

Family Resource Center Job Description

Job Title: Teacher
Department: CSPP
Reports To: Center Director
FLSA Status: NON EXEMPT
Grade Level: 04
Prepared By: Human Resources
Prepared Date: July 2024
Hourly range: \$19.75 to \$24.50

Family Resource Center (FRC) employee responsibilities include becoming familiar with all programs operated by FRC.

GENERAL SUMMARY:

Teachers are responsible for all components of quality early childhood programming. This includes collecting and using data to support early learning and development in the classroom environment, planning and implementing developmentally appropriate curricula for 3-5 year old children, supervising assigned staff, and working effectively and professionally with children, administration/staff, and parents.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned:

PERSONAL AND PROFESSIONAL BEHAVIOR

Assume responsibility for continued professional growth, including maintenance of a valid Child Development Permit at the Associate Teacher level or higher.

Adhere to all FRC personnel policies and procedures on a consistent basis.

Willingness to engage in reflective practice in support of developing inclusive, culturally sensitive child development strategies and the need for incorporating code of ethics into practice.

Maintain excellent work habits (attendance, punctuality, time management, teamwork, communication, etc.).

EARLY CHILDHOOD PROGRAMMING

Demonstrate understanding that children develop and learn in an integrated way, across domains.

Plan experiences that support preschool development and learning in all domains and content areas in collaboration with co-teachers and in alignment with the mission and philosophy of the Center; integrating indoor and outdoor environments.

Plans environment and learning experiences in accordance with goals as stated on Individualized Education Programs (IEP) of children, in consultation with families and service providers.

Communicate with staff and families about the ways in which environments and strategies are designed to promote learning across all domains.

Plans and follows the posted daily schedule to meet regulatory requirements and support the development and learning of children. Daily schedule incorporates a balance of child-initiated play and exploration and adult-facilitated strategies that support learning and development across domains.

Use observations, screenings and Desired Results System to assess and plan intentional curriculum to support the development and learning of each child in daily practice.

Identify need for referrals based on observations, input from staff, request from families, and screening tools. Refer concerns about children to appropriate staff.

Use the Early Childhood Environmental Rating Scale (ECERS) as a tool to evaluate the classroom environment with the goal of achieving a score of five (5) or higher. Use data from the ECERS to inform decision-making and determine how environment can be enhanced.

Oversee day-to-day transitions with sensitivity to each child's responses to separation or transitions. Work with families to support children during transitions.

Health, Safety and Nutrition

Identify signs of child abuse or neglect. Report concerns to supervisor or appropriate staff. Understand and adhere to own role as a mandated reporter. Honor the confidentiality of children, staff, and families.

Model safe behavior; engage children in learning about safety indoors and outdoors. Maintain a safe environment according to Community Care Licensing and Environment Rating Scale standards.

Demonstrate an understanding of one's own role in supervising children using collaborative strategies with other staff such as zoning. Adapt supervision, anticipate, and take necessary steps to prevent barriers to appropriate supervision indoors and outdoors.

Implement healthful practices using universal precautions and following JRLV's Communicable Disease Prevention Plan (washing hands, using latex gloves, changing soiled clothing in a timely manner, following food safety guidelines, regular sanitation and cleaning, etc.).

Engage children in learning about healthy habits including hygiene and nutrition.

Promote and adhere to policies regarding celebrations, foods brought from home, and JRLV's compliance with the Child and Adult Care Food Program guidelines.

Maintain current documentation of individual children's dietary requirements and ensure that families and all relevant staff are updated accordingly.

Conduct daily individual health checks for signs of illness or injury in children. Discuss illness policies with staff, families and children, as developmentally appropriate, and explain their importance explicitly.

Keep accurate emergency information and Incidental Medical Services plans for all children; maintain first aid materials (supplies and instruction manual) accessible to all. Work with families to develop individualized plans for children who require medication.

Maintain current CPR and First Aid Certification.

Know and implement Center's plan for medical and disaster-related emergencies.

