

Tuscarora Intermediate Unit 11

Position Title

Home Visitor - Joint B-5

Employee Status

Special Project Head Start/Early Head Start/Pre-K Counts/PAT (non-exempt) Employee

Immediate Supervisor

Home Base Specialist

General Summary

This position is responsible for case management, helping families recognize and build upon their strengths as leaders and/or advocates, and helping parents set learning goals for their families by providing and linking them to comprehensive services including home visits and socialization activities. This position works with typically and atypically developing children, assisting parents with options for acquiring services & supports for their child's learning, developmental or behavioral challenges. Because this position is one part of a large system of services provided to children and families, this position also helps parents experience the personal value of relationships, connections and experiences in the program and in the community. The position of Home Visitor works in tandem with the rest of the parts of the system as an integrated team to support the goals of the program and family to improve the child's development and learning experiences.

Fundamental Duties/Essential Functions

Duties of the position are described in major functional areas listed below. Additional duties may be assigned.

Program Development

1. Attends all required training and workshops.
2. Remains up-to-date on information that pertains to the needs of the children in the program including Head Start Program Performance Standards, federal, state and any other applicable regulations and practices.
3. Works as a team member with the parents, other education staff, and Parent Committee members to develop a home base curriculum that is meaningful and meets the individual needs and supports the goals families have established for themselves and their child.
4. Responsible for the weekly preparation of home visit plans, in conjunction with the parent, which includes objectives to be developed with parents that support their family interest, needs, and goals.
5. Works with the parent to develop an individual plan for her/his child to include goal setting based on the child's social, emotional and cognitive development in the context of the community and culture.
6. Work to promote children's individual school readiness skills as based on the overall program School Readiness goals, OHS Early Learning Outcomes and Framework and the PA Early Learning Standards for Infant and Toddlers, and Preschoolers.
7. Schedules weekly home visits with families as required and on an as-needed basis and documents these events. Plans and carries out monthly socialization experiences
8. Maintains strict confidentiality with respect to children, families and staff in the programs in accordance with established policies and procedures.
9. Assists parents to establish and maintain a safe, healthy learning environment for children that nurtures their child's learning and development.
10. Performs other duties as assigned.

Program Implementation

1. Coordinate/supervises all home base activities, field trips and socialization activities.
2. Plans and provides a developmentally and linguistically appropriate curriculum and experiences in a manner appropriate to the ages, languages and cultures of children served.
3. Directs any special needs concerns to the appropriate Manager.
4. Provides each family on caseload with weekly 90-minute home visits in compliance with Head Start Program Performance Standards. Home visits will be parent-focused reinforcing the parent as the child's first teacher.
5. Provide family-centered services that facilitate child development and help families identify their interest, articulate their strengths & needs, and develop goals.

6. Links families with support systems and resources while assisting them to identify appropriate practices that complement the stages of their developing child.
7. Works with the family to plan & implement learning/educational goals through activities and everyday interactions with child that promote school readiness and their child's lifelong learning. Assist in supporting the family relationship as part of the foundation for interactions around early learning as well as supporting parent in working toward literacy goals.
8. Implements home-based education lesson plans and weekly programs for each family in accordance with each child's need, based on a method of observing and recording children's interests and current levels of functioning.
9. Supports social and emotional development and provides positive guidance and discipline.
10. Maintains a commitment to professionalism and continues own professional development so that decisions are based on knowledge of early childhood theories and practices.
11. Ensures a well-run, purposeful program responsive to families as learners and lifelong educators.
12. Screens, observes and documents information about children as required to further engage parents in conversations where child assessment data is shared and parents learn about children's progress.
13. Work collaboratively with other agencies providing services to HS/EHS children/families.
14. Provide transportation to children/families in agency vehicles as needed.
15. Understands regulations associated with the prevention of occupational disease and injury, including the exercise of universal precautions and the prevention of contamination.
16. Performs other duties as assigned.

Recordkeeping

1. Submits weekly schedule to direct supervisor.
2. Submits monthly progress reports to the supervisor as scheduled.
3. Supervises or orders supplies as needed and takes inventory as requested.
4. Submits monthly bills and reports to the main office in timely manner.
5. Maintains child records, including completion of home visit plans, health services, screening, immunizations and referrals.
6. Gathers and maintains individual, family and classroom data for documentation, ongoing assessments, evaluation and record keeping for successful individual and program planning.
7. Understands, generates and documents in-kind and other allowable costs applied toward the non-federal share requirement.
8. Performs other duties as assigned.

Parent Engagement and Community Relations

1. Works to ensure the program's need for parent engagement are met.
2. Establishes positive, productive, and nurturing relationships with families focusing on a relationship of trust and rapport with the parents of the children.
3. Participates and supports parents as they are oriented to the programs services.
4. Facilitates and supports monthly Parent Committee meetings for the home base program.
5. Schedules and arranges meetings, and documents socializations and home visits as required.
6. Participates in the training of parents as requested.
7. Serves as a single point of contact in assisting families in obtaining the services and resources needed.
8. Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum.
9. To build respectful, culturally responsive, and trusting relationships with families.
10. Involves parents in the educational activities of the program.
 - a. Emphasize their role as the principal influence on the child's education and development.
 - b. Assist parents to increase their knowledge, understanding, skills and experience in basic child development.
9. Collects monthly in-kind records from parents participating and submits to supervisor.
10. Submits items to be placed in the monthly newsletter.
11. Positively promotes Head Start/Early Head Start/Pre-K Counts in the community.
12. Works closely with school district, as appropriate, for shared activities, registration and for transition.
13. Performs other duties as assigned.

