts and computer models
	Additional comments regarding mental capability requirements:

WORK ENVIRONMENT:

Check each of the mental abilities that are required to perform the essential functions of this position. Please comment in the space provided to elaborate or further explain this position's mental capability needs.

F,O,N	**WORK ENVIRONMENT:** On the job the employee:
N	Is exposed to excessive noise. Braille production printers.
N	Is around moving machinery
N	Is exposed to marked changes in temperature and/or humidity
N	Is exposed to dust, fumes, gases, radiation, microwave (circle). Dust, fumes, microwave.
N	Drives motorized equipment
F	Works in confined quarters
	DEVICE OPERATION:
	List all computers, peripherals, and other hardware required to perform this job: Computer, scanner, iPhone
	List all computer software required to perform this job: TSG, Child Plus, Zoom, Teachstone
	List all office machines required to perform this job:
	List all vehicles that must be operated to perform this job:
	List any other machines (including heavy equipment) required to perform this job:
	List all tools involving manipulation that are required to perform this job:

Indicate any additional pertinent information about the requirements for this job that have not been previously addressed on this questionnaire: