

JOB DESCRIPTION
Early Head Start Caregiver

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| 1. LIFT Community Action Agency, Inc. | 2. Program: Early Head Start |
| 3. Reports To: EHS/EHS-CC Center Director | 4. Title: Caregiver |
| 5. Grade: Four | 6. Date: October 2021 |
| 7. Approved By: Rebecca Reynolds,
Executive Director  | 8. Status: Non-Exempt |

JOB SUMMARY:

The Early Head Start Caregiver is responsible for the care, well-being, safety and education of a group of four (4) children. The Early Head Start Caregiver creates and manages an attractive, warm and challenging learning environment for infants and toddlers, incorporating appropriate early intervention, learning and care activities which meet the needs of the group as well as those of individual children and families. The EHS Caregiver will implement the curriculum and assess the needs of each individual child, as well as assist each family in following the goals that they have set for themselves. Must have the ability to read, speak and write with proficiency in the English Language. Maintain a safe environment. Maintain regular attendance. This is a Safety Sensitive position.

DUTIES AND RESPONSIBILITIES:

1. Perform activities that ensure the health, safety and progress of each child. Maintain accurate health records on each child. Ensure well-child exams and other health checks are completed in a timely manner.
2. Implement the EHS curriculum and Early Head Start Performance Standards for Early Head Start classrooms. Prepare daily lesson plans in advance that include both indoor and outdoor activities, are individualized and based on the infants/toddlers own needs, interest and schedules; and include multicultural educational materials and activities, family-style meals and other elements, as appropriate. Document volunteer activities and parent communication regarding children's functions and activities.
3. Demonstrate verbally and by role modeling a sound knowledge of good teaching practices and of child growth and development.
4. Organize the classroom according to developmental levels and individual needs of the infant or toddler ensuring; the development of trust and emotional security; opportunities to explore a variety of sensory and motor experiences; opportunities for the development of self-awareness, autonomy, and self-expression; and opportunities for gross and fine motor development. Ensure infant and toddler classrooms are home-like, safe, sanitary, and free of clutter. Organize the toddler classroom in rudimentary learning centers that are well defined, rotating materials routinely to create a stimulating environment.
5. Provide for diaper changing and toilet training functions in the classroom in a safe, sanitary and developmentally appropriate manner.
6. Promote the development of secure relationships with infant/toddlers assigned by assuring primary and continuity of care. Relate to infants and toddlers in a calm, caring, nurturing,

- soothing manner, responding to all cries, babbles and talks, using appropriate child guidance techniques at all times. Stay involved with children at all times during the day.
7. Observe children and record observations in anecdotal records on CC.net, making appropriate referrals; conduct or assist with developmental screenings as assigned; participate in IFSP's (Individualized Family Service Plan) as required.
 8. Acquire and maintain certification to administer developmental tests.
 9. Provide information to parents regarding their children as well as general child development information.
 10. Manage classroom operations, providing training and technical assistance to parents and volunteers as needed; maintain a clean, safe learning environment at all times.
 11. Provide meals and snacks to children according to their age, development and needs. Feed infants according to their home schedule, hold them every time they are fed, and share information about their eating with their parents daily. Begin family style dining with toddlers when they are ready and implement according to program policy and procedures, CACFP (Child and Adult Care Food Program) and Early Head Start Performance Standards.
 12. Involve parents in all aspects of the classroom; greet parents and children pleasantly and appropriately, ensuring a smooth transition into the center, a positive home-center connection and a family partnership; maintain ongoing professional and appropriate communication with parents through a variety of methods and send activities home that parents can do with their children to support the curriculum and the child's learning; encourage parents to become involved in workshops, training and other Head Start/Early Learning Center activities.
 13. Maintain accurate family and health contact logs.
 14. Conduct at least two (2) home visits and two parent conferences with each child's family per year according to the program schedule, policies and procedures. May be conducted in an isolated and/or less than desirable environment/location.
 15. Maintain accurate attendance records, in-kind reports and other record keeping and reports, as required. Participate in program training, monthly staff meetings, and case management meetings. Maintain supplies and submit a list to the Center Director when additional items are needed.
 16. Become knowledgeable of and implement Creative Curriculum for a group of up to four (4) children.
 17. Smoking is not allowed on LIFT Community Action Agency, Inc. property. Additionally, no vulgar language is allowed. Cell phone use will be limited to emergency use only.
 18. Must be able to sit and eat with children at mealtimes sharing the same menu. A physician's statement must be obtained for special dietary needs. Pleasant child-oriented conversation should take place during mealtimes. No sodas, tea or other drinks other than water is allowed to be consumed while children are present.
 19. Maintain an environment that is tolerant and respectful of child and family cultures, values and differences. Assist Non-English speaking families.

