



ASSISTANT TEACHER I, II, III

Reports to:	Teacher	Division:	Program Operations
Department:	Child & Family Services Programs	Program:	Head Start
Classification:	Nonexempt	Grade:	I-23, II-24, III-25

The Mission of Tri-Valley Opportunity Council, Inc. is to “Improve the quality of life for people and communities by providing opportunities to meet their needs and realize their potential”.

SUMMARY OF PRIMARY FUNCTION

The Assistant Teacher is responsible for assisting the Teacher and other classroom staff in providing a safe, healthy environment and developmentally appropriate learning opportunities for the young children entrusted to her/him. The Assistant Teacher must consult and cooperate with the parent who has temporarily delegated the responsibility for the care and development of the child. The Assistant Teacher, in the absence of the Teacher, must provide leadership and direction to other staff within the classroom and cooperate with other staff in providing services for the child and their parents.

ESSENTIAL FUNCTIONS

Safety and Sanitation

1. Assists the Teacher in posting and complying with safety, sanitation and other guidelines for serving enrolled children (i.e., Child Care Licensing Standards, Head Start Performance Standards, Tri-Valley policy).
2. Assures that safety and sanitation policies and procedures are followed appropriately.
3. Assures that children are dressed appropriately for the weather and type of play in which they are engaged.
4. Models and encourages appropriate health and safety habits to encourage social competence.
5. Assures that children are supervised at all times.

Physical Arrangement

1. Assists the teacher in the set-up and maintenance of a welcome and appropriate environment.
2. Assists the teacher in the creation of developmentally appropriate and well-defined activity areas in the classroom.
3. Assures sufficient and appropriate materials are displayed in orderly and accessible fashion.
4. Assures indoor and outdoor areas are safe and secure and provides a variety of opportunities for children to explore.
5. Assures physical environment is child-sized.
6. Assists in maintaining current inventory of classroom materials and equipment.

Schedules, Plans and Transitions

1. Assists the teacher in preparing appropriate child lesson plans.
2. Assures schedules, plans, and policies are posted in Spanish and English.
3. Assists the planning and implementation of transition activities to assist children with changes in the environment.
4. Provides predictable routines to help children gain a sense of security.

Individualizing

1. Promotes parent education to reinforce learning and development in the home.
2. Provides consistent care to small groups of children.
3. Assists in assuring completion of education forms.
4. Assists in maintaining and documenting communication with families.

Communication

1. Provides environment that encourages verbal interaction.
2. Talks to children, especially during care-giving routines.
3. Promotes interactions with other children, encouraging use of words.
4. Encourages expression of feelings.
5. Engages in conversation in child’s language of choice as much as possible.

Guidance

1. Encourages problem solving.
2. Provides opportunities for children to become self-assertive.
3. Provides opportunities for children to develop self-help skills.
4. Sets reasonable and appropriate limits and rules for the classroom and explains why.
5. Informs, reminds, and assists children in learning appropriate behavior.

Self-Esteem

1. Provides opportunities for children to solve problems on their own.
2. Uses daily routines to help children master skills and feel competent.
3. Provides children with culturally relevant and meaningful activities.
4. Supports and encourages children's natural curiosity about people and objects in their world.
5. Provides secure relationships and opportunities for children to actively explore the world.
6. Spends individual time with each child every day.
7. Ensures that every child in the program is represented visually.

Interest Areas

1. Provides materials and opportunities that reflect diversity.
2. Uses real and meaningful pictures to decorate interest areas.
3. Organizes and displays materials on low shelves so children have access to them.
4. Provides materials that engage all of the child's senses.
5. Provides a variety of materials and rotates to peak children's interests.

