



06/23

Community Action Partnership of Madera County

JOB TITLE: TEACHER I / Teacher II / Teacher III

DEPARTMENT: Head Start Programs

BARGAINING UNIT:

SEIU, Local 521; apply to Madera Programs Only

REPORT TO: Center Director I / II, Site Supervisor / Teacher

SUPERVISE: N/A

COMPENSATION: Range 21.0 / 22.5 / 24

FLSA: Full-time; Non-Exempt

JOB OVERVIEW: This position is responsible for providing a center / home-based educational program for children that meets the Head Start Performance Standards, utilizes developmentally appropriate practices for pre-school or infant/toddler children and complies with Community Care Licensing Regulations.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, ability, core competencies, and/or physical required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and EXPERIENCE:

Teacher I

- 24 units of Early Childhood Education (ECE) / Child Development (CD) Core Courses.
- Two years teaching experience.
- Ensures a minimum of 15 hours of professional growth hours are completed and documented annually.

Teacher II

- Associate's degree with 24 units of ECE / CD, including core courses.
- One year teaching experience.
- Ensures a minimum of 15 professional growth hours are completed and documented annually.

TEACHER

Page 2 of 8

Teacher III

- Bachelor's Degree with 24 units of ECE / CD, including core courses.
- One year teaching experience.
- Ensures a minimum of 15 professional growth hours are completed and documented annually.

LICENSES / CERTIFICATES / PERMITS:

- Must have a current and valid Teacher Permit.
- Obtains Pediatric First Aid and CPR certification within 6 calendar months of hire, and re-certification bi-annually.

ABILITY TO:

- Work effectively with children and parents; carry out oral and written directions.
- Respect the confidentiality of program-related incidents and information.
- Operate necessary program equipment.
- Maintain positive attitude toward and control of the children.
- Plan and develop with parents an individualized program for the family, including establishing a caring professional relationship and a climate of mutual trust and respect for the parents.
- Be aware of and sensitive to cultural issues, and work effectively with all socioeconomic and cultural backgrounds.
- Read, write, and speak Spanish is preferred.
- Use Microsoft Outlook, Teams, 365 products.

KNOWLEDGE OF:

- Child Development Programs
- Early Childhood Education.
- Individual differences, learning styles, cultural needs, child development and community needs in setting up and implementing curriculum for the year.

CORE COMPETENCIES:

- Customer Commitment – proactively seek to understand the needs of our customers and provide the highest standards of services.
- Dedication to Professionalism and Integrity – demonstrates and promotes fair, honest, professional and ethical behaviors that establishes trust throughout the organization and with the communities we serve.
- Organizational Excellence – takes ownership for excellence through one's personal effectiveness and dedication to the continuous improvement of our programs and services.
- Success through Teamwork – collaborates and builds partnerships through trust and the open exchange of diverse ideas and perspectives to achieve organizational goals.

GENERAL PHYSICAL REQUIREMENTS

- Exerting up to 30 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Able to maintain regular, punctual attendance consistent with the Americans with

TEACHER

Page 3 of 8

Disabilities Act (ADA), Family Medical Leave Act (FMLA), California Family Rights Act (CFRA) and other federal, state and local standards.

- Able to perform the essential job functions consistent with the ADA, FMLA, CFRA and other federal, state and local standards.

MAJOR DUTIES & RESPONSIBILITIES:

LEADERSHIP

- Adheres to and applies the CAPMC mission, values, standards, policies and procedures.
- Attends mandatory new employee orientation/ mentor activities.
- Attends trainings, workshops, and classes to keep abreast of client engagement theories and practices.
- Engages and encourages personal and professional development.
- Ensures services are provided to all clients in a manner consistent with CAPMC mission, standards, values and grant requirements.
- Identifies and resolves concerns and issues.
- Interacts with clients and their families in a culturally and socially sensitive way.
- Keeps apprised of developments and trends in the program's operation and be attentive to the changing or growing needs of the community.
- Keeps informed of current theories and practices in the field.
- Keeps informed of program terms, conditions, and eligibility changes.
- Maintains and ensures that staff and volunteers maintain the confidentiality of staff, parent, child, client, community, and agency information included in files, conversations, meetings, correspondence, or any other source.
- Makes recommendations for replacement, purchase, or repair of equipment.
- Models' professionalism for parents, children, clients, community, co-workers, and volunteers.
- Prepares and actively participates in staff meetings and committees.
- Promotes a team environment and teamwork.
- Reports and assists in reporting suspected child abuse in accordance with CAPMC child abuse reporting procedures.
- Represents CAPMC in the community in a professional and competent manner.
- Responsible for setting priorities and meeting deadlines.
- Shares information and knowledge with appropriate staff members.
- Works as a team member to support the functions and operations of the Department and the Agency.

