



Paraprofessional (K-3, or 4-6)

BASIC FUNCTIONS: The paraprofessional is responsible for providing support to the comprehensive instructional program including but not limited to, assisting the teacher, conducting small groups, preparing requested materials, supervising students, and ensuring a safe classroom environment.

QUALIFICATIONS:

1. High School Diploma or equivalent of education, training, and/or experience (required).
2. Associates or higher; or completed at least 2-years of post-secondary study (48 credits); or successful completion of a locally developed assessment in reading, writing and mathematics (preferred).
3. Experience desired in the area of early childhood education or that which may be directly related to working with the special needs population of children and adolescents.
4. Reading and writing skills, ability to utilize technology commonly and used in the classroom, works on multiple projects, serves as role model, makes sound decisions, motivates students, ability to maintain confidential information.
5. Meets 20 hours of professional development each year.
6. Works independently with minimum direct supervision and works well with a team.
7. Accepts responsibility and self-motivated.
8. Demonstrates strong work ethic to achieve goals, effective classroom management and multi-tasking skills.
9. Displays and models professional and ethical standards when dealing with students, parents, peers, and community.

REPORTS TO:	K-3 Principal, 4-6 Principal
SUPERVISES:	Respective Students
LOCATION:	State Road/Early Learning Center
SCHEDULE:	8:30am-2:00pm/9:00am-2:30pm, Monday-Friday
CLASSIFICATION:	Part-Time, Non-Exempt, 10-Month

PERFORMANCE RESPONSIBILITIES:

1. Shares a commitment to the success of and serves as an advocate for the mission, goals, and objectives of AGCS.
2. Works cooperatively and in collaboration with parents, staff, and administration to provide parents and families with information and support in order to carry out their commitment to AGCS students.
3. Assists in the implementation of the daily program, planning and prepping learning environment (materials, supplies, operations of audio/visual aids), under the direction of the teacher.
4. Assists the teacher in any other appropriate ways; supervises the classroom when teacher is out of the room, helps with lunch and outside playground/activities supervision.
5. Maintains professional attitudes and loyalty to the school.
6. Treats all children with dignity and respect.
7. Attends all staff meetings and recommended training programs and conferences.
8. Participates in professional workshops that work for the improvement of our students' education.

9. Maintains confidentiality about children, their families, and other employees outside the school.
10. Assists with activities which improve the physical, social, emotional and intellectual development of children. Since the needs of the students are varied and span a wide range for each individual child, the strategies utilized may be academic, behavioral, physical, or supportive in nature.
11. Assumes responsibility for meeting course and school-wide student performance goals.
12. Performs other duties as assigned by Supervisor, Principal, and/or Head of School, including but not limited to; car line, busy duty, lunch duty, and dismissal.
13. All work responsibilities are subject to having performance goals and/or targets established as part of the annual performance evaluation.

EQUIPMENT USED: Computer, Phone, Fax, Copier, Projector, Walkie-Talkie

PHYSICAL DEMANDS AND WORK CONDITIONS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This position **requires considerable periods of standing, walking, bending, stooping, kneeling, reaching and frequently lifting** objects up to 25lbs. Considerable movement within a school environment, including movement outside of the building. Frequent occasions when distracting conditions are apparent. Occasional minor physical trauma may be caused in the effort to de-escalate behavioral outburst by special needs students or by physical conflicts between students. **Stress levels are high. Exposure to these levels of mental effort and stress are more or less constant during the working day.**

REQUIRED TRAVEL: Occasionally travels between Early Learning Center, State Road, and Business Office.

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