



Job Title: Infant & Toddler Group Teacher

Department: Early Head Start

Reports To: Early Head Start Director

Status: Full-Time/ Non-Exempt

Schedule: 40 Hours/Week

Monday-Friday

Mission Statement:

The mission of the Committee for Hispanic Children and Families (CHCF) is to bring a relentless focus on positive child and family outcomes to close the achievement gap and build a better future for children, families, and communities served by the Head Start program.

Job Summary:

The Infant & Toddler Group Teacher is responsible for providing high-quality early childhood education and care for children ages birth to three years in an Early Head Start classroom. Working collaboratively with a co-teacher, the Group Teacher ensures the successful operation of a classroom serving six to eight children and creates a nurturing, safe, and engaging learning environment that promotes healthy development and school readiness.

The Group Teacher partners with families, colleagues, and community stakeholders to support each child's unique developmental journey and to achieve positive child and family outcomes aligned with CHCF's school readiness goals and Early Head Start Performance Standards.

Duties and Responsibilities:

The Group Teacher uses knowledge of child development, infant and toddler learning, and relationship-based practices to support children's growth across all developmental domains.

- Implement a child-centered curriculum, daily routine, and learning environment that promotes social-emotional, cognitive, language, physical, and creative development.
- Foster age-appropriate positive social interactions, active exploration, curiosity, and independence.
- Support the development of self-regulation and social-emotional competencies through nurturing and responsive caregiving practices.
- Observe children closely to identify strengths, needs, interests, and potential developmental concerns.
- Utilize observation, documentation, and assessment data to individualize learning experiences and support each child's development.
- Create meaningful partnerships with families to support consistency between home and school experiences.





- Maintain culturally and linguistically responsive practices that value the diverse backgrounds of children and families.

PLANNING

- Collaborate with co-teachers to develop and implement developmentally appropriate lesson plans aligned with Early Head Start standards and child outcomes.
- Ensure curriculum planning includes:
 - Developmental goals and learning objectives.
 - Meaningful learning experiences.
 - Family engagement opportunities.
 - Materials and resources necessary for implementation.
 - Strategies that support children's social-emotional development.
- Post lesson plans for families, volunteers, and visitors.
- Participate in developing individualized plans and goals for children based on assessment data and identified needs.
- Plan and implement experiences that promote language development, emergent literacy, early numeracy, problem-solving, and school readiness skills.
- Complete ongoing child assessments and document progress using Teaching Strategies GOLD or other approved assessment systems.

PROGRAM IMPLEMENTATION

- Implement curriculum through play-based, hands-on, and experiential learning opportunities.
- Provide developmentally, culturally, and linguistically appropriate learning experiences.
- Establish and maintain a safe, healthy, and inclusive classroom environment.
- Implement Individualized Family Service Plans (IFSPs) and support services for children with disabilities or suspected delays.
- Maintain consistent routines that are responsive to individual children's schedules and needs.
- Provide active supervision at all times in accordance with Head Start Performance Standards and childcare licensing regulations.
- Support children through positive guidance and behavior management practices.
- Conduct daily health and safety checks.
- Supervise and participate in meal and snack times as learning opportunities that support nutrition, social skills, and self-help skills.
- Feed infants on demand and hold non-mobile infants during feeding.
- Follow proper health, sanitation, diapering, and infection-control procedures, including universal precautions.
- Supervise classroom field trips, outdoor play, and other program activities.





FAMILY PARTNERSHIPS

- Promote family engagement and encourage parents to participate in their child's education.
- Build trusting, respectful, and collaborative relationships with families.
- Encourage parents to contribute to curriculum planning and child development activities.
- Provide opportunities for families to observe, discuss, and understand their child's growth and development.
- Conduct a minimum of two home visits and two parent-teacher conferences annually in collaboration with the co-teacher.
- Participate in parent orientation sessions, family events, and ongoing parent education activities.
- Support parent volunteers and collaborate with Family Advocates regarding volunteer opportunities and family engagement initiatives.

COMMUNICATION AND SERVICE COORDINATION

- Maintain consistent communication with families regarding children's development, routines, health, and daily activities.
- Complete daily documentation related to infants' and toddlers' sleeping, eating, toileting, and developmental progress.
- Collaborate with Family Advocates, Health, Mental Health, Nutrition, and Disabilities staff to ensure coordinated services for children and families.
- Participate in case conferences and multidisciplinary meetings as needed.
- Share classroom updates and relevant information with program leadership for newsletters and family communications.
- Refer developmental concerns or service needs to appropriate program staff.

RECORD KEEPING AND RECORDING

- Maintain accurate and timely child, family, and classroom records.
- Ensure documentation complies with program, state, federal, and agency requirements.
- Gather and organize assessment and developmental data to inform classroom planning and program evaluation.
- Monitor classroom inventory and request supplies as needed.
- Maintain confidentiality of all child and family information.

ONGOING MONITORING AND SELF-ASSESSMENT

- Conduct ongoing observations and assessments of children's development.
- Analyze child outcomes with the teaching team and education leadership to inform curriculum planning and continuous improvement efforts.





- Participate in program self-assessment, monitoring activities, and quality improvement initiatives.
- Utilize data to improve classroom practices and child outcomes.

SUPERVISION AND HUMAN RESOURCES

- Serve as a positive role model and maintain professional standards of conduct.
- Participate actively in team meetings, staff meetings, training sessions, and professional development opportunities.
- Collaborate with program leadership to support classroom volunteers, substitutes, and interns.
- Maintain flexibility and adaptability to meet changing program needs.
- Demonstrate a commitment to continuous learning and reflective practice.

Non-Essential Duties:

- Perform other duties as assigned to support program operations and organizational goals.

Qualifications

- Master's or Bachelor's Degree in Early Childhood Education with Birth to 2nd NYS Certification (Initial or Professional) preferred; or working towards certification
- Successful completion of all required background clearances and medical examinations.
- Ability to travel locally, as needed, for meetings, training, and program-related activities (up to 10%).

Knowledge, Skills, & Abilities:

- Strong understanding of infant and toddler growth and development.
- Knowledge of Early Head Start Performance Standards, child development principles, and developmentally appropriate practices.
- Ability to establish positive relationships with children, families, and colleagues.
- Strong verbal and written communication skills.
- Demonstrated cultural competence and ability to work effectively with diverse populations.
- Proficiency in Microsoft Office applications, data management systems, and internet-based platforms.
- Strong organizational skills and attention to detail.
- Ability to maintain confidentiality and exercise sound judgment.
- Dependable, self-motivated, and able to meet deadlines in a fast-paced environment.

Physical Requirements:

- Ability to sit, stand, walk, bend, kneel, squat, and reach throughout the workday.
- Ability to lift, carry, and move up to 25 pounds.





- Ability to engage in floor activities with infants and toddlers.
- Ability to use hands and fingers for writing, typing, and classroom activities.
- Ability to visually monitor children and observe classroom activities.
- Ability to communicate effectively in person and by telephone.

Work Environment:

- Work is primarily performed in an Early Head Start classroom environment.
- Frequent interaction with infants, toddlers, families, staff, and community partners.
- Noise levels may range from moderate to high due to classroom activities.
- Regular use of standard office and classroom equipment, including:
 - Telephone
 - Computer or tablet
 - Printer/copier
 - Audio-visual equipment

Salary Range: \$63,000.00 - \$72,000.00

CHCF offers a comprehensive employee benefits package

CHCF is an equal opportunity employer and is committed to maintaining a work and learning environment free from discrimination based on race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, or disability, as defined and required by state and federal laws.



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