



## Work where your work matters. Work at CCRC.

CCRC prides itself as a workplace of choice for passionate talent, driven by our mission to cultivate child, family and community well-being. Whether the position works directly with the public or supports our programs, every position is vital to our mission's success and reputation as a leader. We are not your typical non-profit. We are 900+ people strong and growing!

You could play a key role supporting the **Head Start** Division! Go to our job board to apply: [job board](#)

## The Infant Toddler Teacher Assistant job at a glance

### General Summary

Under the direction of the Infant and Toddler Teacher, the Infant and Toddler Teacher Assistant will promote activities virtually and provide care for infants and toddlers in a group setting, planning, developing, implementing, and documenting the delivery of comprehensive services within the classroom in accordance with policies, procedures, and philosophy of CCRC's Head Start/Early Head Start center based program. Infant Toddler Assistance will encourage Family Engagement in all aspects of the program.

**This position is a full time (40 hours per week) hybrid position and will consist of working remotely full time position and/or at a center location and may also require for Infant and Toddler Teacher Assistant to work nights and weekends**

### Core Benefits!

- **Competitive Compensation** Package
- **Robust benefit offerings** -Medical, Dental, Vision, and Voluntary Life Insurance!
  - CCRC ***covers approximately 90-100% of employee and dependent*** medical and dental coverage, and **90%** vision coverage!
  - There are a variety of medical and dental plans offered, including 5 medical plans of Kaiser HMO, 3 different Blue Shield HMOs, and a PPO, and Dental HMO or PPO
- **Basic Life Insurance and Long-Term Disability** paid for by CCRC
- **Flexible Spending Account** participation offered
- Employer Contribution and Employer Match in the **403(b) Retirement Savings Plan** with 100% vesting!
  - Upon meeting eligibility, employees receive a **5% contribution** and may participate in the **match of 50% up to the 1<sup>st</sup> 7% of deferrals**
- **Generous Time Off Policy** with vacation and Sick Time, Holidays, and Paid Winter Break
- Opportunities **for learning and professional development**, such as education reimbursement and mastering skills for career progression
- **Culture:** Mission-driven, passionate, and inclusive
- **Employee Assistance and Wellness Programs**
- **501(c) (3) designation**-You can apply for Public Service Loan Forgiveness!

## The Details of the Job:

### Essential Duties And Responsibilities

Within the team structure, Infant and Toddler Teacher Assistant will provide quality services for infants and toddlers children enrolled in the Head Start 0-5 program, which include the following responsibilities:

#### Interactions with Children and Families (70%)

Go to our job board to apply: [job board](#)

- Develop and utilize to fidelity the Creative Curriculum to provide age appropriate, indoor and outdoor activities in the classroom and virtually to enhance the growth infants and toddlers of all developmental domains.
- Collaborate with families and teachers to encourage experimentation, guided exploration, problem solving, cooperation, socialization, choices and ways to ask open-ended questions with their child/ren.
- Assist with adapt the curriculum to meet the needs of all children including at risk, special needs, gifted and culturally diverse populations.
- Establish weekly goals that promote individual educational plans that support school readiness and facilitates transition into Head Start
- Provide monthly socials for families.
- Prepare classroom materials and Learning Kits to support developmentally appropriate activities in the classroom and at home, as well as creating and changing learning centers in the classroom as needed.
- Maintain a clean and safe indoor and outdoor environment on a daily basis. Ensure that all toys and classroom equipment are sanitized including eating, diapering and napping areas as needed.
- Follow the daily routine to provide an environment conducive to learning and appropriate to the development levels, interests, and special talents of infants and/or toddlers.
- Develop knowledge for and support the implementation of developmentally appropriate and culturally sensitive practices, effective teaching strategies, Community Care Licensing and DCFS regulations.
- Assist with food service, Learning Kit distribution and other classroom/virtual needs as requested.
- Communicate regularly with parents regarding each child's progress and provide parents resources.
- Conduct the required home visits and parent conferences to establish individual goals, communicate class progress, and provide educational strategies for parents to implement at school and in the home.

