

# **JOB DESCRIPTION**

**PROGRAM:** Head Start Program  
**JOB TITLE:** Early Head Start (EHS) Teacher Home Visitor Floater  
**PAY GRADE:** HS-7

## **JOB SUMMARY**

Provides full-time support and coverage to the Early Head Start program as determined by the Infant Toddler Services Manager and the Home-based Manager. Job duties will be performed at various locations based on program needs. Provides specific support to a teacher on a temporary basis, or replaces teacher or home visitor during absence or short-term vacancy. Establishes and maintains positive and productive partnerships with pregnant women, infants, toddlers, and their families; collaborates with community partners and Head Start staff. Assures services comply with the Head Start Performance Standards, the Head Start Act, the Maternal Infant Early Childhood Home Visiting Program (MIECHV), and other applicable regulations and laws. Adheres to early learning and family support principles.

## **SUPERVISORY RELATIONSHIPS**

**REPORTS TO:** EHS Supervisor and Home-Based Manager, as assigned

**SUPERVISES:** Teacher Assistant and Volunteers, as assigned

## **ESSENTIAL QUALIFICATIONS**

- Associate degree in Early Childhood Education, Child Development, Child and Family Studies, Social Work, Psychology, Adult Education, or related field with infant/toddler content or a willingness to complete infant/toddler training; or a Child Development Associate (CDA) credential, preferably an Infant/Toddler CDA;
- Minimum of one year of experience working with adults and preschool children; home visiting and infant/toddler experience preferred; and,
- Bilingual English–Spanish desirable.

## **GENERAL REQUIREMENTS**

- Acquire and maintain Parents as Teachers certification;
- Computer training and/or documented proficiency with popular word processing, spreadsheet, and database software; experience with and/or training in Microsoft Office products particularly Word, Excel, and Access are preferred;
- Pennsylvania State Police Criminal History Clearance, Child Abuse Clearance, FBI Clearance, National Sex Offender Registry check prior to hire; and Motor Vehicle Record check;
- Recognizing and Reporting Child Abuse training completed within 90 days of hire;
- Valid driver's license and reliable transportation available daily, with appropriate insurance coverage;
- Current PedFACTS (Pediatric 1<sup>st</sup> Aid) and CPR certification;
- Physical ability to perform essential job functions without health restrictions, including the ability to stand, walk or sit for long periods of time; lift and carry up to thirty pounds; have unrestricted use of the upper and lower body, corrected or uncorrected hearing and vision within normal ranges, and a clear speaking voice; and, other abilities necessary to ensure child safety in the classroom, other group areas, and when in the community, such as, but not limited to, the following:
  - Ability to bend, squat, reach, kneel, and climb stairs;
  - Ability to move from a sitting to standing position quickly, safely, and without difficulty;

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- Ability to chase an eloping child;
- Ability to join the children’s active play including jumping and running indoors and outdoors; and,
- Ability to assist children with diapering, toileting, and change of clothing requiring lifting, bending, and squatting.
- Physical examination prior to hire;
- Tuberculosis test prior to hire;
- Nontraditional work hours, as required, including but not limited to evenings and weekends; and,
- Job-related training, as assigned.

**SPECIFIC DUTIES**

- ❖ In the absence of a teacher or home visitor, perform all job functions and specific duties of the teacher or home visitor, per the job description for each job, depending upon assignment;
- ❖ Work as a team member with a teacher to provide additional support in special circumstances based upon classroom needs; and,
- ❖ In the event of a long-term assignment to the center-based or home-based option, the full EHS Teacher or Home Visitor job description will apply.
- ❖ **Family Engagement**
  - Initiate and maintain collaborative partnerships with parents to establish mutual trust and respect;
  - Maintain individualized Family Partnership agreements; build on any pre-existing family plans; review and revisit with families;
  - Promote parent engagement in program planning, implementation of services, and individualization of services for their children;
  - Communicate and collaborate with partner agencies regularly to assure coordinated services delivery to dual-enrolled families;
  - Encourage and support parent participation in parent meetings, Policy Council, and other parent decision-making and governance functions;
  - Help parents advocate for their children and their families;
  - Provide comprehensive community resource information to families, individualizing to respond to the family’s needs and concerns to the maximum extent possible;
  - Refer families to community agencies/programs; assess accessibility, relevance, and usefulness of assistance received;
  - Transport children and families in agency vehicles to playgroups, health or social services appointments, or program activities, as required; and,
  - Monitor family participation in required program activities, taking appropriate action as needed.
- ❖ **Curriculum and Environment**
  - Build trusting relationships with infants and toddlers to promote secure attachment;
  - Plan and provide materials and experiences that respond to children’s cognitive, motor, social–emotional, self-help, and speech and language goals;
  - Implement individualized curriculum that emerges from screening, observation, and assessment of each child, including Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) goals;
  - Prepare a safe, attractive, clean, multisensory, well-organized environment that reflects children’s developmental levels and learning styles;

