



06/23

## Community Action Partnership of Madera County

**JOB TITLE:** FAMILY SKILLS INSTRUCTOR

**DEPARTMENT:** Head Start Programs

**REPORT TO:** Deputy Director – Child & Family Services

**SUPERVISE:** N/A

**COMPENSATION:** Range 22.5

**FLSA:** Full-time; Non-Exempt

**JOB OVERVIEW:** This position is responsible for facilitating Strengthening Family Program (SFP) and Positive Parenting (Triple P) classes, deliver curriculum, provide one-on-one support to parents/children, collect and track homework assignments, collect data, and report progress to program stakeholders. The instructor provides the parents with resources to promote hope, strength, skills and support in their parenting role as well as promoting parent leadership. The instructor helps children develop healthy social skills to increase their competencies and build their self-esteem resulting in positive behavior changes.

### **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:**

- Associate's degree in Psychology, Sociology, Social Work, Child Development or related field.
  - Three years' experience in the family strengthening/child abuse prevention field or related field.
  - Two years' experience in early child development or school setting
- OR**
- Bachelor's Degree in Psychology, Sociology, Social Work, Child Development or related field.
  - Two years' experience in the family strengthening/child abuse prevention field or related field.
  - Two years' experience in early child development or school setting.

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### LICENSES OR CERTIFICATES:

- Possess Pediatric First Aid and CPR certification and update bi-annually.

### ABILITY TO:

- Speak, read, and write Spanish is required.
- Work as a team member and respond to issues in a non-judgmental manner.
- Use Microsoft Outlook, Teams, 365 products, must include Word, Excel, PowerPoint and website platforms.
- Prepare and facilitate family skill classes for adults and children.
- Ensure active participation from parents and children and be available for community partners to offer input on program operations.
- Plan, organize, prioritize, and carry out assignments with minimal supervision and direction.
- Work and effectively communicate with a wide range of constituencies from all socio-economic and cultural backgrounds.
- Carry out, at a beginning level, all the duties listed in the job description.
- Lead a class setting and carry out program curriculum to fidelity.
- Ability to remain calm during challenging situations.
- Engage parents, families, children, and youth by displaying enthusiasm and energetic attitude.
- Maintain confidentiality of information on Strengthening Families and Positive Parenting (Triple P) participants.
- Works closely with Child Care to prepare class schedules, materials and contacting/registering families.
- Maintain Outlook calendar current with tasks and share with Supervisor and other program personnel.

### KNOWLEDGE OF:

- Child growth and development principles.
- Family/group dynamics and parenting skills.
- Standards of effective parenting skills.
- Community agencies and services in Madera and surrounding Counties to provide appropriate referrals.
- Computer applications, i.e., Microsoft Office products (inclusive of Word, Excel, Power Point, Outlook, Publisher, Access, Zoom, Google Team, etc.)

### 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

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organizational goals.

### **GENERAL PHYSICAL REQUIREMENTS**

- Exerting up to 15 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 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.

#### **ADMINISTRATIVE DUTIES**

- Assists in program development duties (i.e., Development of program flyers, program documents, program activities, etc.)

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- Collects, tracks, and reports attendance to required funding source.
- Gathers program data and develops reports as required by Strengthening Families Program/Triple P, and to any other funding agencies.
- Creates an annual demographic report for each class with comments from the families.
- Reviews and analyzes family survey outcomes, engagement, and attendance data for planning and recommendations for program improvement and professional development.
- Conducts pre & post class surveys.
- Contacts immediate supervisor to arrange for coverage due to illness the day prior to the group meeting if possible and informs immediate supervisor of any vacation time to be taken as early as possible.
- Debriefs weekly with the immediate supervisor and other program personnel.
- Notifies Child Protective Services in compliance with state laws and CAPMC policies when child abuse is disclosed, observed or suspected.
- Orders program materials as needed.
- Prepares required frequency-based reports on the status of the Strengthening Family Programs on participants' development.

### PROGRAM DUTIES

- Actively interacts with children in the program by using positive behavior techniques.
- Carries out the weekly activities of the program.
- Contacts all parents with listed phone numbers each week.
- Develops creative and engaging activities to support program curriculum.
- Ensures group rules, affirms group boundaries / limits and is aware of own biases.
- Facilitates the process of parents signing the weekly attendance sheets for all children attending the program.
- Follows the program model to create a safe, nurturing environment for participants.
- Functions as the group facilitator to contact and be available for parents and children between meetings as needed to offer hope, encouragement and resources.
- Instructs and coordinates participant's programs and activities.
- Responsible for communicating with participating parents on their child's participation in the program and with the Department of Social Services regarding the participation of participants.
- Communicates any program updates, changes and/or concerns with supervisor.
- Enters daily activities and maintains the Outlook calendar current with tasks and share with Supervisor and other program personnel.
- Provides a welcoming, safe, organized environment for participants.
- Maintains a current participant handbook.
- Maintains organized and complete participant files.

### COMMUNITY AWARENESS AND TRAINING

- Recruits and provides presentations to parents or community members on

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Strengthening Families and Positive Parenting.

#### 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.
- 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,

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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).
- **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

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'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 on 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

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.***