



Longview Independent School District

JOB DESCRIPTION **HEAD START** **INSTRUCTIONAL RESOURCE SPECIALIST/ECP**

JOB TITLE:	Head Start/Instructional Resource Specialist	WAGE/HOUR STATUS:	Non-Exempt
REPORTS TO:	Director of Early Childhood Program Care	TERMS:	187 Days
DEPARTMENT:	Early Childhood	PAY GRADE:	Clerical/Par 3

PRIMARY PURPOSE:

Provide for the physical, cognitive, social and emotional growth and development of infants and toddlers in a safe and nurturing environment, while contributing to the everyday operations of the program as needed; ensure services comply with Head Start Performance Standards and Minimum Standard Rules for Licensed Child Care Centers

QUALIFICATIONS:

Education/Certification:

High School diploma or GED

Infant and toddler CDA certification or equivalent required

48 college hours in early childhood education or child development and/or passage of rigorous standard assessment

Special Knowledge/Skills:

- Knowledge of child development with emphasis on infant and toddler development; knowledge of principles of child health, safety and nutrition; effective communication (with infants, toddlers, parents and other staff)
- Basic computer skills such as data entry, completion of forms, communication intended for staff and parents
- Ability to be a positive role model for children and families
- Communicate effectively with families
- Organize and plan effectively
- Bilingual skills are an asset



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QUALIFICATIONS: (continued)

Experience:

Prefer at least one year of experience in a childcare center or early childhood setting working as a teacher or teacher-assistant

At least one year of experience with infant/toddler care preferred

Experience with low-income families a plus

MAJOR RESPONSIBILITIES AND DUTIES:

Program Planning and Organization

1. Prepare for daily activities by creating and following individualized plans of instruction for each child
2. Prepare and maintain a developmentally appropriate classroom learning environment
3. Maintain open, two-way communication with families and use information acquired to provide individualized care

Implementation of Early Head Start Performance Standards

4. Carry out curriculum plan by providing individualized developmentally appropriate activities for each child
5. Respond immediately to infant's and toddler's physical and emotional needs
6. Maintain teacher child ratio as mandated by Head Start Performance Standards at all times with constant supervision
7. Conduct a minimum of two home visits and two parent-teacher conferences annually
8. Ensure that nutritional needs of all children are met; hold infants if unable to feed themselves as a time of positive interaction; encourage self-help and independence by assisting in feeding only when necessary
9. Follow all health and safety rules and regulations as outlined in Head Start



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MAJOR RESPONSIBILITIES AND DUTIES: (continued)

Implementation of Early Head Start Performance Standards (continued)

10. Performance Standards and Minimum Standard Rules for Licensed Child Care Centers
11. Follow health and safety procedures outlined in Performance Standards when changing diapers, including wearing protective gloves
12. Praise acceptable behaviors and redirect unacceptable; encourage children to reflect on their actions
13. Model self control and problem solving for children
14. Maintain all documentation according to Performance Standards, Region 7 EHS and district/child care procedures

Training

15. Attend all required Early Head Start staff development and staff meetings
16. Obtain and maintain CPR and First Air certification
17. Maintain all training requirements as mandated by Performance Standards and child care licensing standards
18. Occasional travel for professional development training away from the EHS program site
19. Attend all training required for maintaining and/or renewing credentialing

Service Performance Standards

20. Comply with Region 7 and ISD/Center Policies and Procedures
21. Maintain confidentiality of all information and records pertaining to children and families
22. Demonstrate appropriate and effective classroom interaction strategies
23. Plan and accomplish work efficiently
24. Demonstrate effective collaboration skills



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MAJOR RESPONSIBILITIES AND DUTIES: (continued)

Service Performance Standards (continued)

25. Comply with district policies, as well as state and federal laws and regulations
26. Adhere to the district's safety policies and procedures
27. Maintain confidentiality in the conduct of district business
28. Must be able to perform the essential functions of walking and interacting with students and/or district employees in the specific work site assigned (classroom or office setting)
29. Demonstrate regular and prompt attendance
30. Other duties as assigned

SUPERVISORY RESPONSIBILITIES:

None

EQUIPMENT USED:

Copier, personal computer and appropriate software, typewriter, printer, calculator, fax machine and audio-visual equipment

WORKING CONDITIONS:

Mental Demands:

Reading, ability to communicate effectively (verbal and written); maintain emotional control under stress; coordinate district-wide curriculum functions; interpret policy, procedures, and data



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WORKING CONDITIONS: (continued)

Physical Demands/Environmental Factors:

Repetitive hand motions; use of computer terminal; occasional district-wide travel; occasional state-wide travel; frequent prolonged and irregular hours; possible biological exposure to bacteria and communicable diseases; specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus

EVALUATION:

Paraprofessional Evaluation

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties and skills that may be required. This job description is not an employment agreement or contract. The administration has the exclusive right to alter this job description at any time without notice.

Printed Name: _____

Signature: _____ Date: _____

ESTABLISHED/REVISED: April, 2013