

DeKalb County School District

Position Specification

Title: Paraprofessional, Pre-K

DIVISION: School-Based

GRADE: PRKPA

DEPARTMENT: School-Based

WORK DAYS: 186

REPORTS TO: Principal

FLSA STATUS: Non-Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): July 1, 2019

General Statement of Job

Under general supervision, assists with classroom organization, management, and presentation/development of classroom instruction.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for 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.

• Works closely with the Pre-Kindergarten teacher and students
• Follows the operating guidelines required by the Georgia Pre-Kindergarten program
• Assists the teacher in the preparation of educational materials for students
• Works individually with students and/or in small groups to help reinforce learning objectives
• Assists with all aspects of the daily routine, including distributing and collecting supplies, keeping attendance records, and all other instructional Quality guidelines as assigned
• Participates in lunchroom, recess, hall-monitoring, and bus duties. Assists with preparing and maintaining learning centers for instruction
• Performs other duties as assigned

Education and/or Experience:

High school diploma or GED required. Minimum sixty (60) semester hours or ninety (90) quarter hours of college courses completed with GPA 2.0 or higher from a Professional Standards Commission approved accredited college or university is required.

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Certificates, Licenses, Permits:

Valid Child Development Associate (CDA) credential (issued by the Council for Professional Recognition), or Professional Standards Commission approved Paraprofessional certificate.

Knowledge, Skills & Abilities:

Knowledge of curriculum guidelines for the school system and state requirements; standardized testing in accordance with school system policies and state laws; school system policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.

Skill in effective oral, written, and interpersonal communication; preparing assignments and tests for in-school preparation and homework; maintaining order in a classroom setting; administering the school system's discipline policies; counseling students with academic difficulties and behavioral problems.

Ability to plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; continue completion of professional courses according to school system and state guidelines.

ADA Requirements:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 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 by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to 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 by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (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.

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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 in situations 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 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 persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure 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.

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.

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