

**SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT
Position Description**

TITLE:	Infant Toddler Caregiver	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional Unit)
SERIES:	None	FLSA:	Non-Exempt
JOB CLASS CODE:	9871	WORK YEAR:	10 Months
DEPARTMENT:	Student Support and Health Services	SALARY:	Range 50 Salary Schedule C
REPORTS TO:	Coordinator II- SSHA	HR APPROVAL:	7-24-2023
		CABINET APPROVAL:	8-11-2022

BASIC FUNCTION:

Under the direction of an assigned supervisor, the Infant Toddler Caregiver will provide age-appropriate activities that support a functional learning atmosphere; prepare and execute appropriate experiences suitable for children, 0 to 3 years of age. Work in a licensed childcare setting.

REPRESENTATIVE DUTIES:

Facilitates and guides children's learning, social and emotional development, problem-solving abilities, physical development and any special ability. **E**

Support all children in small and large groups, in a variety of activities involving fundamental language development and literacy, number concepts, exploration of nature, arts and crafts, music, and dramatic play. **E**

Support each child's individual needs. **E**

Provide a positive, safe and nurturing learning environment. Monitors classroom and playground activities to ensure the safety and wellbeing of students. **E**

Oversee the safety and supervision of children in care. **E**

Organize, plan, implement and oversee student activities and instructional materials that align with the State or Federal required tools. Complete required assessments and screeners as required by funding and compliance. **E**

Provide assistance and support to students' individual health needs when appropriate, with toilet training and/ or diapering, hand washing, feeding, and tooth brushing needs. **E**

Support children with special needs and those with an IFSP or requiring individualized care. **E**

Maintain the classroom in a safe, sanitary, and orderly condition. **E**

Prepare and maintain a variety of records such as, but not limited to, student files and portfolios, notes, observations, and student attendance, in relation to funding requirements. **E**

Document activities in related to assigned children and activities including parent involvement and other parent engagement activities, developmental screeners, and assessments. **E**

Assist with completing required student enrollment and attendance designs and prepares bulletin boards, displays, charts, games, and other teaching aids such as forms, and worksheets. **E**

Plan and schedule required home visits. **E**

Facilitate parent engagement activities/workshops including home visits and conducting parent meetings. **E**

Provide parents/guardians of children with practical information regarding the program, their student's progress and provide support and encouragement for involvement with their children's education. **E**

Collaborate with community partners to enhance services for children and parents. **E**

Support diverse and at-risk and priority populations as low-income, teen parents, refugees, dual language learners etc. **E**

Participate in periodic meetings with Student Support and Health Services staff, instructional coaches, school site staff, administrators, and other designated staff to assess progress, discuss issues or concerns and plan teaching/learning strategies. **E**

Attend trainings and professional development. **E**

Work collaboratively with classroom instructional staff and childcare attendants. **E**

May assign special projects to the Instructional Aide (as needed) to support the program. **E**

Attend a variety of conferences, training, and meetings as assigned. Operate standard office and classroom equipment. **E**

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Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: Associate of Arts Degree in Early Childhood Education, Child Development, Human Development or related field and six (6) Infant & toddler specialized units or minimum of completion of three (3) units Infant & toddler specialized units and proof of enrollment in additional three (3) units upon placement.

LICENSES AND OTHER REQUIREMENTS:

(Including Title 22 Community Licensing staff requirements).

Valid Teacher Permit or higher issued by the California Commission on Teaching Credentialing, valid First Aid/CPR certification (Infants & Toddlers), valid California Driver License and insurance, and pass the employee entrance evaluation (lifting test).

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Classroom procedures and appropriate knowledge of child development methods and practices.
- Child behavior management techniques and child guidance principles and practices.
- Requirements of maintaining an infant/toddler classroom in a safe, clean and orderly condition.
- Experiences and curriculum designed for an infant/toddler program.
- Basic record-keeping techniques.
- Basic instructional methods and techniques.
- Health and safety regulations.
- Operation of standard office and classroom equipment.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience, and courtesy.
- Proper lifting techniques.
- Lift infants and toddlers weighing up to 50 pounds.
- California Department of Social Services (CDSS) licensing requirements
- Community Care and Licensing Regulations, State and Federal guidelines in relation to funding requirements.

ABILITY TO:

- Monitor, supervise and evaluate children in games, play or group activities;
- Read and understand teacher manuals and guides;
- Follow oral and written instructions with direction; Ability to give directions clearly;
- Work independently and make minor decisions within the framework of established guidelines;
- Adapt to individual needs of children and work with frequent interruptions;
- Work harmoniously with children and staff.
- Meet schedules and timelines.
- Learn and use technology and computer software applications as appropriate to the learning environment.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.
- Successfully implement and use positive reinforcement and assertive discipline practices.
- Provide experiences and related activities in a classroom or assigned learning environment.
- Maintain a clean, safe and orderly classroom-learning environment.
- Communicate effectively orally and in writing.
- Read, interpret, apply and explain rules, regulations, policies and procedures applicable to the Early Learning and Care environment.
- Communicate effectively with others.
- Operate standard classroom equipment.
- Work closely with classroom para-educator to insure a safe and cohesive learning environment.
- Provide input for performance evaluations as requested by the administration.
- Monitor student attendance.
- Understand and relate to students with special needs.

- Maintain consistent, punctual and regular attendance.
- Sit or stand for an extended period.
- Bend at the waist, kneel, crawl or crouch to assist students.
- Learn district organization, operations, policies and objectives.
- Assist parents with school involvement and participation as required.
- Use proper lifting methods.

WORKING CONDITION:

SAMPLE ENVIRONMENT:

Indoor classroom and outdoor playground childcare environment; frequent interruptions; significant distractions; continuous contact with staff and the public. Drive a vehicle to conduct work for required home visits.

SAMPLE PHYSICAL ABILITIES:

Sufficient physical strength and mobility to stand, walk, run with students and lift/hold infants/toddlers. Sit for extended periods; bend at the waist or crouch to assist children. Must be able to bend, squat, and kneel throughout the day, reach overhead, above the shoulders, and horizontally to retrieve and store files; hear and speak to exchange information; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities, prepare materials. Operate standard office and classroom equipment and technology. Lift infants and toddlers weighing up to 50 pounds.

SAMPLE HAZARDS:

Occasional contact with dissatisfied or abusive individuals; exposure to erratic student behavior; may risk exposure to lice, bodily fluids, and communicable diseases.