Associate Teacher-After School Program

Job Summary:
Under the direction of the Lead Teacher, provides a warm, nurturing environment where children are valued and respected with emphasis on self-esteem, security, choice-making, acceptance of the individual, independence and trust. Assists Lead Teacher in managing the classroom, its resources, staff, and interactions with parents in order to provide for the well-being of the children. Reference Community Care Licensing (“CCL”) regulations, Title 22, Division 12, Chapter 1, Section 101216.1.

Essential Job Functions:

- Supervises, monitors, and assists participants as necessary to maintain healthy, safe environment, and maximum participation in program activities, on site and within the community. Provides specialized care needs such as behavioral interventions, toileting, hygiene, first aid and feeding assistance. Assists with planning, organizing, developing and implementing program activities for both large group and small group.

- Provides input for participant assessments, behavioral intervention plans and Individualized Service Plans (“ISP”). Implements ISP goals and behavioral intervention plans. Documents any unusual or special incidences with participants via Special Incident Report (“SIR”), and coordinates with Site Supervisor for reporting of suspected child abuse.

- Provides information to parents regarding participants’ progress and needs. Provides guidance and work direction to volunteers. Works with Easter Seals team members and community resources to enhance quality of program and services provided.

- Prepares, cleans up, and sterilizes as needed: rooms, toys, and equipment to maintain a clean, healthy, and safe environment for participants. Purchases and prepares daily snacks for participants, and assures clean-up of work/activity areas. Provides transportation to participants.

- Inventories all program supplies on a weekly basis, and informs/advises Lead Teacher of inventory needs.

Positions Supervised (Direct Reports):

- None; however, provides work direction to Assistant Teachers, Interns and Volunteers.

Minimum Education or Training Equivalent to:

- Community Care Licensed “Teacher Qualified” or completion of 12 post secondary units in early childhood education, child development, or equivalent.
- Able to transport participants in vehicle.
**Minimum Years of Additional Related Experience:**

- One year’s experience working in a team environment providing early intervention or childcare services to individuals ages birth to 22.

**Special Qualifications (Skills, Abilities, Licenses):**

- Demonstrated ability to work effectively with individuals with disabilities and in a multicultural environment.
- Able to be a team player, accept direction, take initiative, be flexible, and act professionally at all times.
- Able to communicate effectively verbally and in writing; American Sign Language or bilingual ability desired.
- Able to consistently demonstrate good judgement and decision-making skills.
- Able to exercise confidentiality and discretion pertaining to the work environment.
- Able to obtain criminal record clearance per Community Care Licensing requirements.
- Able to pass post-offer medical examination.
- Able to obtain CPR and First Aid certificates.
- If personal transportation is used to transport program participants, employee must be 21 years of age, and proof of valid driver’s license, current auto insurance ID card, and acceptable driving record per NAIC standards is required.
- Ability to obtain and maintain criminal record clearance through the Department of Justice and must pass a TB test.
- Must have valid California Driver’s License and maintain a clean driving record.

**Physical Requirements (Approximate Percent per 4- to 7.5-hour Workday):**

- Constant walking (65%) and supervision of participants (75%).
- Constant speaking and listening (75%) to participants and others.
- Frequent use of arms and fingers to grasp toys, equipment, utensils, and dishes (60%).
- Frequent bending, reaching, squatting, kneeling, twisting in order to interact with participants (50%).
- Occasional using upper and lower torso, arms, and legs to assist in lifting or transferring participants of up to 50 lbs. (20%).
- Occasional sitting and maintaining close visual attention to write reports, and using arms and hands to operate computer (5%).
- Occasional walking to, bending to enter, sitting, and using upper and lower limbs to drive car (5%).

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