

Region IX Education Cooperative

Early Head Start Teacher Job Description

Position Title: Early Head Start Teacher
Program: Early Head Start
Reports To: Early Head Start Manager
Work Day: Minimum 7.5 hours daily
Contract Days: 210 days
Classification: Exempt
Salary Schedule: Early Head Start Teacher

ESSENTIAL FUNCTIONS

1. Represents REC 9 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 9 programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
4. Attendance on a regular basis consistent with the REC 9 attendance policy is required. Attendance at mandatory REC 9 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 9 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 student and personnel records and information is required.
10. Understanding and compliance with the REC9 employee policy manual, R9 Head Start/EHS Policy Manual, and the Time Clock system are required. Perform the functions of this position with a strong understanding of the Head Start Performance Standards, Head Start Act, PreK Standards, licensing, and program's Policies and Procedures.
11. Create a warm, nurturing, safe environment which supports the maximum learning potential for infants and toddlers.

Early Head Start Teacher 6.2025

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12. Check emails daily and respond in a timely and professional manner.
13. Maintain a 4:1 ratio at all times. Adhere to all safety and supervision of infants and toddlers at all times, including rest time, diaper changing and potty training, and outdoor time.
14. Change diapers and assist with toileting, potty training, and self-help skills.
15. Responsible for planning and implementing learning experiences on a weekly lesson plan that addresses the HS Early Learning Outcomes Framework, School Readiness Goals, Individual child goals, IFSP goals, and that are developmentally appropriate for the assigned age group.
16. Guide and facilitate 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. Uses feedback given on lesson plans to improve learning experiences, individualization, and implementation of lesson plans with fidelity.
17. Implement established curricula in the classroom and outdoor environment.
18. Get down on the child's level when talking to, playing with, or otherwise interacting and engaging with the children both indoors and outdoors.
19. Maintain comprehensive and ongoing assessment through the established program tool for each child, including daily entry of observations and/or anecdotal records.
20. Demonstrate proficiency in implementing all areas of the program's assessment tool.
21. 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.
22. Follow cleaning and sanitation schedules to maintain a clean and safe learning environment for children both indoors and outdoors. This includes sweeping, mopping, sanitizing tables/furniture/toys, cleaning bathrooms regularly, diaper changing stations (including under the mat), throwing trash regularly, picking up trash outside as needed, organizing the classroom on a daily basis, cleaning & organizing the inside gym area, following the playground checklist as assigned, etc.
23. Support the social and emotional development of children through positive classroom climate in the implementation of Conscious Discipline and other social-emotional curricula.
24. Encourage the involvement of the families of the children in the Early Head Start program and supporting the development of relationships between children and their families. Participates in the PFCE activities, including 90% of the family engagement activities scheduled throughout the year.
25. Schedule and facilitate home visits and parent conferences to discuss the child's individual development and progress, assist the parents in developing observational skills and solicit parent observations. Follow home visit and parent teacher conference guidelines as outlined in the policies and procedures manual, and appropriate forms.
26. Uses Child Plus to data enter case notes, attendance, home visits/parent-teacher conferences, developmental screening results, and any other required documentation.

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27. Participate in Family Style Dining and assist children in the development of social and self-help skills, and sound nutritional practices.
28. Participate in pre-service training and attend not less than 24 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 their annual Professional Development Plan. Complete the ECECD Health & Safety Training within 3 months of hire.
29. Participate in required ECECD and Region 9 trainings to meet professional development hours mandated by the state. Participate in staff meetings and R9 all staff meetings throughout the year as scheduled, and any other professional development pertinent to the job.
30. Participate in monthly staffings with the Family Service Coordinator and other team members as needed to exchange information pertinent to the child and their family.
31. Mentor the floaters, substitutes, and volunteers to use and develop their skills and abilities in planning and carrying out classroom activities.
32. Respond to weekly, monthly, and quarterly on-going monitoring reports and classroom observations in a manner that supports quality improvement.
33. Advocate for children in the classroom who are suspected to have a developmental delay by providing required documentation to the Disabilities Coordinator for referrals of children with suspected disabilities.
34. Participate in attending and implementing children's IFSP (Individualized Family Service Plan) seeking clarification for any aspects that are not well understood. Follow IFSP goals for each service area, and individualize for children receiving services on lesson plans.
35. Advocate for children with behavioral issues or social-emotional needs by collaborating with the Coach to create behavior plans if necessary, or submit a referral for mental health services, or any other actions necessary for the child.
36. Complete and submit required forms and records in a timely and accurate manner e.g., lesson plans, individualized lesson plans, fire drills, inventory, attendance, health related forms, meal counts, etc. Check emails daily and respond in a timely and professional manner.
37. Assist in the transition of children from EHS to Head Start or other early childhood programs in conjunction with the Family Service Coordinator and the family by participating in a transition meeting/staffing prior to a child transitioning to Head Start to discuss child outcomes and other pertinent information about the child and family.
38. Ensures children are actively supervised at all times including in the classroom and bathrooms, during transitions, on the playground, in the cafeteria, and any other time during the school day. Conduct name to face checks accurately, counts the children in and out, and follows all other active supervision procedures. Understands the consequences when a child is left unattended and/or lost when being cared for in our program.
39. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

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Qualifications

Education

A Child Development Certificate (CDC) or Child Development Associate (CDA) is required, or is pursuing a CDC or CDA as outlined in a professional development plan, and can submit transcripts & grades to show progress towards completion. Must have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development. If the applicant does not currently hold a CDA or CDC, they must be willing to obtain one within 1 year of hire and adhere to a professional development plan and timeline of completion.

Experience

Two years successful work experience in early childhood, public schools/institutions of higher education or other agencies in early childhood settings.

Specific Skills

Requires the ability to speak, read, and write effectively in English, as well as the physical capability to perform required job duties. Good written and verbal communication, interpersonal skills, organizational skills, time management, and computer skills. Computer experience in the areas of word, database management, email, spreadsheets, and data collection and analysis is essential.

Personal Characteristics

Must demonstrate dependability, cooperation, loyalty, responsible attitude and behavior. Must demonstrate a willingness to work in a cooperative working environment in a team setting with another teacher. Must be willing to participate in occasional evening events. Must be able to pass a criminal history background check before hire date, complete an initial health screening, and TB test. Other qualifications determined necessary by the Early Head Start Director or Executive Director.

Work Environment and physical demands include, but are not limited to:

Positions involve frequent bending, moving, lifting, and carrying material weighing up to 25-50 pounds; standing up and/or walking up to 15% of each day; exposure to high noise levels and may require the wearing of hearing protection. Physical abilities and sensory perceptions to include normal acuity of hearing, adequate vision, and appropriate oral and written skills are required.

Job Description Acknowledgement

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

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_____

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