

CHILDREN'S PROGRAM SPECIALIST ASSISTANT

GENERAL DESCRIPTION OF CLASS

Under the direction of an administrator or manager, performs a variety of duties and responsibilities related to the Child Development Center's policies and procedures within specific guidelines. Work is usually supervised while in progress or is performed within specific guidelines and fits a pattern that has been established and explained before the work is started. Generally, changes in work procedures are explained in advance as they arise.

REPRESENTATIVE DUTIES: The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related or a logical assignment to this class. The essential duties of the class are indicated with an asterisk *.

BASIC FUNCTION: The duties of this classification may involve performing the most technical and difficult tasks, requiring specialized or advanced skill in one or more areas of the work assigned. The duties below are not inclusive but characteristic of the type of work associated with the class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

1. Implements all center policies and procedures within Center guidelines. *
2. Assists in planning and implementing developmentally based curriculum which includes but is not limited to the following areas: dramatic play, creative arts, science, nutrition, cooking, math music, language arts, large and small motor, blocks, and woodworking. *
3. Participates in the set-up of the daily pre-school environment and maintains a safe and healthful environment. *
4. Assists in keeping accurate records of the children (e.g., portfolio development and assessment). *
5. Records daily attendance of children; provides records to Children's Program Specialists.*
6. Performs clerical functions and responsibilities related to the functions assigned, which include but are not limited to composing, typing, and distributing correspondence, memoranda, newsletters, reports, bulletins, emails, forms, etc. *
7. Maintains an open line of communication among staff, parents, students, and college personnel. *
8. Models effective adult-child relationships and guidance techniques. *
9. Redirects children's inappropriate behavior when necessary. *
10. Maintains inventory of instructional supplies needed for daily pre-school environment. *
11. Provides the Director with necessary information to complete reports, such as Children's Services Division and accident reports. *
12. Assists Children's Program Specialists with providing guidance techniques for Center participants, interns, service learners and observers at the Center. *
13. Assists in routine care procedures, such as napping, nutrition and laundry. *
14. Assists in maintaining Community Care Licensing standards. *
15. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. *
16. Attends staff meetings and may attend professional meetings and conferences at direction of the Center Director.
17. May provide work direction to student workers, short-term, temporary and/or substitute employees.

18. May serve on a variety of District committees as requested.
19. Performs other duties that support the overall objective of the position.

MINIMUM QUALIFICATIONS**EDUCATION/EXPERIENCE:**

- High School Graduate or General Educational Development (GED); **AND**
- Twelve (12) units of Early Childhood Education/Child Development courses including core courses* and three (3) semester units in infant care; **AND**
- Fifty (50) days of 3+ hours per day within the last two (2) years of experience closely related to the duties and responsibilities of this class.
- Or, any combination of education and experience which would provide the required qualifications for the position.

**Core courses include: child/human development, child/family/community/or child and family relations, and programs/curriculum- must be a minimum of three semester units or four quarter units in each of the core areas.*

DESIRED QUALIFICATIONS:

- Twenty-four (24) units of Early Childhood Education/Child Development courses including core courses, plus 16 General Education courses and 175 days of 3+ hours per day within the last 4 years of experience closely related to the duties and responsibilities of this class.
- Hold or be eligible for a Master Teacher Permit or higher.
- Completed three (3) semester units in infant care.
- Hold and maintain a valid driver's license throughout duration of employment with the District.

CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:

- Hold Pediatric First Aid and Pediatric CPR cards or, at time of hire, show proof of course enrollment and once obtained, must maintain valid card(s) throughout duration of employment with the District.
- Hold or meet all requirements to obtain an Associate Teacher Permit at time of application, and once obtained, must maintain a valid permit throughout duration of employment with the District**.
- May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

***At time of hire, you must submit a copy of your Associate Teacher Permit or proof that your application to obtain your Associate Teacher Permit has been submitted.*

KNOWLEDGE, SKILLS, AND ABILITIES: (May be acquired through education, training and/or experience.)**Knowledge of:**

- District and college policies, procedures, rules, and regulations related to the area of assignment.
- California Education Code and Title V as it relates to the area of assignment.
- Family Educational Rights and Privacy Act (FERPA).
- A college laboratory pre-school environment, including the relationship between the collegiate programs and the day-to-day operation of a Child Development Center.
- Principles and practices of child growth and development.
- Principles and techniques used in early childhood education.

- Health and safety rules and regulations.
- Pediatric first aid and CPR.
- Disciplinary and supervision techniques for children.
- The philosophy and concepts of The Program for Infant/Toddler Care.
- Interpersonal skills including empathy, tact, patience and respect.
- Proper spoken and written English usage.
- Elements of proper grammar usage, spelling, vocabulary, and punctuation.
- Basic mathematics.
- Composing, proofreading, and preparing correspondence.
- Record-keeping, filing, file sharing, and filing system methods and techniques.
- Effective communication skills both verbally and in writing.
- Computer software programs, applications, databases, and Enterprise Resource Planning (ERP) systems; computer hardware and peripheral equipment related to the area of the assignment.
- Modern office practices and procedures.
- Microsoft Office Suite (Word, Excel, Outlook).

Ability to:

- Perform the essential responsibilities of the position.
- Understand and apply District and department policies and procedures.
- Learn, interpret, and apply District and department rules, regulations, policies, and procedures.
- Assist with instructional activities for children.
- Practice the Guides to Speech and Action.
- Organize activities for children.
- Apply good judgment.
- Utilize keyboarding skills commensurate with the required functions for this position.
- Utilize computer software programs, applications, and databases; computer hardware and peripheral equipment related to the area of assignment.
- Maintain records, files, file sharing, and filing systems accurately, completely, and with confidence.
- Maintain confidentiality.
- Plan, organize, and prioritize workload to meet schedules and timelines.
- Understand and carry out verbal and written instructions and direction.
- Effectively communicate both verbally and in writing.
- Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.
- Work effectively with a diverse population.
- Establish and maintain cooperative relationships with those contacted in the course of work.

RELATIONSHIPS WITH OTHERS:

The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, vendors, and the public, as needed.

SUPERVISION EXERCISED and/or RECEIVED:

The incumbents in this class may provide work direction and/or guidance to student workers, student assistants, and/or short-term, temporary employees.

The incumbents in this class receive general supervision from the assigned manager or other administrative superiors. Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards. Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

PHYSICAL AND MENTAL DEMANDS:

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Physical Demands**

While performing the duties of this classification, the incumbent is regularly required move to indoor and outdoor work locations and play environments; sit, walk, and/or stand, speak or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry heavy objects on an intermittent basis up to 50 pounds. The incumbent may be required to frequently sit, stand, and/or walk for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment, The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s).

Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

- **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS:

- **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The incumbent works in classroom and outside play environments.

- **Working Conditions**

Work is performed primarily indoors where minimal safety considerations exist.

Butte Glenn Community College District (BGCCD) IS AN EQUAL OPPORTUNITY

EMPLOYER: To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions.

Butte Glenn Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

BGCCD is committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, gender identity, parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.