CHILD DEVELOPMENT / HEALTH SERVICES:

- Maintains a safe and sanitary indoor and outdoor environment in accordance with the Head Start Performance Standards and the Department of Social Services licensing regulations.
- Incorporates various cultural experiences reflective of all the enrolled children into the daily classroom setting following the guidelines of bilingual strategies and the Head Start Multi-Cultural Principles.
- Provides children with a culturally relevant, developmentally appropriate learning environment, which leads to increased social, cognitive, physical, and emotional

TEACHER

Page 4 of 8

competence and development.

- Completes children's developmental assessment to fidelity per agency timelines.
- In accordance with performance standard 1302.34 (b) (3) & (7) makes a least two educational home visits and two parent-staff conferences per year per child to maintain a relationship between parents and the program, to keep abreast of the child's progress, and to obtain parents' input into the child's individual development goals.
- Attends IEP/IFSP meetings to provide information on the child as needed and where applicable.
- Conducts child screenings timely by following program's timelines.
- Follows referral procedures in seeking assistance in meeting child developmental needs.
- Assists children and families in transitions to the next level with appropriate activities and transfer of development records.
- Plans and implements developmentally appropriate curriculums to fidelity. Utilizes the curriculum fidelity checklist as a guide to ensure compliance.
- Prepares and maintains classroom records and reports required for individual class program compliance.
- Provides an environment for children that is conducive to learning by requesting adequate and appropriate materials and equipment, setting up an appropriate room arrangement, and ensuring that materials are safe, healthy, and culturally relevant.
- Writes weekly lesson plans, which reflect children's school readiness goals.
- Works with appropriate staff on implementing practices for promoting social and emotional development and preventing challenging behaviors.
- Responsible for the collection and inputting of children's screenings and assessments into data system, as applicable, and analyzing outcome data.
- Teacher III will act as the lead teacher in the absence of the supervisor when assigned by the supervisor and/or the Area Manager.

FAMILY / COMMUNITY PARTNERSHIP

- Strengthens parents as individuals and as partners by offering guidance and information as parents perform their leadership functions in the family.
- Involves parents, families, and community volunteers in the activities of the program and supervises volunteer efforts.
- Participates in parent orientation meetings.
- Supports parent activities by providing childcare when applicable.
- Involves parent/families in the development of the child's school readiness goals and identify activities, which parents/families can utilize as educational activities at home.
- Develops good rapport and communication with parents and reinforces the concept that parents are the prime educators of their children.
- Attends required parent meetings.

PROGRAM SUPPORT

- Attends staff meetings, educational meetings, and training as required.
- Translates or provides translations as needed.

TEACHER

Page 5 of 8

- When assigned, performs Site Supervisor/Teacher, Center Director, or Master Teacher duties in their absence.
- Participates in case conference and Child Success Team meetings as needed.

FACILITY SERVICE

- Performs routine janitorial duties which include sweeping, vacuuming, mopping floors and carpet daily, washing windows weekly, cleaning hardware, appliances, furniture and furnishings, clean woodwork as needed and waxing floors bi-annually when time permits.
- Hauls supplies within the childcare facilities as needed.
- Maintains childcare facilities in a clean and safe condition daily.

OTHER DUTIES:

- Adheres to the Americans with Disabilities Act of 1990 (ADA), which prohibits discriminatory actions toward any qualified individuals. Children with disabilities are enrolled in the classroom as mandated by federal and state laws.
- Ensures strict compliance with universal precautions during work-related visits or when administering first aid.
- Other duties as assigned within scope of job classification.

LIMITS OF AUTHORITY

- Relative authority to maintain compliance with federal, state, and local laws as well as the Agency's policies and procedures.
- Relative authority to maintain compliance with program standards and the requirements of funding guidelines.
- Maintains close communication with the immediate supervisor to recommend a course of action and to receive directives on priorities.

OTHER REQUIREMENTS:

- Must be able to relate with all people of the community regardless of sexual, ethnic, racial, or religious background or socio-economic level.
- Must pass health screening and TB skin test or chest x-ray.
- Must meet SB 792 immunization requirement.
- Must meet AB 1207 mandated reporter training requirement.
- Must be dedicated to the goals and philosophy of CAPMC and Department.
- Must possess emotional maturity, stability, tactfulness, and the ability to provide professional leadership.
- Must have dependable insured transportation and a valid California Driver's License and acceptable driving record. A DMV printout and proof of insurance will be required. Mileage may be reimbursed subjected to CAPMC's policy.
- Must complete all background requirements: references, sex offender registry check, livescan checks, a pre-employment drug screen, acknowledgement of child abuse reporting responsibility, criminal record statement, and receive satisfactory clearance from all licensing and investigative authorities. Employment is contingent upon receiving clearances from appropriate authorities.

