

I, _____, certify that I have read and understand the Qualifications and Functions of this Position Description.

Signature

Date

**Position Description
Choanoke Area Development Association**

Position	CARES ACT HS/EHS Child Development Floater (Temporary Position- Part-time)	Date:	February 2021
Overtime Status	Non – Exempt	Grade:	1
Salary Range		Program Period	March 2021 - May 2021 25 hr. Weekly
Site Location	Assigned Center		
Department	Head Start/Early Head Start		
Reports to	Center Manager/Lead Teacher II /Family Services Site Manger		

NOTE: The CARES ACT HS/EHS Child Development Floater is not intended to be a long term position but will end when CARES ACT funds are no longer available to support the position. It is expected that this position will end May 2021 unless availability of CARES ACT funds changes, or the transmission of COVID-19 is considered to be contained.

Qualifications:

Some experience in working with infant toddler children/ pre – school children in a nursery school, kindergarten or day care facility or any other infant toddler / pre-school environment is preferred. Completion of the 12th grade or high school equivalent is required. One of the following is desired: Hold a NC Child Care Credentials I & II or its equivalency. A.A. Degree in Child Development, Child Development Associate Credential (CDA), Early Childhood Associate Degree, CNA. Interest in and some knowledge and understanding of the needs and problems of low income or disadvantaged persons and of the community environment. Ability to read, write, and to communicate effectively. Some knowledge of child growth and development theories and principles, good health practices, is aware of programs to appropriately meet the physical, mental and social needs of children, ability to plan appropriate activities, appropriate use of supplies/ materials and must be able to supervise/ monitor small children. Personal traits of warmth, sensitivity and caring toward children and families are required. Must be willing to travel to other sites as needed. Good judgment and good record keeping are required. Must obtain a Certified Record Check, a valid health certificate from the Health Department, must have or receive training in safety issues (e.g., reducing the risk of Sudden Infant Death Syndrome) and must have a valid

NC driver's license. Person must be fluent in the language spoken by the majority of the families served by the program.

Basic Functions:

Performs early child development education/ early childhood enrichment activities in a classroom setting according to the instructional guidance of the Head Start Performance Standards and under the supervision of the classroom teacher, Center Manager, or Lead Teacher II. Carries out a variety of activities with children in the areas of language, art, science, fine and gross motor, cognitive, nutrition / health/ mental health and other developmental areas as planned by the teacher and other center and program staff and parents. Person will be responsible for assisting with planning, supervising and teaching in a child development program to meet the physical, educational and intellectual needs of the Early Head Start/ Head Start population. Works toward maintaining an environment that will foster the learning and development of children in the group. Good interpersonal and communication skills are needed. Independent judgment and discretion are required in working with the parents. This staff will be stationed at a specific center, but may be required to travel to other sites as often as needed.

Specific Functions:

1. Assist in providing individualized instruction for each child in the group.
2. Maintain classroom to meet all safety and health standards as prescribed by CADA HS/ EHS and North Carolina Day Care Licensing Agency.
3. Administer infant/ toddler screening/ assessments to each assigned child.
4. Compile progress notes for each child and conduct conferences with parents.
5. Maintain weekly and monthly center reports.
6. Help to develop the Daily Lesson Plan with teachers and parents and maintain professional rapport with all.
7. Assist children with toileting needs.
8. Assist with children's Health Checks upon arrival.
9. Learn the proper way to wash hands and change diapers.
10. Supervise children during indoor/outdoor play activities and support emerging communication skills of infants and toddlers by providing daily opportunity for each to interact with each other to express him/her freely.
11. Supervise children closely when loading and unloading the bus, van, etc.
12. Eat with children during meal periods.
13. Help children to dress appropriately for weather conditions.
14. Assist in the EHS and Head Start classrooms and in other areas of monitoring/ supervision, assist with training new infant toddler teachers/ home based specialist, etc.
15. Assumes additional responsibilities as assigned by the center manager.

16. Follows best practices for child development.
17. Refer children needed for evaluation for health, mental health and disabilities.
18. Follow nutrition plans and other specific plans for children.
19. Recruits and recommends applicants to fill vacancies.

20. Assist with the supervision of children during the transportation process.
21. Assume bus monitoring duties of teacher assistant.
22. See that children are safely buckled into seat belts or car seats, and they remain so during the transportation process.
23. CHECK THE BUS THOROUGHLY AFTER EACH TRIP. Look under seats behind seats and all other areas where view is obstructed to make sure all children have exited the bus.

24. Help children to dress appropriately for weather conditions.
25. Accompany teachers or other staff on Home Visits.
26. Assist with the general maintenance of the classroom.
27. Check playground for safety, as assigned, before each play period.
28. Assist with the involvement of parents in the daily education program.
29. Use positive language and guidance in helping children separate from family members.
30. Check the van thoroughly after each trip. Look under seats behind seats and all other areas where view is obstructed to make sure all children have exited the van when traveling to the dentist, etc.
31. Be on constant alert for special medical problems or accidents that may occur with children during transport (diabetes, seizures, and etc.).
32. Deliver program materials to parents (Newsletters, Home Portfolio and etc.).
33. Perform other duties as relates to the overall health, safety and social competence of children in the group.

34. Input data into CHILDPLUS and Teaching Strategies Gold.

Physical Requirement for Child Development Floater

PHYSICAL REQUIREMENTS

- A. Ability to lift/manipulate/move children from the age of birth – 5 years of age weighing up to 50 pounds from one place to another.
- B. Ability to lift/manipulate/move/pull furniture/large toys found in a Head Start or Early Head Start classroom and handle large toys such as trikes, etc on the outside play areas.
- C. Vision sufficiently correctable to permit full performance of all job duties.
- D. Hearing sufficiently correctable to permit full performance of all job duties.
- E. Ability to run, jump, walk, etc. at a swift pace.
- F. Be able go up or down stairs or uneven surfaces.
- G. Wide range of mobility to be able to stoop or squat from a standing position, bend to retrieve a child or item. Carrying a child when necessary.
- H. Sitting from a standing or stooping position.
- I. Physically able to remain outside and interact with children during the entire outside play times.
- J. Floor play- providing developmentally stimulating activities on the floor for children crawling, sliding on their stomachs, rolling over, etc.
- K. Physically able to perform with degree of dexterity such clerical functions as filing, labeling, stapling, data entry and writing.
- L. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires the substantial use of the upper extremities and back muscles.
- M. Sufficient verbal skills, speech and tone of voice (ability to keep an appropriate low tone of voice) for effective interpersonal communication with children, their families, the community and other staff.

