

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

WEST CENTRAL COMMUNITY SERVICES, INC.  
JOB DESCRIPTION

**PROGRAM/POSITION:** Head Start Family Advocate

**CLASSIFICATION:** Family Services - Full Time/Full Year - Non-Exempt

**BASIC FUNCTION:** Assists in the provision of support services to families enrolled in the Head Start Program.

<b>PER HOUR WAGE:</b>	Non-Bilingual w/ minimum requirements	\$15.00
	<u>Bilingual w/minimum requirements</u>	<u>\$16.40</u>
	Non-Bilingual w/acquiring credentials	\$15.64
	<u>Bilingual w/acquiring credentials</u>	<u>\$17.04</u>
	Non-Bilingual w/Associates in related field	\$16.94
	<u>Bilingual w/Associates in related field</u>	<u>\$18.30</u>
	Non-Bilingual w/Bachelors in related field	\$18.32
	<u>Bilingual w/Bachelors in related field</u>	<u>\$19.72</u>

**REQUIRED QUALIFICATIONS**

A high school diploma or equivalency and one (1) year of formal education and/or training in education or social services or three (3) years of experience working in the social services related field. Applicants with minimum requirements must obtain, within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling, or a related field.

1. Must have reliable transportation for self and others, have a valid Illinois driver's license, and show proof of automobile insurance, which meets the minimum State of Illinois requirements.
2. Proof of a physical examination by a licensed physician to verify physical and mental fitness for the job.
3. Must possess communication skills sufficient to complete all forms and reports, understand written program materials, and communicate verbally and in writing with other agencies, staff, and families.
4. The ability to work well with the public, Head Start children and families served, and other members of the Head Start team.
5. The ability to promote interest and program participation of the parents enrolled in Head Start.
6. Must pass background and fingerprinting.

**PREFERRED:**

1. One year's direct service experience working with low-income families.
2. Working knowledge of area social service providers.

**SUPERVISOR:** Family Services Manager

**SUPERVISEE(S):** None

**SPECIFIC RESPONSIBILITIES AND REQUIRED SKILLS**

1. Assists in the recruitment and enrollment process including, but not limited to, assisting in the completion of the Family Needs Assessment forms.
2. Assists in the scheduling and provision of transportation services for parents to and from health care providers and other social service agencies.
3. Conducts a minimum of two (2) home visits per year with additional home visits as necessary to determine family needs and/or follow up to determine status of referrals.
4. Assists in organizing and presenting parent training activities and providing transportation and other support services for families as needed.
5. Assists Family Services Manager with involving parents in program and classroom operations.
6. Maintains records to document services, which have been provided to parents.
7. Reports questions and/or concerns of parents to the Family Services Manager.
8. Assists families in analyzing their strengths and challenges, establishing short and long-term goals, and creating a plan of action to achieve those goals.
9. Assists in the facilitation and coordination of family and community partnership activities under the supervision of the Family Services Manager.
10. Assists in the recruitment and selection process.

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11. Assists in the implementation of family service plans.
12. Assists in the provision of information, referral, advocacy, crisis intervention, and follow up as required.
13. Prepares and submits reports as required.

14. Attends meetings, training, workshops, and conferences as requested.
15. Assists with the publication of parent newsletters.
16. Acts as a resource and advocate for parents.
17. Assists in the coordination of volunteer training.
18. Attends all staff and content area meetings.
19. Facilitate the implementation of School Readiness Goals and Plan through the Family Engagement School Readiness Goals.
20. Will contribute to and have input into financial allocations, expenditures, and policies/procedures.
21. The expectation is that each employee will protect the Health, Safety, and Welfare of our Children.
22. Assumes other responsibilities and/or duties as assigned by the Executive/Head Start Director.
23. Will participate in all pre-service and in-service training sessions and/or workshops, which are appropriate and approved by the Executive/Head Start Director.

### **118 Standards of Conduct**

Effective Date: 8/22/2009

Revision Date: 6/12/14, 2/6/2018

Violating the standards of conduct will result in penalties, up to and including termination. The Standards of Conduct include, but are not limited to, the following:

- Children and families are respected, and we refrain from stereotyping. We respect the child and family and will not refer to them in any form of stereotyping based on gender, race, ethnicity, culture, religion or disability, et al.
- Confidentiality policies must be followed and are strictly enforced. The confidentiality concerning information about the child, family or other staff members should be closely observed. Any employee, volunteer or consultant who violates the “Confidentiality Policy” may be removed from the program.
- Qualified staff always supervises children. When assigned to the supervision of children, the adult under no circumstances will be allowed to leave the child unsupervised.
- Positive methods of guidance and discipline are used. The employees, volunteers and consultants are expected to adhere to the “Discipline Policy”. This policy states that positive methods of child guidance will be used thus prohibiting the use of corporal punishment, emotional or physical abuse, or humiliation. Isolating the child is inappropriate and unacceptable in any facility. In addition, food is not to be used as a form of reward or punishment.
- Prohibited Staff/Volunteer/Consultant Behaviors in all WCCS settings which include but are not limited to:
  - Hitting, spanking, shaking, slapping, twisting, pulling, squeezing, or biting;
  - Demanding excessive physical exercise, excessive rest, or strenuous or bizarre postures;
  - Compelling a child to eat or have in his/her mouth soap, food, spices, or foreign substances/foreign objects;
  - Exposing a child to extremes of temperature.
  - The use of corporal punishment\ including, but not limited to: Isolating a child in an adjacent room, hallway, closet, darkened area, play area, or any other area where a child cannot be seen or supervised;
  - Binding, tying to restrict movement, or taping the mouth;
  - Using or withholding food or beverages as a punishment;
  - Toilet learning/training methods that punish, demean, or humiliate a child;
  - Any form of emotional abuse, including rejecting, terrorizing, extended ignoring, isolating, or corrupting a child; Any abuse or maltreatment of a child;
  - Abusive, profane, or sarcastic language or verbal abuse, threats, or derogatory remarks about the child or child’s family;
  - Any form of public or private humiliation, including threats of physical punishment
  - Physical activity/outdoor time taken away as punishment;
  - Placing a child in a crib for a time-out or for disciplinary reasons.