CAPITAL AREA COMMUNITY SERVICES, INC.
HEAD START & EARLY CHILDHOOD PROGRAMS
MEMO

TO: All CACS Employees, Volunteers, and General Applicants
FROM: Lisa VanNess, Personnel Specialist
DATE: August 17, 2012
RE: Job Posting

Applications are now being accepted for the following positions:

1. **Early Head Start Teacher Assistant**
   Entry level pay is $9.86/hr.
   40 hours a week/52 weeks a year
   A Job Summary is attached

Applications for the above position will be accepted from **8:00 am Monday, August 20, 2012, through 5:00 pm Friday, August 24, 2012, at: 101 East Willow Street, Lansing, Michigan 48906 or you may fax your resume to Lisa VanNess at (517) 372-2671 by the above deadline. You may also email your resume to employment@cacsheadstart.org**

All applicants tentatively selected for this position will be required to submit to a urinalysis to screen for illegal drug use after offered employment.

PLEASE NOTE: C.A.C.S., Inc. – Head Start and Early Childhood Programs is an equal opportunity employer and promotes career advancement opportunities. This is a **simultaneous Internal/External Posting** pursuant to CACS Policies and Procedures.

C.A.C.S. INC. HEAD START & EARLY CHILDHOOD PROGRAMS
JOB DESCRIPTION

Division: **Early Head Start**
Job Title: **Teacher Assistant**
Classification: **Para-Professional**
FLSA: **Non-Exempt**

Job Summary:
Assists the classroom teacher in the planning and carrying out individualized education plans and classroom activities. Performs a variety of duties designed to support each child's social, emotional, intellectual, language, and physical development in a manner appropriate to their age, stage of development, and based in sound infant mental health practices. Assists in the maintenance of a safe a nurturing environment. Maintains confidentiality and accurate records on each child's progress.

I. Job Requirements:

a. Education and/or certification:
   - High school diploma or the equivalent with child development coursework leading to an Infant/Toddler CDA highly preferred.
   - Infant/Toddler CDA certification is required within two years of employment.
   - A minimum of one year of related and progressively more responsible experience in a childcare setting caring for infants and toddlers required.

b. Must undergo and satisfactorily pass at the time of hire and periodically thereafter pursuant to federal and state laws, Head Start Performance Standards, and Agency Policy and Procedures:
   - Criminal History Search
   - Child Abuse and Neglect Central Registry Clearance
   - Physical examination, Tuberculosis (TB) test and drug screen
   - Valid Michigan Operator License or State ID

c. Must possess the ability to:
   - Keep current on professional licenses and certifications as needed.
   - Work on multiple tasks and be able to organize and prioritize tasks efficiently.
   - Properly stoop, bend, lift, climb stairs, and expend moderate physical exertion.

II. Professional Expectations:

a. Maintain professional confidentiality.
b. Attend all required meetings, conferences, trainings, etc.
c. Adapt to a variety of situations.
d. Assist with parent involvement efforts and activities and encourage family participation in the program.
e. Personal appearance is neat and appropriate.
f. Participate in annual Self Assessment and triennial Peer Review process.
g. Maintain personal attendance as defined by Notice of Appointment.
h. Accept responsibility for own words and actions.
i. Respect team, program, families and community members.
j. Work at any site with any staff.
k. Work openly and cooperatively in a team effort approach.
l. Accept responsibility for team performance
   - Actively, willingly and consistently participates in team, parent, and other meetings.
   - Contributes ideas and efforts towards common goals
   - Helps build and maintain positive attitudes, trust and team spirit.

III. Policy requirements:

a. Follow all Head Start Program Performance Standards and all other federal regulations.
b. Follow Michigan Child Care Licensing Regulations and all other state regulations.
c. Adhere to CACS Personnel Policies and Procedures
d. Adhere to CACS Program Manual and Mission Statement.
e. Follow universal precautions.
f. Accept responsibility for generating, documenting, and submitting in-kind to meet program requirements.

