

DISTRICT SCHOOL BOARD OF PASCO COUNTY

School Related Personnel

JOB DESCRIPTION

Early Head Start (EHS) Lead Caregiver

Department: Early Childhood Programs

Job Code: 6323

FLSA: Exempt Non-Exempt

Salary Schedule: HS + applicable supplement

Reports To: Designated Administrator

Work Days: 230 Days

Board Approved Date: April 21, 2015

Work Hours: 7.5 hrs/day

JOB GOAL: Responsible for leading children toward the fulfillment of their potential for intellectual, social, emotional, physiological growth, and maturation and for assisting families to receive comprehensive services to ensure Head Start performance standards are met. This includes serving as a lead coordinator of assigned program job duties and as a communications liaison between caregivers at the site, site based administration, and the department.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Coordinate and manage a schedule to ensure all employees receive required breaks and lunch, while maintaining child-adult ratios
2. Assist and coordinate duties of non-instructional substitutes and ensure that required timesheet and payroll information are submitted
3. Facilitate team meetings to share pertinent program information
4. Assist with the delivery of services to children and families in accordance with Head Start performance standards to encourage school readiness skills and parent engagement
5. Prepare developmentally appropriate weekly lesson plans that support the child's cognitive, social, emotional, and physical development; and conduct developmental screening and assessments of children to evaluate progress on a regular bases, and document and share results with families
6. Develop and maintain a developmentally appropriate learning environment and routine conducive to effective learning
7. Employ a variety of developmentally appropriate instructional techniques and instructional media in accordance with the curriculum to meet the needs and capabilities of each child and to support children's play and modeling skills
8. Assist children with personal care needs (toileting, diaper changing, feeding, etc.)
9. Promote the importance of a home-school team approach in meeting the educational needs of families and support parents to be the first educators of their child by conducting home visits and parent conferences to develop educational goals with parents
10. Select, develop, prepare, and provide parents with appropriate materials and guidance on home safety, nutrition, effective discipline, constructive play activities, and other related topics
11. Participate in planning and implementation of program activities and functions
12. Model and provide experiences to families to support school readiness goals and promote effective strengths-based parent education, including methods to encourage parents as their child's first teachers
13. Participate in case management and/or the Multi-Tiered System of Supports process to ensure the involvement of professionals needed to provide interventions and address children suspected of having special needs
14. Continue professional growth through an ongoing program of reading, workshops, training, and/or advanced course work
15. Maintain and promptly submit complete and accurate records as required by federal and state guidelines, district policy, and administrative regulations while maintaining confidentiality
16. Ride bus and assist with the supervision and loading/unloading of children
17. Provide coverage and assistance at other Early Head Start sites
18. Perform other duties as assigned.

MINIMUM REQUIREMENTS:

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS & ABILITIES:

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- Ability to relate to and communicate with expectant mothers, infants, toddlers, preschool children, and families in ways that ensure a sense of safety and security
- Ability to travel to a variety of locations and work a fluctuating schedule to meet program requirements
- Ability to communicate effectively with all stakeholders in written and oral form, including electronic media, using positive interpersonal skills
- Ability to prepare and maintain required program records.
- Ability to function as an effective team member with co-workers and the community to build productive, collaborative relationships and to achieve program goals and objectives
- Ability to effectively use technology
- Ability to organize, prioritize, manage and carry out duties efficiently and within established timeframes

EDUCATION, TRAINING & EXPERIENCE:

- Associate's degree in Early Childhood
OR
Associate's degree with a Child Development Associate Credential (CDA) or Child Development Associate Equivalent Credential (CDAE)
OR
Associate's degree and agree to earn a Child Development Associate Credential (CDA) or Child Development Associate Equivalent Credential (CDAE) within two (2) years of employment: An employee must enroll in a CDA/CDAE program within the first year of employment and must complete all requirements for the credential and obtain the certificate by the end of the second year of employment
- At least three (3) years experience working in an Early Head Start or similar program

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Valid Florida driver license and record of safe driving
- Initial health examination that includes screening for tuberculosis

PREFERRED QUALIFICATIONS:

- Satisfactory completion of American Red Cross First Aid and Cardiopulmonary Resuscitation (CPR) course for infants and toddlers
- Bilingual
- Experience working with families in poverty
- Experience working in schools and with social services agencies

Current and former parents or guardians of children served by the Head Start program will receive preference for employment in vacancies for which they apply.

SUPERVISORY RESPONSIBILITY: Not Applicable

PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

<input type="checkbox"/>	Sedentary Work	Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input type="checkbox"/>	Light Work	Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.
<input checked="" type="checkbox"/>	Medium Work	Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work	Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work	Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITY:

(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)

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R	Sitting	Resting with the body supported by the buttocks or thighs.
R	Standing	Assuming an upright position on the feet particularly for sustained periods of time.
R	Walking	Moving about on foot to accomplish tasks, particularly for long distances.
F	Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.
R	Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
F	Bending	Lowering the body forward from the waist.
F	Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
F	Kneeling	Bending legs at knee to come to a rest on knee or knees.
F	Crouching	Bending the body downward and forward by bending leg and spine.
O	Crawling	Moving about on hands and knees or hands and feet
F	Twisting	Moving body from the waist using a turning motion.
R	Reaching	Extending hand(s) and arm(s) in any direction
R	Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward exerting up to 20 pounds of force
R	Pulling	Using upper extremities to drag, haul or tug objects in a sustained motion exerting up to 20 pounds of force.
R	Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles exerting up to 20 pounds of force.
R	Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
R	Grasping	Applying pressure to an object with the fingers and palm.
R	Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips
R	Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers.
R	Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
R	Hearing Acuity	The ability of perceive speech and other environmental sounds at normal loudness levels.
R	Visual Acuity	The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.

WORKING CONDITIONS:

(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position with an "X". Please note that there can be more than one condition.)

<input type="checkbox"/>	Outdoors	The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
<input type="checkbox"/>	Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.
<input checked="" type="checkbox"/>	Indoors and Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	Cold	The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.
<input type="checkbox"/>	Heat	The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	Noise	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.
<input type="checkbox"/>	Vibration	The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	Hazards	The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving

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	mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.
<input type="checkbox"/> Atmospheric Conditions	The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.
<input type="checkbox"/> Oils	The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/> Respirator	The worker is required to wear a respirator.
<input type="checkbox"/> None	The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).
<input checked="" type="checkbox"/> Other	The worker is required to work in families' homes, which could subject them to lack of air conditioning and other family environmental conditions which may effect existing health conditions.

MACHINES, TOOLS, EQUIPMENT:

(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)

General office equipment, including personal computers, fax machines, copiers, telephones, etc.

Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.