

*Central Christian School*  
*Teachers' Aide Job Description*

Role

You have a number of different roles: 1) as a support person, 2) as a team member, 3) as a Christian role model, 4) as a guiding and nurturing adult to children, 5) as a professional, and 6) as an intermediary with the parents.

1. Supporting staff member

- a. Read the Staff Handbook thoroughly. This will answer many of your questions about overall school policy.
- b. The teacher(s) and aide(s) should meet weekly to pray and discuss how they can work together efficiently. He/She should always be under the supervision of the teacher and must respect the teacher's leadership
- c. Your lead teacher will do all the planning and implementing of the curriculum. It may seem that your role is to prepare snack, prepare the art area, help the children toileting, prepare for upcoming activities, and clean up, but your role is much more significant! You are the teacher's right hand; you are the eyes and ears of the classroom. Yours is a very active (not passive) job.
- d. The preschool aides are expected to take the class outside for physical activity. The safety and well being of the children are your primary concern. This requires all aides on duty to be circulating around the playground and focusing on the children rather than other adults. The aides are expected to plan a minimum of one physical activity for each outdoor session with the remaining time for play.
- e. Aides are expected to maintain consistent and fair discipline as set by the teachers.
- f. Be an observer. Watch for a need and fill it.

2. Team member

- a. Strive to work together with the body of Christ.
- b. Try to follow your lead teacher's teaching style. Try to understand the teacher's working style, which may be different than your own.
- c. Be aware of his/her position in the room, or current role. Make eye contact and learn to communicate non-verbally as well as verbally.
- d. When the lead teacher is giving a lesson, leading circle, story, or music time, you overview the class and what is happening. Remain close by so that you can respond to a need, e.g. refocusing a distracted child or quietly removing a disruptive child.
- e. During free play time, think of yourself as a counterbalance. If your team member is on the floor with a child, you are up. If she is one area, you move to another. Learn to position yourself so that most of the room is within your line of vision.
- f. Work as a team at transitions. Short transitions go much more smoothly than transitions which are dragged out.
- g. Don't be afraid to ask questions like, "What would you like me to do?"

3. Christian role model
  - a. Young children are at a highly absorbent developmental stage. Be aware at all times that your behavior should reflect Christian values, because children will follow your example.
  - b. Tell children, whenever it is appropriate, what being a Christian means.
  - c. Be firm and clear, yet loving, in your discipline.
  - d. Children react more to tone of voice, voice level, and facial expression than to the words we use. Think of following the Lord's example.
  - e. Let the children see you pray and give thanks and praise.
  
4. Guiding, nurturing adult
  - a. Know the classroom rules and reinforce them consistently. When children know the limits, you will have helped create a peaceful environment they can trust.
  - b. Think safety, first and always. Stop unsafe behavior immediately.
  - c. Guide the children to behave appropriately with one another.
  - d. Do not tolerate aggression towards another child, towards you, or abuse of materials.
  - e. Be gentle and kind. The children are still very little and have much to learn. Guide with tolerance, not indulgence.
  - f. Be nurturing. The children have had little experience outside of their home.
  
5. Professionalism
  - a. Dress appropriately; see the Dress Code in the All Staff section of the handbook.
  - b. Be punctual and reliable. Parents are depending on us to be on time when they arrive in the morning. If you are late or leave work early, this always impacts others.
  - c. Extend common courtesy to staff, parents, and children. Apply the Golden Rule.
  - d. Don't spread gossip.
  - e. If you have a problem with another staff member, go directly to the staff member first. If the problem is with the lead teacher, go to him/her. If it cannot be resolved at that level, bring it to the Preschool Director.
  - f. Respect confidentiality issues.
  
6. Communication with Parents
  - a. Often an aide or an assistant is the first school staff member a parent sees in the morning and the last in the afternoon. Greet each parent and child as they arrive; say goodbye to each parent and child as they leave. The impression a parent has of you may be the impression they carry of the school as a whole.
  - b. At morning arrivals, be polite, but don't allow yourself to be drawn into lengthy conversation. Say, "My responsibility is to be with the children now; please excuse me."
  - c. At pick up time, communicate something positive about the child, even if the child has had a bad day. The last thing a tired, working parent needs to hear is a list of his/her child's transgressions. However, say what needs to be said, honestly yet tactfully, and out of the hearing of other parents/children, if something must be communicated to the parent.

- d. If the parent brings up a problem or concern, refer the parent to the lead teacher. Simply say, “You need to discuss this with \_\_\_\_\_. I’ll make sure she knows you want to speak with her.” This is one area that is definitely the teacher’s job, not yours. Don’t allow yourself to be caught in the middle.
- e. Don’t become defensive if a parent expresses criticism of the school. Suggest that he/she make an appointment with the Preschool Director.

7. Interactions with Children

- a. Interact with children rather than just watching them. They are active learners.
- b. Never get so engrossed with one child that you lose awareness of what else is going on in the classroom.
- c. The quiet “good” child needs your attention as much as the disruptive one, or the child who just loves to be your shadow.
- d. Tell children what they can do rather than what they cannot do. “The sand stays in the sandbox” works better than “Don’t dump the sand.”
- e. If you must put a child in Time Out, a good rule of thumb is one minute for each year of a child’s age. Always explain to the child why he/she needs a time out. Afterwards, ask the child if he/she knows why he/she had a time out. Let them make amends or make retribution whenever possible.
- f. Treat children with respect; carefully choosing the words you use.
- g. Allow a child to be as independent as possible on matters of dressing, toileting, eating, cleaning up, etc.

8. Know Your Strengths and Talents

- a. Take initiative. If you see a mess that needs to be cleaned up, don’t wait for someone else to do it. Your little actions will be noticed and appreciated.
- b. You are an intelligent person. Share your observations of the children with your lead teacher. You may notice something he/she has overlooked.
- c. Be generous with your talents. If you play ukulele, offer to play it. If you enjoy crafts, suggest that you can prepare some art activities. You can make a great contribution to the program.
- d. Share your ideas. Again you will be appreciated.
- e. Above all, know how VALUABLE you are to the program as a whole.