

abilities; encourage parental involvement in all classroom activities and events and in program trainings.

- Provide classroom socializations twice a month for approximately 2.5 hours. Develop and use lesson plans which reflect the goals, interests, and cultures of the families involved.
- Work in collaboration with lead education agencies and parents to refer children with suspected disabilities and in coordinating and implementing services for children with identified disabilities.
- Conduct and encourage on-going parent education activities, including parent meetings, parent participation in Policy Council, and other special gatherings.
- Provide parents with guidance on home safety, nutrition, positive discipline, constructive play activities and other related topics.
- Maintain confidential, accurate written and electronic records/database for each child. Submit accurate, timely documentation as required.
- Coordinate parent volunteer schedule assuring adequate parent involvement.
- Monitor and supervise children at all times to ensure safety and appropriateness of activities. This may include home environments, classrooms, playgrounds and field trip destinations.
- Attend and participate in staff and team meetings as required; serve on committees as required.
- Participate in agency activities, including but not limited to annual Self-Assessment State and Federal program reviews, and Program Information Report data collection.
- Adhere to credentialing requirements by attending regular and special training events, degree/certificate programs or completing comparable studies by arrangement with the program administration and in accordance with a professional development plan. Stay abreast of trends in field.
- Participate as part of the team through sharing work ideas, communicating, problem-solving and providing mutual support.
- Model appropriate behavior for children, parents and other staff. Teach positive child guidance techniques, nurturing skills and appropriate limits, as well as effective responses to children's challenging behavior issues.
- Advocate for the MCCC programs in interactions and recruitment efforts with families and community partners.
- Monitor and report child abuse/neglect as a mandated reporter.
- Participate in student recruiting efforts to ensure full enrollment, and maintain participant waiting lists.

Secondary Functions:

- May be asked to translate materials in English and Spanish.
- Assist with breaks, bus monitoring, and other classroom needs as requested, including substituting for teachers.
- Document In-kind activities, services, and/or goods.
- Other duties as required.

Job Scope:

Work is generally recurring with occasional variations from the norm. Job complexities are moderate to high as a result of the varying rates of development of young children and families in crisis. Position operates from established and well known procedures under minimal to moderate daily supervision. Decisions are independent, yet made within the scope of MCCC guidelines and the Federal Head Start Performance Standards. Errors in work can negatively affect a student's development and the reputation of MCCC within the community.

Supervisory Responsibility:

This position is not supervisory in nature.

Interpersonal Contacts:

Contacts are normally made with others both within and outside MCCC. Contacts are made with both own department staff and supervisor as well as other departments or locations. Contacts frequently contain confidential/sensitive information necessitating discretion at all times. Most contacts are face-to-face with a small percentage occurring via the telephone. At least half of the contacts are with children and parents.

Specific Job Skills:

- Strong interpersonal, motivational and communication skills, both verbal and written.
- Knowledge of Federal Early Head Start/Head Start standards and procedures/protocol.
- Knowledge of community resources for children and families; ability to link families to appropriate agencies.
- Knowledge of the principles of child health, safety, and nutrition.
- Knowledge of adult learning principles and family dynamics, and ability to teach or make presentations to groups.
- Knowledge of poverty issues and ability to work with families in crisis.
- Ability to function professionally with proper boundaries, positively and effectively as a team member, working with parents, staff, volunteers, other agency staff and the community.
- Keyboarding skills, computer literacy and familiarity and/or ability to learn/use various applications such as database, word processing, e-mail and internet. Ability to use other office/classroom equipment such as a stereo, phone, copier, calculator and fax machine.
- Ability to perform basic math (add, subtract, multiply and divide).
- Ability to use self-control, independent judgment and make decisions providing a supportive, social/emotional climate for children.
- Ability to maintain confidentiality and use discretion when appropriate.
- Record keeping and organizational skills.

- Ability to communicate with parents face-to-face, via phone, electronically and/or using other appropriate methods.
- Ability to maintain the safety of the environment and children through visual, auditory, and smelling senses; knowledge and ability to implement safe bodily fluid handling practices.
- Ability to maintain a good driving record/insurability in order to keep home visit schedule current.
- Ability to pass and maintain a criminal background check meeting State, Federal &/or local guidelines for working with children.
- Ability to work and communicate with small children at their “close-to-the-ground level,” which may include sitting on the ground, crawling and using child-size chairs.
- Position requires continuous standing, walking, stooping, fingering, talking, hearing, and repetitive motions of hands/wrists/feet. Frequently requires reaching, bending kneeling, grasping and handling. May have to run quickly after children and walk over uneven ground.
- Ability to frequently lift objects and children weighing up to 30 pounds; occasionally lift 50 pounds.
- Ability to effectively communicate with individuals speaking other languages; Bilingual and bi-literate (English/Spanish) preferred and may be required at certain locations.

Education and/or Experience:

- Current Infant/Child CPR and First Aid certifications and Food Handler’s Permit.
- Minimum of a High School Diploma or equivalent with related experience or training in early childhood education and child development is required. Associate’s or Bachelor’s degree in early childhood education, social services or related field of study is preferred.
- Social Services Competency Based Training (SSCBT) certification within three years of employment.
- Working knowledge and experience in child development and early childhood education required.
- Minimum of one year experience working with adults as well as young children, in the age group being served (infants/toddlers and/or preschool) preferred.

Job Conditions:

Includes extensive travel on a daily basis via automobile; seasonal travel in inclement weather. Most work will take place within MCCC participant family homes. Classroom & office work takes place during daytime hours, indoors. Incumbent may be exposed to various childhood health conditions (colds, flu, parasites, etc.) and bodily fluids. Early morning or evening meetings may be required in order to meet the needs of the families' schedules.

First Level Supervisory Approval

Second Level Approval