#### **Staff Relationships (15%)**

- Support the daily routine and functions of the classroom to make sure they are working and been implemented; rotate classroom and virtual responsibilities and support other staff to complete all classroom duties on a daily basis. Providing care and/or engaging in conversation around feeding, diapering, and holding. In addition, provide respectful, responsive individualized plans, which include Medical Care Plans for special diet, medical condition/accommodations and allergies.
- Support the Individual Family Service Plan processes by participating in meetings, making referrals, active in assessments, goals planning, and ensuring children are receiving services.
- Maintain communication and professional boundaries at all times with staff, caregivers and families.
- Assist families with Transition into the Early Head Start program and out of the Early Head Start program

#### **Administrative Functions (15%)**

- Maintain a system of confidentiality for all data, records, and information regarding Head Start families at all times.
- Support the completion and submission of weekly activity plans, development; summaries, DOT and goals to Teacher and/or Center Director for review and feedback prior to implementation in the classroom and virtual contacts.
- Ensure monthly reports and paperwork are accurate and submitted to Teacher and Center Director.
- Collect observations for ongoing assessments to ensure child outcomes are meeting agency benchmarks.
- Read, analyze, and interpret data from the DRDP (2015) and IFSP's to support creating child and center specific goals.
- Assist with generating and tracking Non- Federal Match on a monthly basis

### **Non-Essential Duties And Responsibilities**

These duties include tasks that are required and comprise less than 5% of daily functions for this job:

- Serve as a Teacher as needed at your center and other centers as assigned
- Serve as a Teacher Assistant as needed within other regions and/or caseloads

Go to our job board to apply: [job board](#)

- Actively engage in parent meetings; provide child care as needed, participation, planning, and set up of materials and room.
- Complete ongoing professional development through education, training, and resources.
- Other duties as assigned

## Job Specifications

### Minimum Required

- **Education:** Associates Degree in Early Childhood Education/Child Development or 24 semester units in Early Childhood Education or Child Development. 3 units in infant/toddler development course work.
- **Experience:**
  - 6 months experience working with families and children in an infant and toddler setting required.
- **Professional/Technical Certifications:**
  - Hold and maintain a current California Commission on Teacher Credentialing Child Development Associate Teacher Permit or above based on the [California Teacher Credential \(CTC\) Matrix](#) upon hire or apply within 60 days of hire..
- **Technical Requirements –**
  - Must have intermediate Technology skills specifically using Zoom, outlook, and Microsoft Suites, PowerPoint, as well as the ability to learn additional platforms related to the program.
  - Basic knowledge of developmentally appropriate practices, effective teaching strategies, Community Care Licensing and DCFS regulations.
- **Behavioral:**
  - Ability to maintain all assigned workflow and a high level of customer satisfaction in a fast paced working environment.
  - Ability to supervise pre-school children and ensure a safe environment including the ability to monitor and respond to events going on at all times in the classroom, outdoor play areas and on field trips.
  - Ability to maintain all assigned workflow and a high level of customer satisfaction in a fast paced working environment.
  - Ability to engage children and families from diverse backgrounds and experiences including disadvantaged, at risk, and or low income.
  - Show ability to have flexibility, maturity of judgment, and ability to work collegially.
  - Uphold the values and principles of the organization.
  - Ability to respond appropriately to an emergency or a crisis situation.
  - Effective communication and customer service, working collaboratively with adults and children, able to demonstrate a supportive attitude to families.
  - Effective Organization skills, accurate work product, strong problem solving skills, effective critical thinking, ability to make independent decisions/judgement.
- **Work Schedule:**
  - Infant and Toddler Teacher Assistants work full time 40 hours a week.
  - Hours may vary according to the needs of the family in their caseload.
  - The Infant and Toddler Teacher Assistant has the ability to work a non-traditional work schedule including early mornings, late evenings and weekends.
- **Work environment:** This is a hybrid work environment consisting of working remotely (at home) and in the classroom of a Head Start (Pre-school) Center. The Head Start Center includes Early Learning classrooms for children ages birth to 5, outside playgrounds and play structures, and may include regular office space and/or storage areas at larger centers.

- **Background & Health Clearance Requirements: Head Start / CCP** Criminal Records (e.g. Live Scan Fingerprinting), Child Abuse Index Check, Sexual Offender Registry, Health, Tuberculosis (TB) test and Immunization clearances required.

