



Primary Instructional Aide – Harrisburg School District – Job Description

Job Title:	Primary Instructional Aide	Job Category:	Non-Exempt
Department:	Educational Support	Position Type:	Full-time
Classification/hrs/days	5 – 8hrs per day/189 days	Location:	School Building
Reports to:	Building Principal	Standard ADA:	School Classroom

Job Description:

To work under the direction of a certificated staff member to support and assist in providing instructional programs and services to students. Services may be provided in a special education class, regular education class, or other instructional setting.

Essential Functions:

- Provides one-on-one or group review of material taught by certificated staff, as assigned. Assists with classroom management and implementation of individual students' positive behavior support plans.
- Assists the student(s) to whom assigned in such physical tasks as managing materials and personal items and transitions within the building (such as travel to specials, office, nurse, rest room, fire drills, etc.). Provides information and assistance to substitute teachers regarding student(s). As directed, assists with student(s) assigned to other instructional aides in their absence.
- Assists the student(s) in curriculum tasks, guiding, helping and reinforcing/rephrasing instruction and providing assistance during testing as provided for in the student's IEP and as directed by teacher(s).
- Assembles materials needed by teacher(s) for daily instruction or student homework and makes any adaptations, as necessary per individual student's needs (enlarge, modify number of problems, and/or adapt/modify work by color coding/enlarging in accordance with IEPs) as directed by teacher(s).
- Assists with morning and afternoon bus duty, morning and afternoon hall duty, morning cafeteria duty and lunch duty, assists with students being dropped off by parents, and/or any other assigned duties by Building Principal.
- Abides by applicable federal, state and local laws and regulations, guidelines District policies and administrative regulations. Familiarizes self with assigned student(s) IEPs including needed accommodations in area of responsibility.
- Accompanies students on field trips and community-based instruction activities, upon request of the Building Administrative Team.
- Attends training as required for performance of the job. Completes and provides evidence of twenty (20) hours per school year of staff development activities related to his/her assignment.
- Monitors student's progress, as deemed appropriate, during regular or special class performance and group work, prompting, assisting or redirecting, as directed by a teacher, during teacher instruction or independent work periods.
- Prepares journals/assignment books and assists with organizational needs on a daily basis including monitoring assignment book and gathering homework materials.
- Collects and reports data related to behavior support plans and health issues as directed by teacher(s). Collects data and keep daily communication information as directed to be reviewed by teacher(s) before being sent to parent(s).
- Maintains the same high level of ethical behavior and confidentiality of information about students as is expected in the classroom teachers. Maintains confidentiality with all District information, including District and school population information.
- Performs other duties as assigned in accordance with school policy, administrative regulations, state and federal laws.

Qualifications and Work Experience: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Associated degree or meets a rigorous standard of quality as demonstrated through a state or local assessment with 1-2 years of successful experience with students in an educational setting required, with;
- 1-2 years' experience with students with special needs in an educational setting preferred

Analytical Demands:

- Recurring analytical demands. Analysis involves gathering and interpreting data to resolve problems of moderate complexity or;
- Occasional analytical demands. Analysis involves simple comparisons between numbers, letters, etc. (e.g., sorting, tallying, simple tabulating, and the like).



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Sensory Ability:

- Visual acuity and auditory acuity.
- Ability to communicate effectively in all aspects of the job.

Temperament:

- Must possess excellent interpersonal skills.
- Ability to make judgments and work under high level of stress.
- Must be cooperative, congenial, and service oriented.
- Must be courteous and able to effectively manage job responsibilities.

Cognitive Ability:

- Ability to follow written and verbal directions, to read and write, to handle multiple tasks and prioritize them appropriately, and to exercise good judgment.
- Ability to recognize areas of concern and propose and/or recommend appropriate solutions to the problem.

Specific Skills:

- Must possess active listening skills.
- Must possess conflict mediation skills.
- Maintains a high level of professionalism in all interactions with public, peers and administrators.
- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.

Workplace Expectations:

- Reports to work daily and on time, and makes effective use of time while on the job.
- Acknowledges individuals' requests and handles them in a friendly and courteous manner.
- Demonstrates being a positive and productive member of a team through active cooperation with others and follow through.
- Ability to establish and maintain rapport with the educational community which includes but is not limited to; students, parents, athletic staff, alumni, board members, booster groups, colleagues and the general community.
- Shows initiative and works with minimal supervision.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Responds appropriately to supervision and direction.
- Dresses appropriately for job environment.
- Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications.
- Ability to appropriately handle confidential information in accordance with District policies.
- Maintains awareness of the School District's policies and procedures.
- Follows the chain of command.

Supervision:

- Occasionally gives instructions and/or directions to other department employees.

Workplace Environment: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The standard ADA settings factor measures the strength and stamina required in areas such as lifting, standing and the frequency of doing these as necessary to perform the particular duties of the job.*

- Subject to inside environmental conditions
- Subject to outside environmental conditions
- May be exposed to hazardous materials, body fluids, or disease
- Typical classroom environment



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Physical Demands: *The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.*

Physical Demand	Rarely	Occasionally	Frequently	Constantly	Weight
Sitting		X			
Standing			X		
Walking			X		
Talking: On the phone; person-to-person, and in groups				X	
Hearing: On the phone; person-to-person, and in groups				X	
Vision: Near, midrange, far, peripheral, depth and color				X	
Driving Requirements (personal vehicle, and/or company vehicle):					
Machines or tools used: Computer:		X			
Machines or tools used: Telephone		X			
Pushing/Pulling/Lifting (Enter Weight)	X				Up to 20 lbs

Approved: May 17, 2021