

## Job Description

### Teacher Aide and Teacher Assistant

#### Description:

The Aid is to assist the teachers and supervisors in the classrooms in attending to the children's needs and fulfilling the lesson plans that have been laid out for the day.

Accountability: Aides report to the room Supervisor

#### Requirements:

- Staff aides must be at least sixteen (16) years of age and must work directly under the supervision of the director or an early childhood teacher.
- Infant staff aides must be at least eighteen (18) years of age.
- Education:
  - High School diploma or equivalent
- Must be able to repeatedly lift 40 pounds
- Preferably, previous experience with young children
- Good health, able to work with children as verified by examination note
- Ability to relate well to young children
- Sensitivity to children's individual needs
- Dependability
- Evidence of emotional maturity and stability
- Ability to follow instructions of classroom supervisor
- Ability to see where help is needed

#### Responsibilities:

- Assisting the classroom teachers as directed
  - Be able to respond in an appropriate manner to directions and suggestions given
  - Respond to schedules
  - Demonstrate the ability to be flexible and assist teachers when needed
  - Be prompt and reliable in attendance, following procedures for calling off or reporting in late when necessary
- Supervising play activities as requested by teachers
  - Participating with children in activities
  - Enforcing safety rules
  - Intervening when children are likely to injure themselves or others
  - May not be alone supervising children
- Maintaining an orderly and stimulating physical environment conducive to optimal growth and development in children
  - Create a warm and accepting environment with children, parents, staff, and volunteers
  - Be friendly and warm
  - Be tactful and courteous, tolerate, and considerate of others

- Cooperate willingly with all other staff members
- Listen to children and react to their needs appropriately
- Encourage children's growth in independence by not doing for themselves
- Help children develop a sense of order by encouraging them to return all materials used properly
- Be a model for children in speech and behavior
- Assisting children with self-care activities
  - Be responsible for children being properly dressed and assisting them, if needed
  - Maintain an awareness of hygiene and encourage children, at all times, to develop appropriate habits
- Aiding individual children who experience difficulty in the group or who temporarily lose their physical or emotional control
  - Avoid any physical discipline
  - Use a positive approach to children
  - Control tone and loudness of voice as required for effectiveness
  - Handle children on an individual basis in coping with difficulty (know each child and use appropriate measures)
- Assisting with meal and snack service
  - Sit at table and eat with children
  - Encourage children, in an appropriate manner, to try a variety of foods, never forcing compliance
  - Be a model for appropriate table manners
  - Initiate appropriate table conversation
  - Help children assume the responsibility of cleaning up after themselves
  - Help, in any way necessary, the surviving or preparation of meals and snacks
- Assuming an equal share of the joint housekeeping responsibilities of the staff
  - Be responsible for the Center and its cleanliness
  - Perform cleaning duties at the appropriate time
  - Assure that all areas are cleaned up after each use including mopping up spills at the time, they occur
  - Know where all housekeeping and cleaning equipment is stored
  - Sanitize mats, water bottles, toys, combs, and brushes at regular intervals when needed
- Participating in recommended training programs, conferences, courses, and other aspects of professional growth
  - Attend all in-service trainings and meetings
  - All staff who work with children must complete a minimum of fifteen (15) clock hours of training each year beginning with the start date of the employee. At least three (3) clock hours per year must be in the focus of social emotional development. Ongoing training and courses shall

demonstrate a direct connection to one or more of the following competency areas:

- Child growth and development and learning or courses that align with the competency domains of child growth and development.
- Child observation and assessment.
- Family and community partnership.
- Guidance.
- Health, safety and nutrition.
- Professional development and leadership.
- Program planning and development or,
- Teaching practices:
  - Each one (1) semester hour course with a direct connection to the competency area listed in Section 7.702.33, I, 1-8, taken at a regionally accredited college or university shall count as fifteen (15) clock hours of ongoing training.
  - Training hours completed can only be counted during the year taken and cannot be carried over.
- Must successfully complete
  - CPR/AED
  - First Aid
  - Mandatory Reporter
  - Safe Sleep (If working in Infants/ Toddler Rooms)
- General
  - Be:
    - Dependable
    - Enthusiastic
    - Independent in assuming appropriate responsibility
    - Able to evaluate self
    - Able to profit by criticism
    - Demonstrate the desire to learn

I, \_\_\_\_\_ understand the job requirements and will full fill them to the best of my abilities.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_