Communicate all family updates to the Center Supervisor.

Working with Children, Families and the Community

Use effective, respectful and culturally responsive communication and practices with children, families and staff.

Sensitivity to culture, diversity, and equity; supports the development of an anti-bias environment and the meaningful engagement of families in everyday learning experiences.

Develops concrete strategies and activities to recognize children's efforts, emphasizing the use of appropriate language to acknowledge, encourage and reinforce achievement and success.

Observes and identifies the emotions underlying challenging behaviors and implements strategies designed to address them.

Supports children in expressing their emotions and negotiating conflict, as developmentally appropriate.

Keep parents informed regarding their child's progress on a regular basis through formal conferencing and informal communication.

Maintains confidentiality and ensures privacy in communications about children, families, and staff and colleagues.

Attentively greets family members when they arrive and depart from the program setting, and uses these opportunities to exchange information about the family's child.

Describes the program's philosophy on school readiness and transitions.

Identifies signs that children or families may require support from outside the program, maintains documentation, and initiates closer observation or further inquiry, collaborating with families as appropriate. Responds to requests from families about community resources and is able to refer questions to appropriate staff members.

Support Positive Staff Relations

Maintain confidentiality at all times.

Follows basic conflict-resolution strategies during interactions with staff and colleagues. Refers complex conflict situations to supervisor as appropriate, in a timely manner.

Builds professional relationships with other team members, contributes ideas, participates in staff meetings, in-service trainings and is involved with other team activities.

Work cooperatively with other staff members, including the administrators of the program, accept supervision, and contribute to the effectiveness of the team.

Practices self-assessment and shared reflective dialogue to challenge one's own knowledge base, to evaluate the needs of self and center.

Maintains a plan for one's own professional development. Maintains a professional attitude and loyalty to center and agency at all times.

Share resources and information with co-workers. Maintains a collaborative learning community with colleagues and community partners.

Maintains professional boundaries related to establishing close relationships with staff.

Organizational Tasks

Obtain and rotate materials and supplies needed for educational activities.

Keep all required records current and accurate (meal counts, time sheets, attendance records, portfolios, etc.).

Demonstrate familiarity with all licensing requirements and ensure that all policies and procedures are followed to meet or exceed the standards (ratio count, review of first aid kit, sanitation and handwashing protocols, active supervision/zoning practices, recordkeeping, etc.). .

Maintain evidence collection (observations, work samples, photos, etc..) required for child assessments and children's portfolios.

Demonstrate efficient use of time and materials.

Assist when needed in general housekeeping chores or support in other classrooms.

Complete daily assigned tasks on time to satisfaction of supervisor.

Complete duties as assigned.

QUALIFICATIONS To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

ESSENTIAL REQUIREMENTS:

Prior experience in developing program/curriculum aligned with California Preschool Learning Foundations and Frameworks.

Experience in Early Childhood Education and developmentally appropriate practices.

Considerate and responsive to the needs of children and families.

Able to communicate (verbal and written) in English (other language(s) as appropriate) with staff, children, and families in an effective manner.

PHYSICAL REQUIREMENTS:

Physically capable to respond in a timely manner to the children's needs, emergencies and conflicts that may occur within a child care center environment.

Able to lift and carry at least 30 lbs. from floor to waist.

Physically capable to assist children when needed to ensure their safety in the play area.

Physically able to crouch, squat, sit and stand on the floor (up to 30 minutes) to relate to the children in their environment.

Must have good sensory perception.

Able to handle commotion, high noise levels, and pressures of the Center on a daily basis.

EDUCATION AND EXPERIENCE:

Associate Degree in Early Childhood Education or related field preferred.

California Child Development Teacher Permit preferred. California Child Development Associate Teacher Permit required.

Two years of teaching experience in an early childhood setting preferred.

APPROVAL SIGNATURES:

Department Manager: _____

Date: _____

Executive Director: _____

Date: _____

Human Resources: _____

Date: _____