

TEACHER ASSISTANT JOB DESCRIPTION

Job Requirements

Minimum requirements are graduation from high school or GED, and some experience working with children of preschool age.

Must be able to do the following:

Communicate effectively, both orally and in writing;

Assist the teacher in planning and implementing activities with children between the ages of three and five years, consistent with the curriculum guide, resources and training provided;

Follow basic principles of early childhood development as defined in the Regina Coeli Child Development Center (RCCDC) written work plan;

Establish and maintain effective, working relationships with children, parents, staff, and program specialists.

Nature of Work

Hours of work and schedule are determined on an annual basis, based upon program needs and availability of funds.

Work involves assisting the teacher in a Head Start preschool setting, which provides a comprehensive program to meet educational, emotional, social, health, nutritional, and psychological needs of children.

Work with the teacher to facilitate activities for all children both indoors and outdoors;

The teacher assistant is supervised in the classroom by the teacher and on a secondary level by the center director.

The teacher will provide input to the director regarding the performance evaluation of the teacher assistant.

The teacher assistant shall receive training and technical assistance from the teacher, the center director, and the program specialists.

Job Duties and Responsibilities

Assists the teacher in planning and maintaining a safe, clean, learning environment and in assuring the well being and safety of the children in his/her care.

Follows the Head Start Program Performance Standards, all RCCDC policies and procedures and RCCDC written work plan.

Exhibits a genuine nurturing, caring attitude to all children.

Maintains a positive, calm attitude and a soft voice, and encourage this attitude and voice in others working in the classroom.

Maintains a cooperative attitude of working together with the teacher, volunteers, parents, and program specialists in planning and implementing activities.

Assists teacher to implement the developmental assessment for each child to determine the child's strengths and areas in which each child may need help.

Plans with and assists the teacher in preparing materials and supplies in advance for activities.

Assists the teacher in maintaining confidential child classroom folders, by collecting monthly samples of children's work.

Assists the teacher in maintaining a confidential assessment binder, consisting of developmental assessments, individual goals, and observations of progress toward meeting goals.

Shares in the development and implementation of written lesson plans with the teacher.

Rides the bus on a rotating basis in the afternoon as assigned by center director to extend learning environment to the bus and assist the bus monitor.

Assists teacher in implementing behavior plans designed by resource teachers and/or mental health specialist.

Assists the teacher in maintaining discipline and supervision of children during all Head Start activities, as defined in the RCCDC Discipline Policy.

Protects all children from physical punishment or verbal abuse by anyone in any program activity, and immediately reports any such incident to the center director or person in charge.

Observes children to detect signs of illness, injury, emotional disturbance, learning disorder, speech problem, or other special needs, and immediately report observations to the teacher for follow up.

Observes children for any suspected or disclosed signs of child abuse or child neglect and immediately report observations to the center director or person in charge, in accordance with the RCCDC Child Abuse/Neglect Reporting Policy and Procedures.

Sits with children during all meal times and eat the same "Type A" lunch as the children to provide a model for good nutritional habits (unless modified meals are prescribed by a physician's statement).

Accompanies teacher on visits to each child's home twice per year as indicated on the planning calendar, to meet parents or guardians and become familiar with the child's family and home environment.

Works cooperatively with the teacher and the classroom family advocate as a team, to encourage the active participation of all parents in the program.

Assists the teacher in entering accurate attendance records into the HSFIS computer program daily.

Becomes familiar with the teacher's written lesson plans, the daily schedule, methods for recording attendance, and all other daily duties of the teacher.

Assumes the teacher's role in leading selected activities during designated parts of the class-day on a periodic basis for training purposes.

Assumes the teacher's full role in the absence of the teacher and supervises the trained volunteer/substitute who will act as the teacher assistant during that period.

Assists the teacher in safeguarding all classroom supplies and equipment.

Attends all training opportunities as provided by RCCDC and all staff meetings called by the center director.

Attends training opportunities provided by other agencies as recommended by center director and program specialists.

Performs any other task deemed necessary by the teacher and/or center director.

Job Classification and Compensation

This position will be assigned to the current pay plan on the basis of education and current credential(s).

This is a non-exempt position, meaning that it is not exempt from the hourly wage and labor laws.

It is understood that the teacher assistant will work the hours assigned by the center director.

Approved by RCCDC Board 2/11/2004
Approved by RCCDC Policy Council 2/17/2004