Career Development Center
New York Early Childhood Professional Development Institute

Assistant Infant/Toddler Teacher

Agri-Business Child Development

Williamson, NY 14589

Assistant Teacher | Full-time | Onsite | $17.00 - $21.00 an hour

Posted on November 5, 2026

Organization Statement

Agri-Business Child Development (ABCD) is in the business of changing and shaping lives. The work we do at our Migrant and Seasonal Head Start, Early Head Start, and Head Start centers, is aimed at providing a holistic approach to solving some of our society's biggest challenges ~ closing the education gap and giving each and every child a head start in life! We make sure ABCD children, and their families are encouraged to thrive by supporting their education and social needs.

https://www.abcdny.org/

ABCD is a community of dedicated individuals. As early education leaders, who continually work to make strong, lasting, positive impact on children. At ABCD you will find a dynamic environment and diverse culture that is friendly, welcoming, and collaborative.

Job Description

We are seeking a caring, dependable **Assistant Teacher** to support our **Infant/Toddler Teacher classroom in our Lake Ontario Center**. The ideal candidate is nurturing, patient, and passionate about early childhood development, providing a safe and loving environment where young children can grow and thrive.

Responsibilities

Responsive Care and Primary Caregiving: Provide consistent, nurturing, individualized care for an assigned primary group; respond promptly to children's cues; and support attachment and

respectful routines during feeding, diapering, toileting, sleep, transitions, and play.

Learning Experiences: Implement assigned curriculum plans and developmentally appropriate, culturally and linguistically responsive experiences that support children's physical, social-emotional, language, literacy, cognitive, and approaches-to-learning development.

Classroom Planning: Contribute observations, family information, ideas, and materials to weekly and individualized planning; implement approved recommendations from IFSPs, IEPs, mental-health consultants, health plans, and technical-assistance providers within assigned authority.

Active Supervision and Accountability: Maintain direct, continuous supervision; position, scan and count, listen, anticipate behavior, engage and redirect; complete attendance and transition checks and required sweeps; and never leave a child alone or release a child to an unauthorized person.

Health, Safe Sleep, and Daily Care: Follow approved health, sanitation, universal-precaution, allergy, medication, food-safety, diapering, toileting, and infant safe-sleep procedures; conduct assigned safety checks; and immediately report hazards, illness, injury, or exposure concerns.

Positive Guidance and Conduct: Use warm, developmentally appropriate, trauma-informed positive guidance; protect children's dignity and bodily autonomy; and never use corporal punishment, humiliation, isolation, withholding of basic needs, rough handling, or other prohibited conduct.

Observation and Assessment: Record objective observations for assigned children, enter authorized information in Teaching Strategies GOLD or other approved systems, contribute to screenings and assessment, and use results with the classroom team to individualize experiences.

Inclusion: Support full participation of children with disabilities and suspected delays; follow assigned IFSP, IEP, health, sensory, behavior, and mental-health strategies; use approved

adaptations; and communicate progress or concerns promptly.

Family Partnership: Maintain open, respectful relationships with families; recognize parents as primary teachers and nurturers; support the child's home language; share approved development and learning information; and participate in required home visits and conferences.

Records and Communication: Complete assigned attendance, lesson-plan, observation, assessment, daily-care, incident, family-contact, and other records accurately and on time; protect confidentiality; and communicate relevant information during staff transitions.

Incident and Mandated Reporting: Immediately protect children and report suspected abuse or neglect, prohibited conduct, injury, missing-child events, inappropriate release, or other safety incidents to required internal and external parties in accordance with law and policy.

Classroom Operations: Support required ratios and group size, maintain organized and sanitary learning areas, assist with cleaning and disinfection connected to classroom operations, monitor materials and supplies, and provide coverage only within qualifications and assignment.

Teamwork and Professional Growth: Accept direction, communicate constructively, participate in coaching, observation, video reflection, meetings, and training, and contribute to a welcoming environment that supports children, families, and staff.

Qualifications

Preferred: Associates Degree in Early Childhood or Child Development

Accepted: Current CDA or Experience working with infants and toddlers, accompanied by coursework or training with infant/toddler content, a degree in a related field, training with infant and toddler content

Experience working with infants and/or toddlers preferred

CPR/First Aid certification or willingness to obtain

Ability to lift, carry, and care for young children

- **Minimum Education Level:** CDA Credential

- **Preferred Education Level:** Associate's Degree

Application Instructions

To view all ABCD opening, please visit: https://workforcenow.adp.com/mascsr/default/mdf/recruitment/recruitment.html?cid=a67e5cbf-ca04-41e2-bd33-6ed0f2910bab&ccId=19000101_000001&source=IN&lang=en_US&ittk=6GXTB2KHMA&selectedMenuKey=CurrentOpenings

Language Requirements

English, Spanish

Downloaded from Early Childhood Job Board on November 10, 2026
Source URL: https://earlychildhoodny.org/cdsc/job.php?job=5808