

East Maine School District 63 Job Description

SPECIAL EDUCATION TEACHER ASSISTANT EARLY CHILDHOOD TEACHER ASSISTANT KINDERGARTEN TEACHER ASSISTANT

Supervisor: Building Administrator

Employee Group: EMTAA

Licensing Requirement: Valid Illinois Paraprofessional Approval

Purpose:

The position of the Special Education Teacher Assistant was established for the purposes of working with individual and/or small groups of students under the direction of a licensed teacher in the supervision and instructional support 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 students by providing for special health care needs. Employees 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 licensed staff for the purpose of supporting and reinforcing classroom objectives.
- Communicates and collaborates with teachers and other personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements under the supervision of assigned teacher or related service personnel instructional programs and lesson plans (academic, functional, and social) and assists students with assignments for the purpose of reinforcing learning concepts, enhancing the learning environment, and fostering independence for students.
- Assists with self-help (i.e. feeding, life skills, personal hygiene activities, diapering, toileting) and other health related services for the purpose of providing necessary supports.
- 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 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.
- Implements behavioral plans designed by IEP team for the purpose of presenting and/or reinforcing learning objectives.
- Models conversation, manners, clean-up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior.
- Monitors student's daily schedule and behavior plan for the purpose of maintaining a safe and positive learning environment.
- Responds to emergency situations (i.e. injured students, fights, students in crisis, aggression, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution; may include physical restraint.

- Assists with maintaining accurate records, collects and charts data, and administers formal and informal assessment instruments under the supervision of licensed staff for the purpose of monitoring student progress.
- Provides assistance to all students as needed for the purpose of enhancing learning and safety for all.
- Escorts students as needed for the purpose of providing necessary supports.
- Implements the use of assistive technology for the purpose of enhancing communication and learning for students.
- Demonstrates punctuality and regular attendance for the purpose of ensuring consistency and continuity of instruction for students.

Other Functions

- Performs clerical work for the purpose of supporting students and teachers in the classroom.
- Participates in student evaluation, program development, meetings, in-services, and parent conferences as needed 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 and knowledge-based competencies required to satisfactorily perform the functions of the job include:

- Concepts of grammar and punctuation
- Fluency and clarity in spoken English
- Reading fluency and comprehension
- Basic mathematical skills (i.e. 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; money concepts; etc.)
- Safety practices
- Operation of standard office equipment including using pertinent job-related software applications

Specific ability-based competencies required to satisfactorily perform the functions of the job include:

- Effectively presenting information in one-to-one and group situations to students
- Working with emotionally, physically, and/or mentally impaired students
- Maintaining confidentiality
- Maintaining composure under stressful situations
- Maintaining effective decision-making skills
- Communicating tactfully and courteously with diverse groups
- Adapting to changing work priorities
- Working collaboratively as a part of a team
- Applying common sense understanding to carry out instructions

Specific physical ability-based competencies required to satisfactorily perform the functions of the job include:

- Moving up to 50 pounds (pulling, pushing, lifting, carrying)
- Sitting, standing, walking
- Visually supervising students
- Completing tasks using fine finger dexterity

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