Miscellaneous

1. Performs other duties and takes on additional responsibilities as directed by supervisor.

ESSENTIAL COMPETENCIES, SKILLS AND ABILITIES

1. Regularly attends work on time as scheduled. Contacts supervisor/designee when delayed, sick or otherwise unable to be at work as scheduled, as defined by direct supervisor.
2. Is knowledgeable of and complies with Tri-Valley and program policies and procedures and applicable laws and regulations.
3. Displays a positive, professional and respectful demeanor at all times toward employees, peers, professional contacts, parents and clients served, maintaining a professional appearance and positive company image.
4. Conducts self in respectful, cooperative manner when interacting with clients, co-workers and others, and constructively represents Tri-Valley and its programs.
5. Maintains a professional appearance and provides a positive company image within Tri-Valley, customer base and the public.
6. Promotes positive employee interaction, maintains open communication with other programs/departments at Tri-Valley to maintain a high level of knowledge regarding Tri-Valley's programs, goals and philosophy.
7. Respects the privacy of others by appropriately utilizing and protecting confidential or otherwise privileged information.
8. Ability to work independently, with minimal supervision, as well as work within a team environment. Demonstrates teamwork by cooperating with and assisting co-workers as needed.
9. Ability to follow through to completion with strong attention to detail.
10. Seeks clarification, asks questions when uncertain of position or task expectations.
11. Participates in learning experiences for personal growth and professional development to enhance professional skills and job satisfaction.
12. Participates in program meetings as directed and maintains informed as needed to work effectively.
13. Analyzes and/or reports problems in area of responsibility as they occur and determines/implements solutions as appropriate.
14. Ability to organize and prioritize work, identifying what needs to be completed and ensures the completion in a timely manner.
15. Must be able to handle diverse work problems on a daily basis. Requires ability to set priorities and work schedule, yet adjust to changes necessitated by last minute assignments and deadline requests that may prove stressful.
16. Must relate and interact with people at all levels of the agency and in a culturally diverse environment.

MINIMUM REQUIREMENTS

Assistant Teacher I

- MN License as a family or group child care provider and 2080 hours of early childhood experience and 8 semester credits in Child Development or Early Childhood Education, or
- High School diploma or GED with 2080 hours of early childhood experience and 8 semester credits in Child Development or Early Childhood.

Assistant Teacher II

- 2 years of full-time post secondary education (minimum of 48 semester credits) with 1040 hours of early childhood experience; or
- Certificate as a Child Development Assistant and 520 hours of early childhood experience; or

- Diploma from the Association Montessori Internationale and 520 hours of early childhood experience and 2 semester credits in Child Development or Early Childhood Education.

Assistant Teacher III

Bachelor Degree in any field with 6 semester credits in Child Development or Early Childhood Education.

PREFERRED REQUIREMENTS

1. Ability to communicate fluently in Spanish and English, verbally and in writing.
2. Familiar with Mexican/American, Migrant families cultures and lifestyles.
3. Proof of valid driver's license and current/adequate vehicle insurance coverage.

PHYSICAL DEMANDS / WORK CONDITIONS

1. Requires sitting, standing, bending, stooping and reaching with manual dexterity sufficient to operate standard office machines such as computers, fax machines, calculators, copy machines, telephone and other office equipment. May require lifting up to 40 pounds. Requires normal range of hearing and vision.
2. Requires the ability to travel by car, bus, train, air or other means of transportation as needed, providing own transportation as required.
3. Requires flexible schedule including days, nights and weekends as needed to accommodate program needs.
4. Frequently lifts, carries or otherwise moves objects weighing up to 40 pounds, including but not limited to children, desks, toys, carts, and center furniture.
5. Bends, stoops, squats, kneels, crouches, sits on floor on a regular basis.

ACKNOWLEDGEMENT

1. This position description does not constitute a contract for employment.
2. Contents of this position description reflect the responsibilities, duties, and requirements at this time. Tri-Valley Opportunity Council, Inc. has the right to make changes at any time due to corporation and/or program needs.

I have read this position description, and understand the essential functions, minimum requirements and expectations of the position. I have had the opportunity to ask questions and attest that I can perform the essential functions of the position with or without reasonable accommodations.

Employee Name (print) _____

Employee Signature _____ Date _____