



WOOD COUNTY HEAD START®, INC.

INTERNAL JOB POSTING-J69-23

INFANT/TODDLER SUPPORT TEACHER – MARSHFIELD

COVID VACCINATION WILL BE REQUIRED (Exemptions will be considered by HR)

- ◆Primary responsibility is to help the Lead Teacher with the organization and implementation of day to day classroom activities.
- ◆Some training and experience with infants and toddlers required, Child Development Associate (CDA) or Associate degree in Early Childhood Education preferred. We are willing to train the right candidate.
- ◆This position is full-time 40 hours/week, 12 months a year. \$12.46-\$16.30/hour (wage increases expected) depending on training and experience.
- ◆Wood County Head Start promotes further educating our staff with monthly trainings as well as provides a tuition reimbursement option for dedicated staff.
- ◆Benefits include **health insurance, retirement, vacation, personal and sick time.** Wood County Head Start promotes a well-balanced work-to-home aspect with a very flexible work schedule.

To Apply:

The required application packet can be picked up at:
Wood County Head Start, Inc.
1011 8th Street South
Wisconsin Rapids, WI 54494

Email a request for an application: wchs@woodcoheadstart.org

DEADLINE: Open until filled.

An **application** is required and must be received
at the Administrative Office.

An Equal Opportunity Employer

WOOD COUNTY HEAD START, INC.

Position: Infant/Toddler Support Teacher

Reports To: Infant/Toddler Lead Teacher

Status: Hourly

Date: July 2022

Summary: The primary responsibility of the support teacher is to help the Lead Teacher with the organization and implementation of day to day classroom activities. The Support Teacher will function as a member of the classroom educational team. This position is up to 40 hours per week, approximately 12 months a year. Assignment of position location may change during the year based on the needs of the agency.

Essential Duties and Responsibilities: *Other duties may be assigned.*

- ◆ It is the responsibility of every employee to help provide a nurturing, positive and supportive environment for all children by:
 - ◆ Providing positive and soothing interactions.
 - ◆ Guiding children using positive statements. NEVER use ridicule or judgmental or harsh statements.
 - ◆ Any staff member witnessing another staff member exhibiting confrontational behaviors, techniques or statements towards children will be reported immediately to their direct supervisor or members of management.
- ◆ Assume role of teacher when teacher is not available.
- ◆ Assume responsibilities for lesson planning, writing newsletters and completing assessments and parent/teacher conferences when Lead Teacher is gone.
- ◆ Interact with children ensuring a safe environment.
- ◆ Participate in daily and weekly planning of activities.
- ◆ Document daily activity of infants/toddlers on Daily Did's.
- ◆ Manage children's behaviors using Head Start's philosophy and methods of child guidance.
- ◆ Implement small group activities.
- ◆ Collect information on each child by recording anecdotal observations throughout the daily routine
- ◆ Monitor and ensure children's safety during outdoor and indoor play.
- ◆ Create a positive environment at meal times, helping to implement family style meal times.
- ◆ Monitor all children's eating habits during meal times and share with appropriate staff.
- ◆ Assist with children's personal hygiene including brushing teeth, hand washing, and toilet training and diapering.

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- ◆ Assist children at mealtime. (sterilize tables, set with children if developmentally appropriate, ect.)
- ◆ Establish and maintain effective working relations with children, parents, and staff which supports Head Start's philosophy and achieves our mission.

Essential Duties and Responsibilities Continued:

- ◆ Review daily activities and report concerns of children and families to the Lead Teacher.
- ◆ Participate in center cleaning to include bathrooms, classrooms, tables and chairs, vacuum and wash floors, taking out garbage and other cleaning as needed.
- ◆ Clean and maintain storage areas. Monitor supply levels and take inventory.
- ◆ Attend meetings and participates in job-related training sessions as required by the agency as well as complete requirements set forth by the DHHS.
- ◆ Complete required training and continuing education to meet DHSS and DP standards.
- ◆ Comply with agency policy and state law regarding the reporting of suspected child abuse/neglect. Mandatory reporter of suspected child abuse/neglect.
- ◆ Maintain confidentiality regarding information about children, family, and staff.
- ◆ Work cooperatively with all center staff to meet the day to day needs of the center.
- ◆ Work closely with Head Start's nutrition staff to ensure food is properly stored and served in the classrooms, along with maintaining accurate meal counts and production records.
- ◆ Prepare, serve, feed formula, breast milk and other foods on an on demand basis and recording amounts.
- ◆ Complete assigned paperwork daily.
- ◆ Support day to day classroom operations.
- ◆ Attend required meetings and trainings.
- ◆ Understand, interpret and comply with applicable laws, regulations and policies regulating Head Start classroom services, reporting and record keeping.
- ◆ Build relationships with parents/families to be able to provide valuable experiences and services.
- ◆ Flexibility of working irregular or extended working hours.

All employees must report to the HR coordinator any known convictions, pending charges or other offenses of the licensee or child care center employees which could potentially related to the care of children

Education/Knowledge and/or Experience: Associate Degree in Early Childhood is preferred.

Special Employment Requirements: Must pass criminal records check from the Wisconsin Department of Justice, initially and on an annual basis. Complete a background information disclosure form prescribed and provided by Day Care Licensing that affirms that the employee has

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not been convicted or is not the subject of a pending criminal charge. A physical exam and TB screening is required at the time of hire and also is required to be periodically updated as stated in the Personnel Handbook.

Language Skills: Ability to read and comprehend instructions, short correspondence and memos. Ability to write correspondence and effectively present information in one-on-one situations to parents.

Mathematical Skills: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals.

Reasoning Ability: Ability to define problems, collect data, establish facts and draw valid conclusions.

Other Skills and Abilities: Ability to work with diverse personalities and populations. Ability to operate a personal computer. Ability to keep high level of confidentiality. Ability to work as a team. Good listening skills and high level of patience.

Physical Demands: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Frequent walking, standing, sitting on the floor and on small children's chairs is necessary. Sprinting or running and the ability to lift over 50 lbs. is occasionally essential. Frequent squatting, stooping and kneeling as well as the ability to reach forward is also required. Reaching above the head and bending or twisting at the trunk more than the average person is essential occasionally. Bending or twisting at the neck and repeating the same hand, arm or finger motion many times is occasional. Climbing stairs and the ability to drive a car is occasional. Use of arms and hands are needed occasionally for finger dexterity and manual dexterity.

Work Environment: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Working inside is constant with frequent work outside. Working in temperatures below 32 degrees or above 100 degrees is occasionally essential. Exposure to sunlight, walking on slippery surfaces, working in loud noise areas and working where there are sudden temperature changes is occasionally essential. Risk of being bitten by animals or insects is occasional. Risk of being bitten by children is also occasional. Exposure to infection (greater than the average person) is

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constant. Exposure to gases and fumes, solvents, degreasers, pesticides, and herbicides is occasionally essential as well as exposure to environmental allergens such as grasses, weeds, pollen and trees. Meeting deadlines with severe time constraints is occasionally essential as well as working irregular or extended work hours.

The need for good depth perception and being able to tell differences among colors is occasional. Seeing close work such as typed or handwritten material and seeing objects at a distance is occasional but essential. The ability to hear conversations in a noisy environment, hearing conversations in a quiet environment, the ability to tell where a sound is coming from and hearing the differences among bells, buzzers, beeps, horns, etc. is occasionally essential. Communicating through speech is constant.

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Infant/Toddler Support Teacher