

DeKalb County School District

Position Specification

Title: Teacher Assistant

DIVISION: School-Based

DEPARTMENT: School-Based

REPORTS TO: Principal

RETIREMENT: Teachers Retirement System

GRADE/SCHEDULE: 10701 (Flat Rate)

WORKDAYS: 180

FLSA STATUS: Non-Exempt

APPROVED (HR): October 1, 2022

GENERAL STATEMENT OF JOB

Under general supervision, assists during non-instructional and transitional periods, and maintains classroom management for safe and orderly instruction.

SPECIFIC DUTIES AND RESPONSIBILITIES

Essential Functions:

The following duties are representative of this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

<ul style="list-style-type: none">Assists teachers with daily classroom management activities designed to ensure that students demonstrate behavior that is conducive to an effective learning environment
<ul style="list-style-type: none">Ensures the classroom environment is safe and conducive to learning
<ul style="list-style-type: none">Oversees students during non-classroom times including in-between classes, during lunch, and on-field excursions
<ul style="list-style-type: none">Collaborates with teachers to recognize issues students are facing and recommend solutions
<ul style="list-style-type: none">Documents student progress as requested by the teacher and communicates with parents under the supervision of the teacher
<ul style="list-style-type: none">Performs other duties as assigned

MINIMUM QUALIFICATIONS

- High school diploma or GED required.
- Georgia Professional Standards Commission approved Paraprofessional certificate, preferred.

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of normal and abnormal child development
- Knowledge of educational principles and approaches pertinent to children with traumatic brain injuries; children with various intellectual and learning disabilities; special needs preschool children, visual, hearing, and orthopedically impaired children, and children with emotional and behavioral disorders
- Knowledge of school system policies, programs, and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment
- Skilled in oral, written, and interpersonal communications, including communications for sight, hearing and speech impaired
- Skilled in establishing and/or facilitating individualized and group special education and vocational and community skills training programs for the disabled; speech and language programs, and teacher support programs

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- Ability to understand and interpret a wide variety of assessment tests relative to the intellectual, emotional, and physical abilities and disabilities Ability to develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers, and the internet
- Ability to provide individual and group instruction in students' homes, the classroom, and specialized facilities
- Ability to enhance student and parental competence
- Ability to incorporate formal and informal outside resources into educational processes; maintain a daily schedule; maintain a positive attitude towards others; be dependable; and assist others with their daily living skills and health needs

PHYSICAL REQUIREMENTS

Light Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of force greater than that for sedentary work and the worker sits most of the time, the job is rated light work.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing, or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas using the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication and make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects with the eye. Acuity (near and far vision), depth perception (three-dimensional vision), accommodation (adjustment of lens to the eye to bring an object into sharp focus), the field of vision (the area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

PERFORMANCE FACTORS

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal, or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only a few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with people who may be angry, demanding, or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

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Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

Environmental Factors: Hazardous physical conditions (mechanical parts, electrical currents, vibration, etc.); Atmospheric conditions (fumes, odors, dust, gases, poor ventilation); Travel

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