

## WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT

---

**TITLE:** EARLY EDUCATION INFANT INSTRUCTOR

---

**BASIC FUNCTION:**

Under general direction of the Executive Director, Early Education & Expanded Learning, is responsible for supervising, managing, and providing an educational program for children between the ages of three (3) months and eighteen (18) months; direct the activities of an Early Education Infant Assistant. This classification is assigned to a work schedule consistent with the needs of the Early Education Program, which may differ from the regular school district calendar and work schedule.

---

**DISTINGUISHING CHARACTERISTICS:**

An Early Education Infant Instructor is responsible for providing developmentally appropriate educational programs and activities for assigned infants; assuring that activities are carried out in accordance with established policies and procedures; making sure that programs/activities are relevant to the age of the children assigned, and that discipline and safety procedures are maintained in an age-appropriate manner.

---

**REPRESENTATIVE DUTIES:**

Plan and conduct an effective early education and care program to meet the physical, social, emotional and intellectual needs of children between the ages of three (3) months and eighteen (18) months. This is done based on California Department of Education's Infant and Toddler Learning and Development Foundations and the goals and philosophy of the Westminster School District Early Education Program.

Ensure that child care routines are carried out in a warm and nurturing manner that is prompt and consistent with research proven child development practices and principles. This includes routines related to diapering, hand washing, eating, napping and adult-child interactions.

Ensure the safety of children through consistent active supervision, effective arrangement of space, proper maintenance of equipment, and regular practice of emergency procedures.

Operate the classroom in compliance with all child care licensing standards, including Education Code and district policies and procedures.

Create an open, friendly, and cooperative atmosphere in which children and families feel comfortable and secure.

Provide experiences that promote the emergent development of individual children through two-way interactions and small group engagement activities.

Ensure that parents receive adequate information about their child's experiences through daily oral and written communications.

Maintain daily observational records designed to evaluate each individual infant and promote optimum development.

Promote and nurture parent-child bonding and relationships.

Greet infants and their parents warmly and with enthusiasm each morning.

## CLASSIFICATION STATEMENT –**EARLY EDUCATION INFANT INSTRUCTOR**

Page 2

Provide individualized care to each infant, including but not limited to diapering every 2 hours, changing soiled clothing, and feeding on demand in a warm nurturing manner.

Observe children to detect signs of illness, injury, abuse, neglect, emotional disturbance, or other special needs, and report these signs immediately to supervisors and child protective services (CPS).

Coordinates, directs, and evaluates the activities of an assigned Early Education Infant Assistant, parents, and/or volunteers in carrying out educational programs and classroom activities.

Performs written observations for the Desired Results Developmental Profile assessment and maintains records on each child's progress according to the child's age and development; discusses relevant data or information with the child's parents.

Conducts parent conferences twice per year, using the data from the Desired Results Developmental Profile. Summarizes Desired Results Developmental Profile data on children, to create and implement an annual action plan.

Provides first-aid and cares for ill or injured students, as necessary.

Work as a member of a team to ensure continuity and a high standard of quality in all classrooms.

Attends staff meetings, conferences, and in-service training programs as directed.

Performs clerical duties as assigned.

Performs other related duties as required or assigned based on essential duties listed above.

---

### **ORGANIZATIONAL RELATIONSHIPS:**

Supervision: Reports to the Early Education Program Supervisor for direction and overall supervision. May provide work direction to an Early Education Infant Assistant.

Internal Contacts: Frequent contact with children, an Early Education Infant Assistant, the Early Education Program Supervisor, or the Executive Director, Early Education & Expanded Learning, school principal, special education specialists, custodian, and other school site personnel.

External Contacts: Continuing contact with parents, State and county offices of education.

---

### **KNOWLEDGE AND ABILITIES:**

#### ***KNOWLEDGE OF:***

Infant care and development, and appropriate child development practices for special needs children.

California Department of Education Infant and Toddler Learning Foundations.

Child guidance principles and practices.

Principles and practices of supervision and training.

## CLASSIFICATION STATEMENT –~~EARLY EDUCATION INFANT INSTRUCTOR~~

Page 3

Oral and written communication skills.

Interpersonal relationship skills; using tact, patience, and courtesy.

Basic-record-keeping techniques.

### ***ABILITY TO:***

Have a warm and supportive attitude and disposition toward working with infants and their families.

Be reliable and flexible in receiving assignments or adapting to changes in the program.

Coordinate and supervise the activities of others.

Plan, organize, and conduct an appropriate infant care program, based on the developmental needs of individual children.

Work effectively with individuals and groups of children.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Understand and follow both oral and written directions.

Read, interpret, and follow rules, regulations, policies and procedures, including the provisions of the Americans With Disabilities Act, the provisions of Title 22 of the California Social Services Department Regulations and Education Code related to the care and supervision of young children.

Prepare and maintain simple records and reports.

Maintains confidentiality and works with discretion.

Work effectively in a multi-ethnic setting, and be willing to work with students with special needs.

Maintain a classroom and/or other assigned area in a clean, orderly, and safe condition.

Assist children with personal needs.

Learn and administer first-aid and CPR techniques.

Work independently with minimal or no direction.

---

### **EDUCATION AND EXPERIENCE:**

Applicants must have all of the following:

(1) Graduation from high school

