

ARLINGTON HEIGHTS SCHOOL DISTRICT 25
1200 South Dunton Avenue
Arlington Heights, Illinois 60005-3122

Job Description
Special Education Teaching Assistant

Purpose:

The job of the Special Education Teaching Assistant was established for the purpose(s) of working with individual and/or small groups of students under the supervision of a certificated teacher in the supervision and instruction of students; assisting students by modeling the necessary skills to perform assignments; following educational and specific behavioral plans; modeling appropriate behaviors and interactions with students and staff; and assisting student by providing for special health care needs. Employees in this classification will receive a variety of assignments including classroom support, lunchroom, playground, etc.

Essential Functions:

- Adapts classroom activities, assignments and/or materials under the direction of the classroom teacher for the purpose of supporting and reinforcing classroom objectives.
- Communicates with teachers and other district personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements under the supervision of assigned teacher, instructional programs and lesson plans (e.g. reading, math, language comprehension, writing, computer, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Maintains classroom equipment and work area for the purpose of ensuring availability of a safe learning environment and/or meeting mandated requirements.
- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.
- Promotes good study habits and student independence for the purpose of improving the quality of student outcomes.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. self esteem, behavioral skills, daily living skills, etc.) for the purpose of implementing goals for remediation of student deficiencies and ensuring student's success.
- Documents student's daily activities (e.g. behavior, completed assignments, on/off task times, etc.) for the purpose of completing daily logs and student's hourly activities.
- Implements under the supervision of assigned teacher, behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of presenting and/or reinforcing learning concepts.
- Models conversation, manners, clean up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior in a culturally sensitive manner.
- Monitors student's daily schedule and behavior plan (e.g. class schedule, toileting, medication, appetite, etc.) for the purpose of maintaining a safe and positive learning environment.
- Responds to emergency situations (e.g. injured students, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

Other Functions:

- Administers tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom.
- Attends meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements:

Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent job related software applications; and basic mathematical skills (e.g. add, subtract, multiply and divide in all units of measure using whole numbers, common fractions, and decimals; compute rate, ratio, and percent, draw and interpret graphs, etc.).

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; reading fluency and comprehension; age appropriate activities; and health and safety standards.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: working with emotionally, physically and/or mentally impaired students; maintaining confidentiality; maintaining composure under stressful situations; communicating with diverse groups; adapting to changing work priorities; working as part of a team; applying common sense understanding to carry out instructions; dealing with problems involving a few concrete variables in standardized situations; effectively presenting information in one-to-one and group situations to students; and working with frequent interruptions.

Working Environment:

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy indoor environment with work inside about 85% of the time and work outside about 15% of the work schedule. The employee must frequently move up to 50 pounds such as adaptive equipment and supplies and also work with members of the team to address student's physical needs (e.g. positioning students under the direction of the physical therapist, bathrooms needs, etc.).

Performance Responsibilities:

- Assists the assigned staff member(s) in all aspects of daily programming including, but not necessarily limited to: social, academic, behavioral and self-help growth and development
- Assists in the direct supervision of children in the assigned program as directed by the teacher or administrator (e.g. bus loading, classroom assignments, lunch, recess, etc.)
- Demonstrates understanding of students' disabilities; keeps firm hand and is courteous and fair
- Loads/unloads wheelchair bound students on bus, and/or waits with students for transportation
- Participates in physical activities which are part of the students' basic program
- Assists students in the restroom as necessary, and may have to change diapers
- Demonstrates flexibility in schedule and activities throughout the day
- Demonstrates cooperation, openness for growth and willingness to contribute in a team approach
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students
- Maintain confidentiality regarding all aspects of his/her work with special education children and other staff
- Participates in all meetings, training programs, and in-service sessions as assigned by the building or district administrator
- Performs such other duties as may be directed by the building or district administrator

Education and/or Experience:

- Valid Illinois Paraprofessional Approval
- Ability to operate a computer and related software such as Microsoft Word, Excel, PowerPoint.
- Use of computers, PC and Mac.

FLSA Status: Non-Exempt

Employee Group: TCAP

Work Year: 10 month work calendar

Reports to: Building Principal or District Program Administrator

PHYSICAL DEMANDS

Strength and Endurance

Lifting	Occasional – less than 33%
Carrying	Occasional – less than 33%
Pushing	Occasional – less than 33%
Pulling	Occasional – less than 33%

Mobility

Standing	40%
Walking	40%
Sitting	20%

Coordination

Stooping	Frequent – less than 66%
Kneeling	Frequent – less than 66%
Crouching	Seldom – less than 5%
Crawling	Seldom – less than 5%

Upper Extremity

Reaching	Frequent – less than 66%
Handling	Frequent – less than 66%
Fingering	Frequent – less than 66%
Feeling	Frequent – less than 66%

Climbing and Balancing

Climbing	Seldom – less than 5%
Balancing	Seldom – less than 5%

Sensory – Talking

Ordinary	Constant – more than 66%
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Sensory – Hearing

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

Sensory –Vision

Acuity – Near	Constant – more than 66%
Acuity – Far	Constant – more than 66%
Depth Perception	Constant – more than 66%
Color Vision	Constant – more than 66%
Field of Vision	Constant – more than 66%

ENVIRONMENTAL CONDITIONS

Temperature and Moisture

Extreme Cold	Occasional–less than 33%
Extreme Heat	Occasional–less than 33%
Wet/Humid	Occasional–less than 33%

Noise and Vibration

Noise	Constant – more than 66%
Vibration	Seldom – less than 5%

Hazards

Mechanical	Seldom – less than 5%
Explosive	Seldom – less than 5%
Electrical	Seldom – less than 5%
Radiation Exposure	Seldom – less than 5%
Burn Exposure	Seldom – less than 5%
Other Hazards	Seldom – less than 5%

Atmospheric Conditions

Fumes Exposure	Seldom – less than 5%
Mists Exposure	Seldom – less than 5%
Odors Exposure	Seldom – less than 5%
Gases Exposure	Seldom – less than 5%
Dust Exposure	Seldom – less than 5%
Other Atmospheric	Seldom – less than 5%

Protective Clothing and Devices

Not Applicable

Work Environment

Inside	85%
Outside	15%

The Physical Demands described in this job description 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 essential functions.