

Position Description

Choanoke Area Development Association

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| Position | Home Based Specialist | Date: | July 2019 |
| Overtime Status | Non-Exempt | Grade: | 2 |
| Salary Range | | | 48 Weeks |
| Site Location | Assigned Center | | |
| Department | Early Head Start | | |
| Reports to | Center Director / EHS Coordinator | | |

Qualifications:

A four year degree in Early Childhood Education or related field; Associate Degree in Early Childhood Education; or Infant/Toddler CDA with some training in public health. CNA I and II is preferred. Knowledge of child growth and development; best health practices; and programs to appropriately meet the physical, mental and social needs of children. Experience as an Infant Toddler Teacher or Lead Infant Toddler Teacher is preferred. Ability to plan appropriate activities, procures supplies and equipment, and supervises a small child development center staff. Good judgment and good record keeping are required. Must have a general knowledge of community agencies and resources, interact effectively with low income families and interpret their needs to these resources, be able to communicate orally and written, handle multiple tasks and have a basic knowledge of typing, operating common office machines, and of data entry. Must obtain a Certified Criminal Record check, a valid health certificate from Health Department, training in health/ safety issues (e.g., reducing the risk of Sudden Infant Death Syndrome), nutrition and a valid NC Drivers License. Person must be fluent in the language spoken by the majority of the families served by the program.

Basic Functions:

Provides adult education in the areas of infant toddler child development, the use of community resources, family partnership agreements/ case management in a home-based/ community setting according to the instructional guidance of the Head Start Performance Standards and under the supervision of the EHS Coordinator, FCP Manager, Center Manager or Lead Teacher II. Implement developmentally appropriate research-based early childhood curricula for the home-based option. Performs infant toddler child development education activities in a home-based/ community setting according to the instructional guidance of the Head Start Performance Standards. Promotes shared responsibility with parents for children's early learning and development, and implements family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. Carries out a variety of activities with parents in the areas of physical, educational and intellectual, nutrition / health/ mental health and other developmental areas as planned by the teacher along with area managers and parents. 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 needed. This person will educate the parents on a variety of activities in the domains listed in the school readiness plan. Good interpersonal and communication skills are needed. Independent judgment and discretion are required in working with the parents.

Specific Functions:

Part I- Education Services

1. Prepare, plan and assist parents to carry out daily indoor and outdoor educational activities including group activities. Help parents provide high quality early learning experiences in language, literacy, and mathematics, social and emotional functioning, approaches to learning, science, physical skills and creative arts.
2. Provide for appropriate learning activities and materials for infants and toddlers in a home-based setting.

Administers infant and toddler assessment test to each assigned child and develops individual lesson plans for infants and toddlers in a home-based setting.
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3. Evaluate cases, determine their needs and compiles progress notes for each child. Make referrals and follow-up.
4. Conducts conferences with parents.
5. Maintains weekly and monthly reports required for home-based reporting. Provides home visits and group socializations that promote secure parent-child relationships
6. Serves in a planning or coordinating capacity for other portions of the Child Development Program including career development, long-range curriculum planning training of staff development.
7. Maintains professional rapport with all Early Head Start Staff members and Early Head Start parents.
8. Makes home visits per school year as needed and records visits on appropriate forms.
 9. Performs related work as assigned including recruiting, maintaining accurate medical, dental, height, weight and growth assessments, conduct vision screening, conduct the hemoglobin or Hematocrit test on each child, actively recruits children according to CADA Recruitment and Enrollment procedures and log data into the CHILDPLUS computer system.
 10. Reports suspected cases of child abuse/ neglect.

Specific Functions:

Part II – Health Services

1. Ensure that all children have an accessible medical home.
2. Ensure that all children have a medical examination
3. Follow-up on all health abnormalities on health assessments, i.e., physicals, immunizations and screening reports.
4. Assist with completing health rosters for screenings/ dental conducted at the center within 45 days of enrollment
5. Complete health / nutrition referrals as needed.
6. Help Early Head Start families arrange and keep prenatal, medical and dental appointments as required.
7. Maintain up to date insurance data for dental/medical treatment.
8. Accompany children to and from dental appointments.
9. Complete NC State immunization report annually
10. Maintain up to date accurate health tracking and follow-up on children.
11. Assist with documenting and completing vision screening, height, weight, and growth assessment on each child.
12. Assist with documenting hemoglobin and Hematocrit screening on each child.

Specific Functions:

Part III – Family/Community Services

1. Encourage and promote family self-sufficiency by providing case management, advocacy, and resource linkage as needed.
2. Complete parent orientation activities.
3. Secure Family Partnership Agreements, enrollment information, assistance plans and other documentation needed on each enrolled family.
4. Make referrals and provide follow-up on each enrolled family as required.
5. Assist parents with parent meetings and the selection of Policy Council representatives.
6. Prepare and submit monthly, weekly, and other reports as required.
7. Report cases of suspected of child abuse / neglect to supervisor.
8. Assist with the planning and implementing male involvement activities.
9. Assist with the development of a Family Community Resource Guide for Head Start/Early Head Start families.
10. Participate in required training and meetings.
11. Assist with organizing and carrying out parent involvement activities and support groups.
12. Transport parents when necessary to meetings, and community service offices.
13. Disseminate surveys, flyers, and newsletters as required.
14. Work in the classroom when substitute staff cannot be secured.
15. Maintain accurate, complete and confidential children/ family records.
16. Maintain professional relationship with parents, school faculty, community service providers, staff, and referral resources agencies.
17. Assist with the development and planning the Annual Family/ Community Resource Fair.
18. Facilitate planned and organized group socialization experiences twice a month.
19. Informs parents of the purpose and results of screenings and assessments.

Integrate efforts to preserve, revitalize, restore, or maintain tribal language for American Indian or Alaska Native children if the program is serving them.

PHYSICAL REQUIREMENTS FOR HOME BASED SPECIALIST

- 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, and go up or down stairs or uneven surfaces at a swift pace.
- F. Sufficient verbal skills, speech and tone of voice (ability to keep an appropriate low tone of voice) for effective interpersonal communication.
- 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, stamping, 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.