**OPEN POSITION**

**Job Title:** Early Head Start Primary Care Giver  
**FLSA Status:** Full time (40 hours/week); Non-Exempt  
**Reports to:** Early Head Start Director  
**Position Location:** Child & Family Development Center – Hickory Hills

This is a full-time union position (40 hours). If you are interested and qualified, apply online at jobs@pillarscommunity.org

**SUMMARY**
Has the responsibility for assisting the teacher in planning and implementing developmentally appropriate early childhood care and education program for an assigned group of children ages 6 weeks to three years in accordance with the Early Head Start Performance Standards, the National Association for the Education of Young Children, and the Illinois Department of Children and Family Services Licensing Standards. Builds partnerships with families and assists in the development and implementation of an individualized education program for each child, including positive care giving routines and activities to promote social, emotional, physical, and intellectual growth.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following and other duties that may be assigned.

1) Demonstrates knowledge and competency of basic child development and professional early childhood care and education practices. Demonstrates an ability to apply developmental theory to practice with infants and toddlers.

2) Assists the teacher in writing and implementing individualized learning plans.

3) Collaborates with the classroom educational team in implementing program objectives.

4) Attends to the cognitive, social, emotional, health, and physical care of the children in an assigned group.

5) Provides warm, positive, sensitive, and responsive care for each child. In collaboration with the teacher and the family, establishes positive care giving routines for each child and for the group. Provides individualized learning opportunities and experiences for children in a respectful manner.

6) Attends to the cognitive, social, emotional, physical, safety and health needs of children in an assigned group. Facilitates and reinforces sensory motor exploration, physical and cognitive development, language/early literacy development, development of a positive self concept, development of self-regulation, and development of positive interaction with others through daily interactions and a range of planned activities with individuals and group.

7) Assumes primary care giving responsibilities for four (4) children in the classroom. This includes making and entering child observations and creating and implementing individualized lessons for each of the four (4) children. Enters child observations and developmental screenings into appropriate data entry systems (Teaching Strategies Gold and PROMIS).
8) Participates in planning field trips and other activities that involve both children and their families.

9) Provides children, individually and within small groups, with opportunities for making choices, exploring safely, and problem solving, and when developmentally appropriate for learning to plan, review, and assess their actions.

10) Participates in implementing learning plans and in creating a calm, nurturing, and safe environment in which children can learn.

11) Provides necessary child guidance and classroom management in a calm, positive, professional, and non-threatening manner, in accordance with agency’s policies regarding child discipline.

12) Reports any instances of suspected child abuse or neglect to the Associate Director of Infant/toddler program and/or teacher and to DCFS, following agency procedures.

13) Complies with funding source, state and federal program requirements, these include the following; Illinois Department of Children and Family Services Licensing requirements, Illinois Department of Human Services, Illinois Child and Adult Food Care Program and the Head Start Performance Standards.

14) Initiates and models for children appropriate social interactions through respectful, appropriate interactions between the classroom teaching team and with parents.

15) Interacts in an honest, respectful and professional manner with children.

16) Assists in the preparation of reports and individualized plans for each child, ensures that all paper work is legible and submitted in a timely manner. Assists in completing all other required program records and reports, including daily attendance, meal participation records, parent communication and/or contact forms, etc.

17) Assists in maintaining a file on each child. This may include samples of child’s work, photographs, observational records, anecdotal reports, screening, assessments, individualized plans, individualized family service plans, and records of the child’s developmental growth.

18) Attends consultation meetings with program staff to determine treatment and or educational plans or individual family services plans for individual children and/or children with special needs.

19) Develops a relationship based on mutual trust with families of children in classroom.

20) Communicates effectively with parents daily regarding child behavior, activities, and development. Participates in discussion of the children’s progress with parents regularly, including assisting teacher in conducting semiannual parent teacher conferences (these may be scheduled in the early evening or morning hours).

21) Assists in interpreting the program to parents; models positive developmentally supportive interactions with children.

22) Makes home visits to parents as required by program, at least two a year.

