



## **Position Description**

**POSITION TITLE:** ReadySteps Substitute

**CLASSIFICATION:** Educator

**POSITION SUMMARY:** The ReadySteps Substitute provides additional support on an as-needed basis to help facilitate implementation of neighborhood-based early learning programming that engages parents as children's first and best teacher with their young children. The Educator Assistant will assist Educators and Group Leaders in leading playgroups in various community neighborhoods, based on staffing needs.

### **POSITION QUALIFICATIONS —**

- Ability to relate well to both parents and young children.
- Ability to be active and engaged with children and parents.

### **TECHNICAL COMPETENCIES—**

#### **Human Service Knowledge and Abilities**

- Have general knowledge about parent education, early childhood fields and/or related professional disciplines.

#### **Assessment/ Case Planning/Service Provision**

- Be flexible and adaptable, and able to work at any playgroup location between the hours of approximately 9:45 a.m. and 12:30 p.m.
- Assist with programming including set up/clean up, and facilitating activities under direction of program staff. Work collaboratively with program Group Leaders, Educators, Family Coordinators and volunteers to support program services.
- Maintain open lines of communication with all program staff to ensure the needs of each enrolled participant are met.

#### **Reporting/Documentation/Evaluation**

- Assist in maintaining up-to-date records on program participants and activities according to program requirements. Examples include ensuring families sign in at playgroups and communicating child and/or caregiver observations and needs to Educators, Group Leaders, Family Coordinator and/or Program Director.

Submit timesheets and respond to requests for communication within 24 hours.

### **Supervision**

- Communicate with Program Director as needed to confirm scheduling, and to discuss needs, challenges, and/or successes associated with job responsibilities.
- Share feedback regarding program activities.

### **Community Collaboration and Training**

- Work cooperatively with community partners and referral sources.

## **CORE COMPETENCIES –**

### **Relational:**

- Actively promote vital connections between children, caregivers, staff, and our community partners.
- Resolve issues with the person(s) most directly involved by sharing your thoughts and feelings directly and respectfully, remembering that others have thoughts and feelings, too.
- Recognize each person's uniqueness and strengths. Treat people in a caring and respectful fashion, mindful of individual, cultural and ethnic differences.
- Be respectful in verbal and written communication to and about participants and colleagues.
- Maintain appropriate professional boundaries with participants, colleagues and donors.
- Protect privacy and confidentiality of participants, colleagues and donors.

### **Engaged:**

- Fully embrace our mission and vision, actively contribute to meeting them, and serve as an ambassador to engage the community in our efforts by providing clear and accurate information regarding the agency's function and current programs.
- Participate in the decision-making process as opportunities are available to inform agency and program decisions.
- Participate in scheduled agency and other team meetings.

### **Adaptable:**

- Recognize that one way does not work for everyone and stay flexible in our approach and thinking. Maintain flexibility in order to change when things change.
- Present solutions along with problems with the goal of getting to yes. Stay open to new ideas and offer suggestions for new ways of doing things.
- Be proactive; give and receive input and seek solutions that balance the needs of the individual, program, agency, and community.

### **Driven:**

- Maintain the highest integrity in all aspects of agency and program operations and duties.

- Utilize evidence-based and best practice models and strategies to provide the best opportunity for success.
- Set appropriate priorities and make progress toward performance-based goals established for self, program, and agency.
- Be accountable for individual and program results and give and receive feedback to improve individual, program, and agency performance.
- Seek and utilize all available sources of data on an ongoing basis to inform decision-making in completion of all job duties.
- Reflect on individual, program and agency results for continuous learning and quality improvement.

**You:**

- Participate in professional development and supervision to seek guidance, expand knowledge, and develop use of best practices.
- Maintain passion and commitment to the agency's work and participants.
- Do your part to ensure the health and well-being of the entire organization.
- Respect and protect agency-owned property and assets and use agency resources for business-appropriate purposes.

Perform other duties, not listed here, deemed necessary for the well-being of the agency.

I have received and have had the opportunity to discuss the job description (above), copies of the performance evaluation form and an organizational chart for ReadyKids.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date