

CHILD CARE ASSISTANT**DEFINITION**

Under immediate supervision, assists in caring for children during certain school-sponsored parent activities and where a site-based before and after school child care program exists, in that program; assists supervisor in the program operation; and performs other duties as assigned.

The typical duties and employment standards are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position.

TYPICAL DUTIES

Provides child care during certain school-sponsored parent activities. Provides before or after school supervision where there are staggered or flex starting times. In an organized child care program, assists in supervising small groups and individual children. Following established activity plans, organizes games, crafts, and other activities; may supervise quiet times and oversee environment conducive to homework preparation periods; observes and controls student behavior according to school discipline procedures; assists in the maintenance of an orderly and clean environment; prepares and serves snacks; assists in maintaining records for program and in collecting fees and explaining program procedures to parents; and performs other duties as assigned.

DISTINGUISHING CHARACTERISTICS

The **Child Care Assistant** either provides limited child care services during certain school-sponsored parent activities and/or before and after school, or works under close supervision in a formal child care program. No instructional tasks are performed. The **Campus Supervisor** assists school administrators in maintaining a safe and orderly environment by supervising campus areas, assuring appropriate student behavior, and discouraging unauthorized visitors. No instructional duties are performed. The **Instructional Assistant I** assists one or more general education classroom teachers by reinforcing lesson concepts and skills in various academic areas according to the teacher's plan. This is the entry-level classification in the Instructional Assistant series.

EMPLOYMENT STANDARDS

Knowledge of: Basic child development and care; activities of interest to elementary pupils; basic record keeping.

Ability to: Relate to elementary school students effectively; utilize positive discipline and control techniques; organize and lead non-academic student activities and maintain the interest of children in various age groups; read, write, and speak English; follow oral and written instructions; work cooperatively with co-workers, site staff, students, and others; communicate effectively and tactfully with students and adults; maintain records; assist in maintaining a safe and healthful environment for students; be reliable in attendance and work habits.

Essential Physical Activities and Work Environment: Sufficient stamina to stand, walk, sit, kneel, reach, crawl, crouch, squat, and bend in order to guide student activities; vision sufficient to observe children in a wide variety of situations; sufficient hearing and speaking to give and receive instructions and understand telephone and personal conversations. Work is performed in primarily indoor environments but the necessity to go to different locations on campus involves some exposure to the outdoor elements.

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Typical Background: Any combination of training and experience that demonstrates the knowledge and abilities to perform the typical duties. A usual way to obtain the knowledge and abilities would be six months of work experience working with young children, preferably in an organized setting.

College course work in child development is desirable.

Qualifications: In order to be considered qualified for a vacancy in this classification, a candidate must possess the required background and successfully demonstrate such background, knowledge, skills and abilities through an examination process.

Approved by the Personnel Commission on 8/88-JW

Revised Maryls Grodt & Associates-1990

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