23) Assures that safety rules are observed and guards against potentially harmful situations in the classroom, on field trips, walks, and or outdoor play areas.
24) Assists in proper maintenance of the classroom, shares responsibility with classroom team for cleaning up after classroom activities in order to ensure a safe, healthy and sanitary environment for the children.

25) Increases knowledge and skills by participating in a minimum of 15 hours of professional development annually in seminars or workshops in child development, health, safety, program policies, procedures, etc. with an additional 20 hours in early childhood education.

26) Assists other classrooms in the childcare facility as needed.

27) Provides guidance on classroom activities and procedures to teacher aides and volunteers and other temporary classroom help, as needed.

28) Maintains productive relationships with the community at large.

29) 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 and or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

EDUCATION AND EXPERIENCE
High School Diploma or General Equivalency Diploma (GED) required. Candidate must have a Child Development Associate Credential or be enrolled in a CDA program that will be completed within 2 years; or have an associate or baccalaureate degree (in any area) or be enrolled in a program leading to such a degree. Associate’s Degree (or equivalent from an accredited college) in Early Childhood Education, Child Development, or other related Early Childhood degree preferred. Two years experience as a teacher assistant or teacher aide in an early childhood program preferred.

CERTIFICATES, LICENSES, REGISTRATIONS
Certification in Infant Studies, Early Intervention, Early Childhood Special Education or other Early Childhood Education specializations is preferred.

LANGUAGE SKILLS
Must possess the ability to read, analyze and interpret curriculum, professional journals, documents, technical procedures, safety rules, operating maintenance instructions and or governmental regulations. Must be able to prepare written and typed correspondence. Must have the ability to effectively present information and respond to questions from the parents, community leaders, funding sources, association managers, clients and the general public. Regularly communicates with children, co-workers, and management.

MATHEMATICAL SKILLS
Must possess the ability to add, subtract, multiply and divide in tall units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY
Must possess the ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Must have the ability to solve practical problems involving a variety of concrete variables in standardized situations.
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.

The employee is frequently required to stand, walk, sit, reach with hands and arms, climb or balance, stoop, kneel, crouch, crawl, and taste or smell. Employees will regularly operate a telephone, fax machine, and a computer.

The employee is primarily responsible for caring for the welfare of the infants/toddlers in his/her classroom. The employee is responsible for lifting, carrying and holding children each day. Staff must also be able to lower a child into the crib when the child is sleeping. CDC Growth Charts indicate boys/girls, birth – 36 months can weigh up to 40 pounds. As a result, staff must be able to regularly lift, hold, carry, and lower an infant up to 40 pounds. In evacuation situations, staff must also be able to push a crib (on wheels) holding up to 4 children. Staff will also need to assist walking and crawling infants as needed.

Staff will occasionally need to rearrange classroom furniture, equipment, and objects in order to prepare the classroom for the children and to ensure safety for the children. Staff will use proper lifting techniques and tools (dollys/carts) to move furniture, equipment, etc. Staff should ask for assistance when moving furniture, equipment, or other heavy objects. Specific vision abilities required by this job include close vision, depth perception and the ability to adjust and focus.

In rare occasions where coverage cannot be maintained, management may direct a staff member in the Early Head Start program to cover a Head Start classroom. In those instances, the Early Head Start Staff will need to be able to meet the physical demands as outlined in the Head Start job descriptions.

Pillars works with a cleaning agency to maintain standards of cleanliness at the Child & Family Development Center. If a situation prevented the cleaning company from picking up trash during the week (extenuating circumstances) staff may be asked to push the garbage can (on wheels) to the dumpster in order to free the classroom of excess trash and to maintain a clean learning environment.

WORK ENVIRONMENT
While performing the duties of a teacher, the employee is regularly participating in vigorous activities with physically active young children and/or youth, both indoors and outdoors. At times, the work environment may include inclement weather conditions. The noise level in the work environment is usually moderate but can occasionally be noisy (i.e., crying infants and toddlers, and/or busy toddlers). The noise level in the building can also vary depending on activities.