**Preferred**

All minimum requirements above met, plus:

- **Education:** BA preferred.
- **Experience: Experience:**
  - 2 plus years of experience in an early childhood education program or infant and toddler setting.
  - 1 year of experience working with developmentally disabled/delayed or behaviorally challenged children including supporting Individualized Education Plans (IEP) and/or Individualized Family Service Plans (IFSP) using social-emotional curriculum and inclusion methods and trauma informed care.
- **Professional/Technical Certifications:**
  - Hold and maintain a current California Commission on Teacher Credentialing Child Development Teacher Permit issued by the California Commission on Teacher Credentialing.
  - Hold a valid First Aid and Cardiopulmonary Resuscitation (CPR) Certificate upon hire or within 30 days of hire.
- **Technical Requirements**
  - Advance technology skills specifically using Zoom, outlook, and Microsoft Suite, as well as the ability to learn additional platforms related to the program.
- **Travel:** May use CCRC company vehicles, when available or personal vehicle and will be subject to Driver Management Policy requirements (i.e., valid California Driver’s License, automobile insurance and a clean driving record required).
- **Bilingual preferred.** Ability to converse, write and/or translate in English and Armenian / Spanish

**Physical Demands**

The physical demands described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

<b>Physical Activity</b>					
<b>Activity</b> List the number of hours spent performing the activity.	<b>Hours Per Day</b>				
	<b>NA</b>	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
<b>Balancing:</b> Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Climbing:</b> Ascending or descending ladders, stairs, scaffolding, ramps, poles, or other similar devices. Using feet and legs and/or hands and arms. Performing activities where body agility is emphasized.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Crawling:</b> Moving about on hands and knees.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Crouching:</b> Bending the body downward and forward by bending the leg and spine.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Driving:</b> A car, truck, forklift or other types of moving equipment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feeling:</b> Perceiving attributes of an object, such as its size, shape, temperature or texture by touching with skin, particularly that of the fingertips.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Grasping:</b> Applying pressure to an object with the fingers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Hearing:</b> Perceiving the nature of sounds with no less than a 40db loss at 500Hz, 1000Hz and 2000Hz with or without correction. Ability to receive detailed information through oral communication, and make fine discrimination in sound, such as when making fine adjustments on a piece of equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Go to our job board to apply: [job board](#)

<b>Physical Activity</b>					
<b>Activity</b> List the number of hours spent performing the activity.	<b>Hours Per Day</b>				
	<b>NA</b>	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
<b>Kneeling:</b> Bending legs at the knee to rest the body on the knee or knees.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting (Light):</b> Raising objects from a lower to a higher location / moving objects horizontally from one location to another. <b>Lifting up to 30lb</b> objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting (Med):</b> Raising objects from a lower to a higher location / moving objects horizontally from one location to another. <b>Lifting 30lb – 50lb</b> objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifting (Heavy):</b> Raising objects from a lower to a higher location / moving objects horizontally from one location to another. <b>Lifting 50lb+</b> objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pulling:</b> Using upper extremities to exert force to draw, haul or lug objects in a sustained motion.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pushing:</b> Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reaching:</b> Extending hand or hands and extending arm or arms in any direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Repetitive motions:</b> Substantial movements of the wrist, hands, and/or fingers, including keyboarding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Sitting:</b> Particularly for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standing:</b> Standing or staying on feet for sustained periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stooping:</b> Bending body downward and forward by bending the spine at the waist, requiring full use of the lower extremities and back muscle.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Talking:</b> Expressing or exchanging ideas by means of spoken words. Those activities in which detailed or important spoken instructions to co-workers are required. The instructions must be conveyed accurately, loudly, and/or quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Twisting:</b> Turning from right to left at the waist.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Viewing:</b> The ability to distinguish colors, read a VDT or other needs for depth perception.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Walking:</b> Moving about on feet to accomplish tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Notices

Child Care Resource Center is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex including sexual orientation and gender identity, national origin, disability, protected Veteran Status, or any other characteristic protected by applicable federal, state, or local law.

The contractor will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information. 41 CFR 60-1.35(c)

### Accommodations

If you are a qualified individual with a disability or a disabled veteran, you have the right to request an accommodation if you are unable or limited in your ability to use or access our career center as a result of your disability. To request an accommodation, contact a Human Resources Representative at (818) 717-1000 ext. 6599 or email them at [Recruiting@ccrcca.org](mailto:Recruiting@ccrcca.org).

Go to our job board to apply: [job board](#)