SOUTHEAST ALABAMA REGIONAL PLANNING AND DEVELOPMENT COMMISSION (SEARPDC)

JOB DESCRIPTION

Job Title: Teacher's Aide (Auxiliary Teacher)

Department: Head Start/Early Head Start (HS/EHS)

FLSA:

Grade:
Safety Sensitive Job: Yes
Security Sensitive Job: No

Job Description Prepared: November 2021

Note: Statements included in this description are intended to reflect in general the duties and responsibilities of this job and are not to be interpreted as being all-inclusive. The employee may be assigned other duties that are not specifically included.

Relationships

Reports to: Center Director; Pre-K Program Director

Subordinate Staff: None

Internal Contacts: All SEARPDC Departments

External Contacts: Head Start and Early Head Start; Alabama Department of Human Resources (DHR); Local Education Agencies (LEAs); General Public

Job Summary

Under the supervision of the Center Director, the employee performs a range of tasks and duties associated with the effective and efficient delivery of Center educational and other services for students aligned with Head Start and Early Head Start Learning Framework. These tasks and duties include, but are not limited to, preparing lesson plans, file folders, and meal counts, arranging and cleaning classroom, supervising students, assisting Teachers, performing daily student health checks, supporting the social and emotional development of children, assisting with handling discipline in accordance with established policies and procedures, maintaining a safe and healthy student environment, communicating with parents, assisting Teachers in monitoring classroom supply inventory, assisting in maintaining student folders utilizing established procedures,

entering data into computer data bases, cleaning classrooms, and documenting daily checks and monitoring results. Employees in this job attend professional development training programs and workshops. This job is considered safety-sensitive and is subject to a pre-employment background check and random drug screens.

Essential Functions

ESSENTIAL FUNCTIONS: The following list was developed through a job analysis; however, it is not exhaustive and other duties may be required and assigned. A person with a disability which is covered by the Americans with Disabilities Act (ADA) must be able to perform the essential functions of the job unaided or with the assistance of a reasonable accommodation.

ESSENTIAL FUNCTION: Assists Teachers. Employee provides assistance to Teachers in providing safe and effective instruction and interactions with students.

1. Assists Teachers in preparing lesson plans, file folders, and daily meal counts.
2. Supervises students to ensure safety and healthy learning environment.
3. Performs daily student health checks; documents health status into records.
4. Interacts and communicates with students.
5. Prepares meals for students (meals are delivered to Center).
6. Observes and evaluates student's social development
7. Prepares and maintains student records.
8. Integrates Early Head Start components and procedures into classroom functions and activities.
9. Enters student information into system databases.
10. Communicates with student parents.

ESSENTIAL FUNCTION: Classroom Management. Employee assists Teacher in managing classroom conditions and operations.

1. Prepares classroom prior to student arrival.
2. Cleans classroom to ensure a safe learning environment for students and staff.
3. Assists Teacher in monitoring inventory of classroom supplies.
4. Assists Teacher in providing prompt discipline for children in accordance with established policies and procedures.

NON-ESSENTIAL FUNCTION:

Performs other job-related duties as required or assigned.

Knowledge, Skills and Abilities

(*Can be acquired on the job)

1. *Knowledge of early childhood education and child development concepts and methods.
2. *Knowledge of SEARPDC, DHR, and Head Start guidelines, performance standards, regulations, and procedures.
3. *Knowledge of safety rules including accident causation and prevention.
4. *Knowledge of cardio-pulmonary resuscitation (CPR) and First Aid procedures.
5. Knowledge of childcare procedures and practices.
6. Communication skills to effectively communicate internally and externally, both orally and in writing.
7. Verbal skills to effectively communicate with co-workers, supervisors, students, parents, and the general public, over the telephone and in person.
8. Writing skills to develop reports and other materials using correct English, grammar, punctuation, and spelling.
9. Reading skills to understand and interpret state, federal, and SEARPDC directives, procedures, and instructions.
10. Math skills to perform basic mathematical calculations.
11. Physical ability to stand, walk, and move for extended periods in the classroom.
12. Ability to use computers and office productivity software.
13. Ability to document required procedures and interactions.
14. Ability to assist in teaching responsibilities when necessary.
15. Ability to apply positive discipline when required.
16. Ability to assist in developing effective lesson plans and other instructional aides and procedures.
17. Ability to observe and assess young children.
18. Ability to maintain professional attitude.
19. Ability to use a multiline and cellular telephones.
20. Ability to deal with all contacts in a courteous and patient manner.
21. Ability to handle upset or irate individuals.
22. Ability to handle dynamic situations in a calm and courteous manner.
23. Ability to prioritize work projects and multi-task.
24. Ability to organize files and records.
25. Ability to drive.

Minimum Qualifications

1. Possess a high school diploma or GED; prefer post-secondary education in early childhood development or child development.
2. Possess a Child Development Associate (CDA) certificate or be able to acquire this certificate within two (2) years of employment.
3. Possess and be able to maintain certifications in CPR and First Aid.
4. Possess a current and valid driver's license; must be insurable.

5. Ability to work non-standard hours or overtime when required.
6. Ability to pass a pre-employment background check and an initial drug screen.

Physical Demands

The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting moderately heavy items such as record boxes. The work may require specific, but common, physical characteristics and abilities such as above-average agility and dexterity.

Work Environment

The work environment involves everyday risks or discomforts which require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, and residences or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals, etc. The work area is adequately lighted, heated, and ventilated.