

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Instructional Paraprofessional	Department: Building
Reports to: Building Principal	FLSA Status: Non-Exempt
Band/Grade/Subgrade: A-1-3	Bargaining/Work Unit: MSEA Para
Tier/Lane: Tier 3	Position Last Updated: February 2018

SECTION II: JOB SUMMARY

Provide instructional paraprofessional support for summer explorers program.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: <i>Student and teacher instructional assistance</i>
Percent of Time:	100%	

Tasks involved in fulfilling above duty/responsibility:

- Read to or listen to children read
- Monitor groups of children during teacher directed instruction
- Monitor and direct the teacher-designed activities of individual and small groups of students
- Assist teacher with drill and practice activities for students
- Monitors behavior of students in and out of the classroom, i.e., field trips, passing times, supervised play, lunch

Other Duties as Assigned

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Proven ability to work and develop positive relationships with young children.
- Ability to follow direction of teacher or principal
- Ability to supervise group of young children
- Knowledge of strategies or willingness to learn strategies for instruction and monitoring of basic computer skills
- Personal dependability
- Regular attendance
- Knowledge and ability to use email
- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission and belief statements of Eastern Carver County Schools

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- None

SECTION VI: EXPERIENCE REQUIREMENTS

- Experience working with young children

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	F	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through blood and/or body fluids	O
Walking	F	Up to 25 pounds	F	Toxic chemicals	N
Sitting	F	Up to 50 pounds	O	Moving parts	N
Talking in person/on the phone	O	Up to 75 pounds	N	Electrical shock risk	N
Pushing/Pulling	F	Up to 100 pounds	N	Explosives	N
Hearing	C	More than 100 pounds	N	Fumes	N
Feeling, grasping, finger dexterity	F	Noise Levels		Extreme cold (non-weather)	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Extreme heat (non-weather)	N
Stooping (bend at waist)	F	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Varying weather conditions	O
Crouching, crawling, kneeling, Squatting	F	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	C	Sight	
Stretching/reaching with hands & Arms	F	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	F
Distinguishing smell	N			Looking at computer monitor	O
Distinguishing temperature	N			Color vision (identify & distinguish colors)	O
Traveling by automobile	N			Peripheral, depth perception	O

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.