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- If appropriate, adapt the environment to meet the needs of children with disabilities or special needs; include every child in experiences and activities; meet IFSP/IEP goals;
  - Engage with child through daily health routines, including diapering and toileting, tooth brushing, and hand washing;
  - Plan and provide nutritious, healthy snacks and meals, following Child and Adult Care Food Program (CACFP) guidelines and document;
  - Provide constant supervision, ensuring the safety of every child;
  - Plan, implement, and document all aspects of designated developmental assessments of children; and,
  - Refer children for rescreening or further evaluation when indicated. monitor services delivery for children eligible for early intervention.
- ❖ **Health Services**
- Assure that each family has a medical/dental “home”;
  - Collaborate with the family to assure the timely delivery of required physical, dental. and mental health services and required immunizations to each child;
  - Monitor family compliance with regulatory health services’ timetables; and,
  - Report to the Health Specialist regarding each child’s health services.
- ❖ **Program Operations**
- Maintain accurate, objective, up-to-date records documenting program, family, and child activities;
  - Report to EHS managers regarding child/family information; recommend and attend team meetings; follow up with families;
  - Assure consistent implementation of program policies, procedures, and practices;
  - Plan emergency procedures maintain emergency information, and initiate emergency action when necessary;
  - Report suspected child abuse or neglect; explain to families the program's legal mandate to report suspected child abuse and neglect;
  - Recruit, schedule, and document parent and community volunteers;
  - Recruit new children and expectant families; and.
  - Support program research studies; implement any identified program improvement strategies.
- ❖ **Professional Development**
- Assume responsibility for ongoing personal professional growth and development;
  - Remain current in best evidence-based practices in Early Childhood Education/Child Development and family support principles and practices;
  - Participate at least annually in training or coursework in early childhood development with an infant/toddler emphasis; and,
  - Attend meetings, trainings, and conferences, as required.
- ❖ Perform all other tasks as assigned.

**REQUIRED KNOWLEDGE, SKILLS, & ABILITIES**

- ❖ Knowledge of the following:
- Head Start Performance Standards, the Head Start Act, MIECHV program regulations and other applicable regulations and early childhood quality standards;
  - Relevant Pennsylvania regulations and their application, especially child abuse and neglect requirements for mandated reporters;
  - Issues facing low-income families, with specific appreciation for the demands placed upon

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- pregnant women, infants, toddlers, and their families;
  - Up-to-date local, regional, state, and national resources available and relevant to low-income pregnant women, infants, toddlers, and their families, and their access and use;
  - Attachment theory and the importance of the parent–child bond as the child’s most significant relationship;
  - Theories, practices, and principles of infant/toddler development, including current and emerging research and its translation into practice;
  - Curriculum planning for positive infant/toddler outcomes, including reporting systems;
  - Individual and group behavior and effective ways of working with both;
  - Adult learning and family support principles and practices;
  - Type, organization, and use of standard office files and record-keeping procedures; and,
  - Microsoft Office Suite, including, but not limited to, Microsoft Word and Outlook components.
- ❖ Skill in the following:
- Working within complex management and services delivery systems collaboratively with other members of the Head Start team;
  - Developing and implementing educational lesson plans for infants and toddlers, including those with disabilities;
  - Providing case management services to EHS families;
  - Helping pregnant women and the parents of infants and toddlers to advocate and make decisions for themselves and their families;
  - Speaking, listening and interviewing using effective oral communication;
  - Communicating effectively in writing, including knowledge of English grammar, spelling and punctuation as they would relate to the production of reports, as well as in communicating with a variety of individuals and groups;
  - Using a keyboard and personal computer; and,
  - Use of recordkeeping and reporting systems, including automated management information systems.
- ❖ Ability to:
- Support parents as the child’s first and most important nurturer and teacher;
  - Encourage positive parent–child interaction and engagement;
  - Work cooperatively with others;
  - Understand and follow oral and/or written instructions, some of which may include multifaceted procedures;
  - Collect, organize, record, and process information quickly and efficiently;
  - Prepare and maintain written records and reports;
  - Be creative, resourceful, and flexible;
  - Motivate, empower and teach adults;
  - Recognize emergencies and areas where action is necessary;
  - Establish and maintain effective, collaborative partnerships with staff, parents, Head Start and grantee staff, and community agencies;
  - Be sensitive to the needs of and effectively communicate with low-income children and families;
  - Demonstrate respect for individuals and groups with varied cultural, racial, ethnic, religious and linguistic identities or backgrounds;
  - Project a positive image of the program and the agency;

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- Work independently of direct supervision; and,
- Maintain confidentiality and a professional demeanor at all times.