

QUALIFICATIONS:

High school diploma or G.E.D.; responsible and varied experience at working with children; possess the necessary literacy and/or mathematics skills to fulfill the performance responsibilities of the job; good health as evidenced by a physical exam.

REPORTS TO:

Principal, Assigned Special Education Teacher, Federal Projects Director, and Assistant Federal Projects Director.

PRIMARY JOB GOAL:

To work closely with one or a few handicapped students on a regular basis in an effort to provide them with the academic and physical help and emotional support they need to gain full benefits from the school's special education programs.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

Good knowledge and understanding of child growth and development; good knowledge of paraprofessional instructional procedures and practices as they relate to the special needs child; some knowledge of the instructional goals and policies of public schools; good knowledge of subject matter reinforcement practices of the classes to which assigned; ability to implement teachers' instructional plans in assigned field; considerable patience and ability to work effectively with children, young adults, and faculty members; ability to assist in the implementation of an instructional program and to participate in monitoring and ensuring appropriate student behavior; ability to communicate clearly and concisely, both orally and in writing; ability to follow written and oral instructions and to perform all required tasks; ability to develop effective working relationships with the entire school community; ability to move about to monitor students and check work in classrooms with a varied seating and desk organization.

PERFORMANCE RESPONSIBILITIES:

- Participates in daily and long-range lesson and classroom activity planning.
- Confers with teacher concerning programs and materials to meet student needs.
- Reads to students, listens to students read, and participates in other forms of oral communication and curriculum tasks with students.
- Performs simple errands and tasks for students such as sharpening pencils, carrying lunch trays, etc.
- Guides students in working/playing harmoniously with other students.
- Helps maintain individual records for each student; prepares due process folders to be used for newly enrolled special education students.
- Operates and cares for equipment used in the classroom for instructional purposes; sets up and operates equipment in connection with classroom presentations.
- Assists with the supervision of students in lunchroom, classroom, playground, field trip, and other activities; accompanies the students to trips to the office, media center, etc.
- Types, files, and duplicates papers, tests, and other materials.
- Assists the teacher in preparing instructional materials requested.
- Assists in administering, scoring, and recording such achievement and/or diagnostic tests as the teacher recommends for individual students; proctors tests and examinations; assists with the KIRIS assessment.

- Under the supervision of the special education teacher, performs remedial instructions or tasks to reinforce learning initiated by the teacher with small groups of students.
- Tutors individual students.
- Participates as a member of an instructional team including remediation teams and the ARC as requested.
- Helps keep bulletin boards and other classroom displays up to date.
- Assists the teacher in maintaining neat work and study areas.
- Assists the students to whom assigned in such physical tasks as putting on and taking off outerwear, moving from room to room, etc.
- Assists, as needed and applicable, students with wash-ups and toilet routines; supervises bathroom breaks daily.
- Instructs students, if applicable, in proper toilet training and assists with student hygiene.
- Provides supervised instruction/practice to students individually and in small groups.
- Answer student questions.
- Gives and grades routine tests/evaluations i.e.: spelling, math, etc.
- Reads stories; directs art activities planned by teacher (s).
- Leads indoor/outdoor recess activities.
- Assists in implementation of individual behavior management programs as directed by teacher.
- Prepares task sheets and keeps updated; grades papers.
- Shares with teacher observations of student progress/problems.
- Charts progress of behavior management programs.
- Completes order forms for materials, catalogs as directed by teacher.
- Prepares weekly folders that students take home.
- Makes sure supply of forms/materials used in class is available.
- Types and files; laminates instructional materials.
- Supervises lunchroom daily/when needed.
- Assists in keeping room tidy and attractive.
- Enhances children's self-concept by being sensitive to their needs and feelings.
- Supervises students when teacher is absent.
- Manages classroom behavior under supervision of the teacher.
- Attends IEP-Teams when appropriate.
- Prepare bulletin boards, games, etc.; sends IEP-Team notices
- Attends to needs of physically impaired/health impaired students, including but not limited to, toileting, heavy lifting may be required (not to exceed 250 lb.), transportation, and any other health service required by state, federal law and/or IEP-Team decision.
- Performs other duties as assigned by principal/supervision teacher.

TERMS OF EMPLOYMENT:

12 months of employment; salary to be established by the Board of Education.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Classified Personnel.

Date of Approval:

I have read and understand the terms set forth in this job description.

Signature of Employee_____

Date Signed_____