TEACHER

Page 6 of 8

- Must use reasonable precautions in the performance of one's duties and adhere to all applicable safety rules and practices; and act in such a manner as to always ensure maximum safety for oneself, fellow employees, clients, and children.

PHYSICAL ACTIVITIES

- **Balancing:** Maintaining body equilibrium to prevent falling or tripping when walking, standing or crouching on narrow, slippery or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
- **Climbing:** Ascending or descending ladders, stairs, stepping stools, ramps, stairs, and the like, using feet and legs and/or hands and arms. Hands and arms may be used for balance, such as holding a railing.
- **Crawling:** Moving about on hands and knees or hands and feet.
- **Crouching:** Bending the body downward and forward by bending leg and spine.
- **Driving:** Driving is the operation of a motorized passenger vehicle or other vehicle such as forklifts, golf carts, riding mowers.
- **Eye/Hand/Foot Coordination:** Performing work through using two or more body parts or other devices.
- **Feeling:** Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin, particularly that of fingertips.
- **Fine Manipulation:** Touching, picking, pinching, or otherwise working primarily with fingers rather than the whole hand or arm as in gross manipulation.
- **Foot or Leg Controls:** Use of one or both feet or legs to move controls on machinery or equipment. Control includes, and is not limited to, pedals, buttons, levers, or cranks.
- **Gross Manipulation:** Seizing, holding, grasping, turning, or otherwise working with the hand(s). It is often present when lifting involves the hands. Fingers are involved only to the extent that they are an extension of the hand to hold or operate a tool such as tin snips or scissors.
- **Hearing Requirements:** The ability to hear, understand, and distinguish speech and/or other sounds (e.g., machinery alarms, medical codes or alarms). This includes in person speech, other remote speech, other sounds, telephone, video conference.
- **Keyboarding:** Entering text or data into a computer or other machine by means of a traditional keyboard. Traditional keyboard refers to a panel of keys used as the primary input device on a computer, typographic machine or 10-Key numeric keypad.
- **Kneeling:** Bending legs at the knees to come to a rest on knee(s).

TEACHER

Page 7 of 8

- **Lifting or Carrying:** Lifting is raising or lowering an object from one level to another. Lifting can include an upward pulling motion. Carrying is to transport an object – usually by holding it in the hands or arms or wearing it on the body.
- **Pushing or Pulling:** Pushing is exerting force upon an object so that the object moves away from the origin of the force. Pulling is exerting force upon an object so that the object moves toward the origin of the force. Pushing or pulling may involve use of hands or arms and/or feet or legs done with one side of the body or both sides.
- **Reaching at or below Shoulder Level:** Reaching at or below the shoulder is present when there is 'Reaching,' but it does not meet the threshold for 'Overhead.' 'Overhead' and 'At or Below the Shoulder Reaching' can be present in the same task.
- **Reaching Overhead -** Extending the arm(s) with the hand(s) higher than the head and one of these conditions exist: (1) A person bends the elbows, and the angle at the shoulders is about 90 degrees or more, or (2) A person keeps the elbow extended, and the angle at the shoulder is about 120 degrees or more.
- **Repetitive Motions:** Making frequent or continuous movement.
- **Alternate Standing/Sitting at Will:** The ability to alternate between standing and sitting is present when the employee has the flexibility to choose between standing or sitting as needed.
- **Sitting:** Remaining in a seated position.
- **Speaking:** Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.
- **Standing or Walking:** Standing is to remain on one's feet in an upright position without moving about. Walking is to move about on foot.
- **Stooping:** Stooping is bending the body forward and down while bending the spine at the waist 45 degrees or more either over something below waist level or down towards an object on or near the ground.

VISUAL ACUITY

- **Near Visual Acuity:** Clarity of vision at approximately 20 inches or less (i.e., working with small objects or reading small print), including use of computers.
- **Far Visual Acuity:** Clarity of vision at 20 feet or more. This is not just the ability to see a person or object, but the ability to recognize features as well.
- **Peripheral Vision:** Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point.

WORK ENVIRONMENT

TEACHER

Page 8 of 8

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 CONDITIONS

- The worker is subject to both environmental conditions: Activities occur inside and outside.
- The worker may be exposed to infectious diseases.

To build a diverse workforce, CAPMC encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA Employer.