Essential Functions (not exhaustive and may be supplanted)

IV. Communication and interpersonal relationship skills expected:

a. Communicate clearly and accurately when writing and speaking, as well as utilizing office and classroom equipment (computer, printer, copier, etc.)
b. Communicate regularly with supervisor regarding any changes in classroom activities, child's status, work schedule, supply and equipment needs or any issues or concerns.
c. Participate in meetings to provide input regarding special concerns about specific children or families and to assist in developing plans to meet those needs.
d. Make at least two home visits and two parent-teacher conferences a year to involve parents in understanding their child's developmental needs and progress, and to identify other child and family needs.
e. Distribute program materials in a timely manner.
f. Follow administrative and supervisory directives, verbal or written.
g. Communicate with the Family Advocate on a regular basis to ensure full enrollment and consistent attendance at all times.
h.
i. Work in a team approach with classroom team, other teachers and support staff to achieve educational goals and to provide high quality comprehensive programming for each child and family.
j. Provide input to the evaluation of the classroom staff when requested.
k. Involve Teacher Assistants in classroom planning to the fullest extent possible.
l. Assist in planning, supporting and executing parent and family events or trainings (Family Activity Nights, FSC trainings, Family Fun Nights, etc.)
m. Prepare and distribute a bi-weekly classroom newsletter for families.

V. Classroom Management and Environment:

a. Prepares and maintains a warm and nurturing environment that is developmentally appropriate to the children in the classroom
b. Engages in developmentally appropriate interactions and responsive care-giving with children including:
    - Maintains regular and consistent attendance in order to provide consistent and regular care to children under care.
    - Use reflective language with children.
    - Minimize directive language with children.
    - Go to children rather than call or pull children to you when interacting with or caring for children.
    - Go to children to speak with them
    - Speak with children on their physical level.
    - Use positive language with children.
    - Use warm and pleasant tone of voice with children.
    - Respond to children's emotions immediately.

- Recognize and respond to children's emotions in supportive ways, (e.g. holding crying children, reflecting feelings, etc.)
- Follow children's leads and cues to determine their needs and desires.
- Offer choices rather than imposing them on children.
- Follow the principles of relationship based, responsive care giving.
- Let the child set the pace of the day and activities.
- Let the child determine what activities they will engage in and when, within the limits of safety (e.g., if a child is uninterested in available activities teacher will provide alternatives the child enjoys).
- Let the child determine when he/she eats (e.g., if a child is hungry provide a nutritious snack even if it is not "time yet".) If a child is not hungry at mealtime, support the child's alternate activity.
- Provides developmentally appropriate challenges for children that doesn't bore or unduly frustrate them.
- Uses developmentally appropriate positive discipline such as: explanation or impact of behavior on others, redirection, substitution, logical consequences, etc.
- Will respond to each child uniquely based on child's individual temperament, mood, physical and emotional needs, and level of development in all areas.

c. Provides consistent and reliable care to infants and toddlers.
d. Assists Teachers in implementing individual learning plans for each child.
e. Maintains a safe and healthy classroom environment. Assures that classroom equipment, furniture, materials, and supplies are properly maintained and stored, and assures that Child Daycare Licensing standards are met.
f. Assists Teachers in implementing daily classroom activities.
g. Attends and participates in scheduled in-service training sessions and staff meetings.
h. Oversees the serving of all meals within the classroom.
i. Completes weekly grocery shopping (organize p.o.'s, check formula, baby food and snack supply, consult with classrooms regarding special items, etc.), take care of groceries, balance p.o.'s and turn in weekly.
j. Clean classroom refrigerator weekly.
k. Order classroom lunches.
l. Attends socialization experiences as assigned and actively participates according to the agenda and objectives of the meeting.
m. Actively supports other departments to meet all Performance Standards of Quality.

VI. Documentation

a. Maintains updated observations and anecdotal notes to document each child's progress.
b. Completes Daily Logs daily to send home with parents.
c. Notifies parents of changes or concerns in child's health, behavior, or development when a Teacher is not present.
d. Documents contacts/incidents involving children/families/staff.
e. Completes and submits all timesheets, reports and other data requests in a timely and accurate manner
f. Develop an ongoing weekly individualization plan for each child based on needs and strengths identified through screening, assessment, and from the input from specialists and parents.

VII. Other

Assist with other duties as defined and/or requested by an Administrator or Supervisor when additional work is necessary to fulfill the obligations of the program.