

Elkhart and St. Joseph Counties Head Start Consortium
Position Description/Performance Appraisal/Competency Assessment

Position Title:	Paraprofessional	Job Class:	Incumbents Name:
Department Name:	Head Start	RU/Dept #:	Reports to: Education Manager/Site Supervisor
Position(s) Supervised:	None	FLSA Status:	Date Written/Revised: 07/18

Position Purpose:

To coordinate and implement a comprehensive education program at the Center level that is developmentally appropriate and meets the individual needs of the children. This is a partial-year, full-time or part-time position.

Scope:

The Paraprofessional is responsible for the care and education of a group of children as a part of a teaching team. This position requires active participation with other members of the teaching team, various Head Start staff, and parents. The Paraprofessional works under the direct supervision of the Education Manager/ Site Supervisor assigned to the site. The Paraprofessional is expected to present a positive and professional image of the Elkhart and St. Joseph Counties Head Start Consortium.

Adhere to HEAD START performance standards, Elkhart and St Joseph Counties Head Start Consortium policies and procedures and STATE MANDATES regarding the reporting of child abuse and neglect.

Customer Contact/Relationships:

This position has frequent contact with the Education Health Manager for supervision and direction, and with other teaching staff to implement the educational curriculum. Regular contact exists with other staff for information sharing and parents.

Minimum Hiring Requirements:

Academic: High School Diploma or Equivalent

Experience: Classroom experience with preschoolers in a licensed child care center based program, or other Head Start program, or public schools preferred. Spanish speaking preferred.

Language: Ability to read, analyze and interpret technical/medical/legal information. Ability to respond to routine inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to effectively communicate with individuals and groups.

Math: Ability to apply concepts such as averages, ratios, fractions, and percentages to practical situations.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete and/or abstract variables where only limited information or standardization exists. Ability to interpret a variety of instructions furnished in written or verbal form. Ability to prioritize projects or assignments based on limited supporting information, and to develop creative alternative solutions.

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 position. The employee must have the physical ability to consistently and competently perform the essential functions of the position, with or without reasonable accommodation. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear in order to communicate in person or over the telephone with employees, applicants, and other customers. This position must also be able to travel to customer sites when necessary, and may occasionally need to put in hours beyond the standard work week in order to meet customer demands.

The employee is frequently required to stand; walk; reach; bend; grasp objects, and reach with hands and arms. The employee is occasionally required to sit.

This position must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus.

The employee is required to have fine motor skills for legible and accurate writing of reports, charting, scheduling and correspondence. This position is required to visit customer homes and other required locations.

This position must be able to work with all individuals in a positive manner, and must be familiar with stress management and conflict resolution techniques. Must be able to tolerate a high degree of stress, and have the physical agility and emotional stamina to respond quickly, appropriately and effectively to emergency situations.

ESSENTIAL Functions (see Procedures for Definition of Essential Functions)	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Establish and maintain a safe and healthy environment	<p>Promote healthy eating practices through facilitation of meal times, classroom activities, and modeling of positive eating habits.</p> <p>Maintain a clean and orderly learning environment.</p> <p>Participate and assist in Emergency Evacuation Drills.</p> <p>Respond to illness/injury according to Grantee Health and Safety Procedure.</p> <p>Report any signs of child abuse/neglect to Child Protective Services immediately and to the Education Health Manager.</p> <p>Assist children in entering and exiting the school bus and initial the driver's Daily Transportation log.</p> <p>Universal precaution.</p>	<p>Models mealtime etiquette for children at meal times.</p> <p>Clean and prep mealtime space. Assist teaching staff with daily sign in and out duties.</p> <p>Be familiar with building emergency policies and procedures. Model emergency procedures and assist with supervision of children.</p> <p>Attend training and Grantee Health and Safety Procedure. Be familiar with safety procedures of the classroom. Model safety practices.</p> <p>Attend required annual training on Child Abuse and neglect and report any incidents or concerns to the Head Start manager immediately.</p> <p>Support teaching staff during transportation transition.</p> <p>Demonstrate knowledge and use of universal precautions supplies.</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	
Advance physical and intellectual competence of children	<p>Provide a balance between child-centered and teacher-directed activities.</p> <p>Provide a balance between quiet and active learning activities.</p> <p>Use equipment and materials for indoor and outdoor play that promote children's physical development.</p>	<p>Assist with the implementation of the lesson plan and COR notes as needed.</p>	<p>E M I N</p>	<p>E M I N</p>	
Teamwork	<p>Works cooperatively with the parents, school personnel, and Head Start management.</p> <p>Communicates regularly with Education Health Manager to receive guidance, report progress, to plan new strategies and to problem-solve.</p>	<p>Demonstrates cooperation with the school personnel, parents, and all Elkhart and St. Joseph Counties Head Start Consortium staff.</p> <p>Treat co-workers and building staff with dignity and respect.</p> <p>Staff implemented the recommended guidance from the Education Manager/Site Supervisor documented on the CAT.</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	