Training

1. Participate in all training and professional development activities as required under the Head Start Program Performance Standards, the Head Start Act, OCDEL, and as planned for by the program.

Knowledge and Abilities

1. Extensive knowledge and skills in the field of early childhood development and or social work.
2. Knowledge of various service resources in the community.
3. Knowledge of the state and federal regulations pertaining to child abuse and neglect.
4. Knowledge of family centered practice and case management.
5. Knowledge of local resources, customs and language helpful.
6. Ability to be perceptive of the needs of families and to work well with staff, children and parents/families.
7. Ability to know and implement the Head Start Program Performance Standards and requirements, policies, and program practices of Head Start.
8. Ability to organize and carry out home based activities.
9. Ability to maintain confidentiality.
10. Ability to maintain accurate records which reflect the needs and progress of children and families.
11. Ability to arrange for reliable transportation to travel to home visits, socializations and other events.
12. Possess valid driver's license and have minimum automobile coverage required by state of employment.
13. To driver agency vehicles (if applicable), must be insurable by the IU insurance carrier.
14. Ability to become familiar of Head Start Program Performance Standards, Head Start Act, TIU policies, Head Start Early Learning Outcomes and Framework, and PA Early Learning Learning Standards for Infants and Toddlers, and Preschoolers.

Other Skills and Abilities

1. Ability to exhibit patience and tact when communicating with children, families, staff, management, referral sources and the public.
2. Ability to project professionalism in conducting daily activities.

Education and Experience

1. Minimum requirement is a home visiting CDA credential or an AA or higher in Early Childhood Education or a related field. Preference for some coursework in the following fields: early childhood, family studies, social work, psychology. Additional consideration for candidates who have experience in working with infants, toddlers and preschool children and/or low-income families. AA/BA degree preferred.
2. Experience working with infants, toddlers and preschool children is required.
3. Reliable transportation is a must.
4. Obtain and maintain Basic First Aid and CPR Certification.
5. The program will verify references and complete a sex offender registry check. An initial health exam with acceptable tuberculosis screening results, a clear criminal records, FBI, and Child Abuse clearances check. These are required post job offer and prior to employment.
6. Current and former Head Start/Early Head Start parents will receive preference for employment vacancies for which they are qualified.
7. Bilingual skills preferred.

Physical Demands and Working Conditions

1. Occasionally may need to provide gentle physical restraint to children.
2. May be required to lift up to 45 pounds.
3. Some exposure to communicable diseases.
4. Noise level in work environment may be moderate to loud.
5. Travel by car, bus, airplane or train may also be required associated with attendance at conferences, meeting and other duties carried out at distant locations in and out of state and in some cases where some overnight travel may be required.
6. Some evenings and weekend work may occasionally be required for events such as home visits, socialization experiences and Parent Committee meetings.
7. Work typically takes place in the homes of Head Start/Early Head Start families in various neighborhoods and in varying housing conditions. Some work in an office and in community settings for the socialization experiences are also locations where work is conducted.
8. Driving on roads in varying weather conditions.

Standards of Conduct

By signing this job description, I agree to abide by the following Standards of Conduct as outlined in Head Start Program Performance Standards 1302.90 (c):

1. I agree to not use corporal punishment.
2. I agree to not use isolation to discipline a child.
3. I agree to not bind or tie a child to restrict movement or tape a child's mouth.
4. I agree to not use or withhold food as a punishment or reward.
5. I agree to not use toilet learning/training methods that punish, demean, or humiliate a child
6. I agree to not use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child.
7. I agree to not physically abuse a child.
8. I agree to not use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family.
9. I agree to not use physical activity or outdoor time as a punishment or reward.
10. I agree to respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
11. I agree to follow program confidentiality policies concerning information about children, families, and other staff members.
12. I agree to never leave a child alone or unsupervised while under my care.

I understand that in addition to the above Standards of Conduct, there is a professional conduct policy contained in the TIU Special Project Handbook and that violation of any of these Policies and Procedures or Standards can result in disciplinary action up to and including termination of my employment with the Tuscarora Intermediate Unit.

Statement of Understanding

I have read and understand the above position description. I assert that I am able to perform the essential job functions, meet the physical requirements of this position, and satisfy the expectation for regular attendance.

A review of this job description has excluded the marginal functions of the position that are incidental to the performance of fundamental job duties. All duties and requirements are essential job functions.

This job description in no way states or implies that these are the only duties to be performed by the employee. Employees will be required to follow any other job related instructions and to perform any other job related duties required by their supervisor.

Date approved by TIU Board 07/18/2018

Employee Signature **Date**

Printed Name