

HEAD START Floater/Teacher Assistant Job Description

Position Title: HS Floater/Teacher Assistant
Program: Head Start - Ruidoso
Reports to: Education & Disabilities Manager
Contract Days: 158 Days

ESSENTIAL FUNCTIONS

1. Represents REC IX and its programs and its member districts in a positive manner, interacting with the general public and colleagues.
2. Adheres to applicable federal and state law and local policies and regulations for public education entities, including but not limited to 6.60.9 NMAC (Code of Ethics) (for example, IDEA, Department of Health, Head Start Performance Standards, FERPA, HIPAA, NAEYC, Licensing, etc.).
3. Communicates positively and effectively with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of REC IX programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
4. Attendance on a regular basis consistent with the REC IX attendance policy is required. Attendance at mandatory REC IX or program meetings and professional development is required.
5. Promptness is required including being present in the assigned work place at set times and on a daily basis in order to provide consistency and continuity of educational services. Promptness for mandatory REC IX or program meetings and professional development is required.
6. Proficient verbal communication skills and the ability to manage conflict in a civil, professional and courteous manner are required.
7. The ability to demonstrate flexibility in the performance of various job functions is required.
8. Inter-departmental planning and programming collaboration is required and cross-program overflow assistance when needed is required.
9. Maintaining an atmosphere that protects the privacy of confidential of student and personnel records and information is required.
10. Understanding and compliance with the RECIX employee policy manual, technology policy, and R9 tracking system are required.
11. Relieve the lead teacher and/or assistant teacher on a daily basis for planning time, or their lunch break by becoming the assistant teacher in the classrooms.

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12. Assist the teacher in the guidance and facilitation of effective classroom management through: implementing daily lesson plans, individualization, planning and implementing activities, selecting and arranging equipment and materials in the classroom, and all other activities that support positive classroom management.
13. Create a warm, nurturing, safe environment which supports the maximum learning potential for preschool children.
14. Maintain required ratio at all times. Adhere to all safety and supervision of preschool children at all times, including rest time, bathroom time, diaper changing, potty training, and outdoor time.
15. Willingness to change diapers/pull ups and assist with toileting, potty training, and self-help skills.
16. Assist the teacher in the implementation of established curricula in the classroom and outdoor environment.
17. Establish and maintain a safe, healthy learning environment; by assuring that classroom equipment, furniture, materials, and supplies are properly maintained and stored and daily health checks are conducted.
18. Support the social and emotional development of children through positive classroom climate in the implementation of Conscious Discipline.
19. Get down on the child's level when talking to, playing with, or otherwise interacting and engaging with the children both indoors and outdoors.
20. Participate in pre-service training and attend not less than 15 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness. In addition, participate in the development of the annual Professional Development Plan.
21. Act in the teacher's behalf during his/her absence.
22. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit. Maintains a productive, appropriate, and safe transportation environment for all students through a consistent, positive, and disciplined approach to behavior management in the vehicle.
23. Complete necessary documentation/record keeping as required by supervisor and Head Start. Will follow transportation regulations enacted by Head Start and the State and Federal Transportation Boards concerning the health and safety of children.
24. Responsible for safety, well-being, and work output of self and others is a constant job function.

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Qualifications

High School diploma or equivalent. Two years successful work experience in a related field. Requires ability to speak, contain physical ability, write, and read. Knowledge of cleaning supplies and equipment. Must be able to pass a criminal history background check before hiring date, complete an initial health screening and TB test and every two years thereafter. Other qualifications determined necessary by the Head Start Director or Executive Director.

PERFORMANCE RESPONSIBILITIES/WORKER TRAITS

Must be able to adhere to the following responsibility and possess the following traits:

- a. Excellent interpersonal skills
- b. Ability to build rapport with children and families
- c. Ability to work individually and in a team setting
- d. Time management skills and the ability to multi-task project
- e. Commitment to appropriate service provision for children and their families that are delivered in a culturally sensitive manner
- f. Must demonstrate developmentally appropriate behavior management strategies.
- g. Exercise initiative and judgment in performing job
- h. Will demonstrate the following characteristics when interacting with co-workers, children, families, and members of the community: respectful, nurturing, caring, patience, culturally sensitive, creative, team player, and possess a positive, non-threatening attitude.
- i. Ability to understand oral and written instructions
- j. Writing ability used for communication and service records.
- k. Verbal communications to describe, explain, detail, and give instructions
- l. Must demonstrate the ability to work under minimal supervision.

I. SITTING TASKS

- A. Sitting is a frequent requirement 34 - 66% of the time

II. WALKING TASKS

- A. Walking is an occasional but essential requirement up to 33% of the time

III. STANDING TASKS

- A. Standing is an occasional but essential requirement up to 33% of the time

IV. SPRINTING/RUNNING

- A. Sprinting/running is an occasional requirement
Example: in case of emergency

V. FLEXIBILITY

- A. Bending or twisting at the neck is an occasional requirement up to 33% of the time
- B. Bending or twisting at the trunk is an occasional requirement up to 33% of the time
- C. Squatting/stooping/kneeling is an occasional but essential requirement up to 33% of the time
- D. Reaching above the head is an occasional but essential requirement up to 33% of the time
- E. Reaching forward is an occasional but essential requirement up to 33% of the time
- F. Repeating the same hand, arm, or finger motion many times is an occasional requirement up to 33% of the time

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VI. USE OF ARMS AND HANDS

- A. Manual dexterity is a frequent requirement 34 - 66% of the time
- B. Finger dexterity is a frequent requirement 34 - 66% of the time

VII. LIFTING 10 - 25 POUNDS

- A. Lifting 10 - 25 pounds is an occasional but essential requirement
- B. Lifting above the shoulders is a rare requirement
- C. Lifting above the waist is an occasional but essential requirement
- D. Lifting above the knees is a frequent requirement

VIII. LIFTING 26 - 50 POUNDS

- A. Lifting 26 - 50 pounds is an occasional requirement up to 33% of the time
- B. Lifting items above the shoulders is a rare requirement
- C. Lifting items above the waist is an occasional but essential requirement
- D. Lifting items above the knees is a frequent requirement

IX. LIFTING 50 - 75 POUNDS

- A. Lifting over 50 pounds is not a requirement

X. PUSHING AND PULLING

- A. Pushing and pulling 75 pounds and over is not a requirement
- B. Pushing and pulling 50 - 75 pounds is an occasional requirement
- C. Pushing and pulling 25 - 50 pounds is an occasional requirement

XI. USE OF PROTECTIVE EQUIPMENT

- A. Booties, gloves, and other protective equipment may be required as necessary

Job Description Acknowledgement

I have received, reviewed and fully understand the job description for **Head Start Floater & Teacher Assistant**.

I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name_____ Date_____

Employee Signature_____