20. Complete family orientation information and provide families with information and assistance with community resources.
21. Provide all information requested for program documentation in a timely manner.
22. Report to work at scheduled times and maintain good attendance; perform all duties in a timely and professional manner; participate with a positive attitude and behavior in all program activities; maintain a professional relationship with coworkers.
23. Keep all assigned records accurate and current as appropriate. Keep all records and family information confidential.
24. Continue professional growth by participating in classes, training programs, workshops and conferences as the budget allows. Attend and participate in staff meetings, in-service training, parent meetings and any other trainings, meetings or workshops as deemed necessary by the HS/EHS/EHS-CC Program Director or Executive Director.
25. Become knowledgeable and maintain an understanding and support the philosophies, theories and the mission of Early Head Start/Head Start and LIFT Community Action Agency, Inc.
26. The listed functions, duties and responsibilities do not necessarily include all activities that the incumbent may perform. Nothing herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.
27. Such other duties as may be assigned.

SUPERVISORY RELATIONSHIP:

The Early Head Start Caregiver works under the supervision of the Center Director and exercises no supervision over other employees.

QUALIFICATIONS:

1. Possess:
 - Associate's Degree in Early Childhood education; or
 - Associate's Degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education, with experience teaching preschool age children or
 - Infant/Toddler CDA (Child Development Associate) credential.
2. Obtain and maintain First Aid and Infant/Toddler CRP certification within 90 days of hire.
3. Obtain required criminal record check clearance prior to hire and during employment as required. Must not have pending charges, have entered a plea of guilty or nolo contendere, or have been convicted of; any criminal activity involving violence against a person; child abuse or neglect; possession, sale or distribution of illegal drugs; sexual misconduct; or an act of gross irresponsibility or disregard for the safety of others or a pattern of criminal activity; or required to register pursuant to the Sex Offender Registration Act or any person required to register under the Mary Rippe Violent Crimes Offenders Registration Act.
4. Must provide documentation of physical health examination; obtain an annual health exam and TB screening.
5. Must have reliable transportation, valid driver's license and auto insurance.
6. Possess an understanding of the needs of low-income families and an appreciation for the role of the parents as primary educators of their children.

MENTAL AND PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS:

1. Must demonstrate ability to work effectively with people, possess excellent problem solving, planning, and organizational skills. Be patient, able to resolve conflicts, gentle, kind, creative, resourceful, detail and multi-task orientation with a strong desire to succeed and be able to cope well with stress.
2. Constantly must be able to sit/stand in a stationary position 50% of the time; stoop, bend, walk, talk, hear, use hands to grip, type, reach with hands and arms, occasionally required to stand or walk on uneven surfaces, and climb stairs, run short distances, crawl on floor with children.
3. Frequently must be able to move about inside the center to access classroom and/or office to access file cabinets, office machinery, etc.
4. Frequently must operate a computer and other office productive machinery, such as a calculator, copy machine, and computer printer.
5. Frequently must communicate with staff and others who have inquiries about the program. Must be able to exchange accurate information in these situations.
6. Occasionally must move/carry items weighing up to 30 pounds or more.
7. Frequently must be able to lift at least 30-40 pounds and lift arms above shoulders.
8. Occasionally must spend time daily sitting on the floor with children.
9. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
10. Constantly must visually monitor the behavior, learning, and activities of children.
11. Work in an enclosed facility, classroom and office environment; floors may be vinyl tile or carpeted. May come in contact with childhood diseases and blood on occasion.
12. Occasional home visits are conducted in family homes.

I have read and understand the job description listed above. My questions have been answered. I am fully qualified for this position and can perform the duties as described. I understand that this is not an exhaustive list of all my duties and responsibilities. I understand that Management (and no other) reserves the right to revise this job description as deemed necessary.

LIFT Community Action Agency, Inc. is an Equal Opportunity provider and employer. The functions, qualifications, requirements, and physical demands listed in this job description represent the essential functions of the job, which the employee must be able to perform either with or without reasonable accommodation. As an equal opportunity provider and employer, LCAA will make reasonable accommodations to enable individuals with disabilities to perform their job duties/functions. The listed job functions, duties and responsibilities do not necessarily include all activities that the employee may perform. Nothing herein restricts management's right to assign or reassign duties and responsibilities to this job at any time. This position is Non-Exempt from the provisions of the Fair Labor Standards Act and its amendments.

I certify that I understand and accept the responsibilities and duties of this position.

Employee Signature

Date

Employee Name (Printed)