



INFANT AND TODDLER PROGRAM TEACHER JOB DESCRIPTION

Infant and Toddler Teachers report to the Lead Teacher in their assigned areas. In general, the Teacher's responsibility is to implement, under the direction of the Lead Teacher, developmentally appropriate programming and practices. Specific responsibilities are listed below:

I. ADMINISTRATIVE RESPONSIBILITIES

- Confirms children are correctly signed into Procure each morning and are signed out each afternoon.
- Always keeps classroom iPad easily accessible with correct attendance information in Procure.
- Carries classroom iPad and emergency backpack along during fire drills.
- Ensures correct care items are entered into Procure on a daily basis for each child.
- Works with teaching team to create weekly Newsletter for their class.
- Records daily meals immediately after the meal has been served, following USDA guidelines.

II. PROGRAMMING RESPONSIBILITIES

- Implements developmentally appropriate programming to include activities that are innovative, that avoid repetition, and that include basic curriculum components recommended by NAEYC standards. Programming should follow the Weekly Lesson Plan and the schedule set by the Lead Teacher.
- Daily prepares the environment for children by rotating and setting out a variety of toys and materials, ensuring materials, supplies, equipment are readily accessible to children so they can make their own selections and have a variety of choices. These selections should follow the Weekly Lesson Plan. If children are no longer engaged, be mindful about the next selection of options.
- Maintains interest areas (mirrors, soft places, spaces for large/small motor development, spaces for privacy, housekeeping, art, books, blocks, table toys, science, dramatic play, etc.)
- Implements schedules and routines that are flexible and smooth and that respond to the needs of children.
- Provides a balance between active and quiet activities.
- Ensures that the majority of activities are child initiated rather than caregiver initiated.
- Establishes routines in response to children's needs rather than for convenience to teachers.
- Displays children's art and visuals at children's eye levels.
- Implements procedures which prevent spread of communicable diseases.
- Conducts daily inspection of indoor and outdoor areas to ensure cleanliness, organization and health and safety of children.

- Maintains supplies, materials, and equipment
 - on a daily basis materials and supplies are kept sorted; locate missing pieces and return them to proper places;
 - promptly report equipment repair needs;
 - teach children respect for property and instill in them a sense of “ownership” by involving them in maintenance and decorations of areas.
- Throughout the day cleans infant toys that have been mouthed. Put small toys in bin to be washed in dishwasher.

III. INTERACTIONS WITH CHILDREN (INFANTS/TODDLERS)

- Engages in many one-to-one, face-to-face interactions with children.
- Uses pleasant, soothing voice tones and appropriate language.
- Holds/nurtures children in comforting/appropriate manner.
- All interactions are characterized by gentle, supportive responses.
- Respects children’s food preferences.
- Models appropriate behaviors for children.
- Uses a wide variety of appropriate discipline techniques to fit individual children and their behaviors.
- Demonstrates an understanding of children’s social, emotional, cognitive, and physical levels of development.

INTERACTIONS WITH STAFF AND SUPERVISORS

- Follows Lead Teacher’s instructions to ensure compliance with and implementation of developmentally appropriate programming and practices.
- Maintains professional interpersonal relationships with staff and supervisors.
- Works with Teachers, Lead Teachers and Program Director to plan and implement developmentally appropriate programming and practices.
- Follows supervisory chain of command.
- Notifies supervisor immediately when unable to report to work.
- Notifies supervisor when unable to report for work on time.

IV. RELATIONSHIPS WITH PARENTS

- Communicates (positively and non-defensively) in a wide variety of ways with parents, including scheduled conferences if a Group Leader.
- Listens to parents’ points of view and works with Group Leaders and Lead Teacher to respond with information on how concerns can be addressed and problems can be solved.
- Is available, on an on-going basis, to communicate with parents.
- Supports parents and works with them to build confidence as parents.
- Recognizes that parents are partners in their children’s program experiences and plans and implements a variety of ways to help parents become involved.
- Refrains from giving advice to parents but responds with open-ended questions which allow parents to explore and generate their own solutions on child rearing issues.
- Responds to parents’ questions with information based on research on children’s growth and development rather than responses based on own personal opinions.

- Plans and attends parent/center events. This includes a minimum of 2 hours/year spent mingling with families at RCC events.

V. PROFESSIONAL DEVELOPMENT RESPONSIBILITIES

- Keeps abreast of research and new developments in the field of early childhood education and childcare services.
- Attends and participates in professional conferences, lectures, and other educational events.

VI. QUALIFICATIONS

- Recognized talent for working with infants and toddlers.
- Positive recommendations from former employer.
- Excellent references from former employees.
- Clear criminal record check.
- Negative TB test.

VII. PHYSICAL REQUIREMENTS

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. While performing the duties of this job, the employee is required to:

- Be able to see, hear, and speak with children to ensure children's health and safety.
- Be able to walk, bend, crawl, squat/kneel, and sit on the floor.
- Run in child safety related emergency situations.
- Frequently lift 10 - 20 pounds and in case of emergency a 40-50 pound child.

*Reasonable accommodations may be made to enable individuals with disabilities in order to perform the essential functions.

VIII. HOURS

- Willing to work varied hours based on the needs of the program and/or building.