ESSENTIAL Functions (see Procedures for Definition of Essential Functions)	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Support social and emotional development and provide positive guidance	Implement hands-on activities that develop children's positive self-esteem and social skills.	Is familiar and demonstrates support for social emotional practices in classroom, i.e. safe place, bucket book, school family.	E M I N	E M I N	
	Implement curriculum which is sensitive to socio-cultural context, avoids stereotypes, promotes equity, and increases children's cultural awareness.	Demonstrate familiarity with established classroom routines. Provide support to children during transition.	E M I N	E M I N	
	Establish routines with smooth transition periods which are sensitive to the developmental levels of the children in the group	Education Health Manager observations will document child-initiated activities and children involved in the daily processes of the classroom as well as appropriate adult-child interactions facilitating child independence skills & conflict resolution skills.	E M I N	E M I N	
	Communicate with children at their developmental level.	Provide support, model encouragement, demonstrates warm and acceptance of children.	E M I N	E M I N	
	Encourage children to be independent.	Demonstrates understanding of and supports children through problem solving.	E M I N	E M I N	
	Create a warm, accepting atmosphere for children.	Observes and listens to children throughout the day. Also shares control of conversations with children; physically positions themselves at child's level.	E M I N	E M I N	
	Support children in resolving conflicts.	Encourages children's ideas, suggestions, and efforts throughout the day. Encourages leadership.	E M I N	E M I N	
		Shared activities in close proximity with children demonstrated by frequent eye contact, respectfully language, and positive affect.	E M I N	E M I N	

ESSENTIAL Functions (see Procedures for Definition of Essential Functions)	Required Competencies	Performance Outcome Expectations	Self Rating	Supervisor Rating	Indicate How Employee Demonstrated Competent Performance Expectations
Maintain a commitment to professionalism	<p>Promote the philosophy, mission and educational objectives of the Head Start Consortium.</p> <p>Comply with Head Start Consortium personnel policies and the NAEYC Code of Ethical Conduct (Head Start Code of Conduct).</p> <p>Attend staff meetings, trainings, and in-service training provided by Head Start Consortium, and other education experiences as required by Head Start Management.</p> <p>Adhere to the confidentiality policy, sharing confidential information only with those staff members who need the information to perform their jobs.</p>	<p>Demonstrate an understanding of the philosophy and mission of the Head Start Consortium.</p> <p>Staff follows policies and procedures as evidenced by performance on the job.</p> <p>Staff will prepare and participate in self-assessment. Staff will exhibit respect and attention during consortium training sessions.</p> <p>Adhere and sign the established Elkhart and St. Joseph Counties Head Start Consortium Confidentiality Policy.</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	<p>E M I N</p> <p>E M I N</p> <p>E M I N</p> <p>E M I N</p>	
Punctuality and Attendance	Demonstrates Judicious use of time off (Reference Employee Handbook Section 4.5).	Calls sub line as early as possible if unable to work. Staff is expected to be punctual as required by policy 3.12.	E M I N	E M I N	
Flexibility	Perform other duties as assigned.	Demonstrate flexibility and professionalism as assignment or conditions change.	E M I N	E M I N	
	Community Comment Process will be posted and staff is aware of the process.	Facilitate and support the Community Comment Process.	E M I N	E M I N	
	Communicate regularly with Education Health Manager to receive guidance, report progress, to plan new strategies and to problem-solve.	Staff keeps managers informed of challenges, incidents and happenings within the workplace.	E M I N	E M I N	
	Multi –Site Program: Support building functions as assigned	Laundry, dishes, housekeeping support, classroom support, supply distribution etc.	E M I N	E M I N	

Goals/Objectives: Professional Development

Goals for FY _____	Approach to accomplishing goals/objectives	Midyear Check _____	Status Circle one	Comments/Mitigating Circumstances	Year End Evaluation	Goals for FY _____
			Met Partially Met Did not Meet			
			Met Partially Met Did not Meet			

Goals/Objectives: Health and Wellness Plan

Goals for FY _____	Approach to accomplishing goals/objectives	Midyear Check _____	Status Circle one	Comments/Mitigating Circumstances	Year End Evaluation	Goals for FY _____
			Met Partially Met Did not Meet			
			Met Partially Met Did not Meet			

EMPLOYEE PRINTED NAME

EMPLOYEE SIGNATURE

DATE

SUPERVISOR'S SIGNATURE

DATE

HR MANAGER SIGNATURE

DATE

EXECUTIVE DIRECTOR SIGNATURE

DATE

Employee & Supervisor: Your signatures indicate that:	Employee & Supervisor: Your signatures indicate that:
This position description has been reviewed with the employer and the employee has been given a copy.	The 90 day performance appraisal/competency assessment has been reviewed with the employer and the employee has been given a copy.

Employee Printed Name Date

Employee Signature

Education Health Manager Date

Employee Printed Name Date

Employee Signature

Education Health Manager Date

The annual performance appraisal/competency assessment has been reviewed with the employer and the employee has been given a copy.

Employee Printed Name Date

Employee Signature

Education Health Manager Date

Paraprofessional

Approval:
Policy Council: July 18, 2006
Board Approval: July 19, 2006
Policy Council: 07/08
Board Approval: 07/08
Policy Council: 07/11
Board Approval: 07/11
Policy Council: 07/13
Board Approval: 07/13

Positions: Paraprofessional