

NOTE: This job description is divided
into four categories as listed below:

TEACHER ASSISTANT – INSTRUCTIONAL (pages 2-4)

TEACHER ASSISTANT – PRESCHOOL (pages 5-7)

*TEACHER ASSISTANT -
SPECIAL EDUCATION EXTENDED RESOURCE (pages 8-10)*

*TEACHER ASSISTANT -
ENGLISH AS A SECOND LANGUAGE (ESL) (pages 11-13)*

TITLE***TEACHER ASSISTANT - INSTRUCTIONAL*****QUALIFICATIONS**

1. Minimum high school diploma or G.E.D.
2. 48 semester hours of college credit or score of 456 on ParaPro Assessment
3. Meets health and physical requirements
4. Nonviolent Crisis Intervention/Restraint Training

JOB GOAL

To aid teachers, secretaries, and clerical personnel when needed

ESSENTIAL FUNCTIONS

1. Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students
2. Operates and cares for equipment used in the classroom for instructional purposes
3. Distributes and collects workbooks, paper, and other materials for instruction
4. Assists with supervision of students during emergency drills, assemblies, play periods, and field trips
5. Checks notebooks, corrects papers, and supervises testing and makeup work as assigned by the teacher
6. Works with individual students or small groups of students to reinforce learning of material or skills
7. Assumes responsibility for knowing and following the safety rules and proper procedures associated with the responsibilities of the job
8. Checks and records attendance
9. Arranges bulleting boards
10. Types and duplicates tests, worksheets, and supplementary materials
11. Assists in supervising children in lunchroom, playground, and loading buses
12. Assists the teacher in assimilating materials for class displays
13. Performs other duties as assigned

PHYSICAL DEMANDS

This job may require lifting of objects that exceed 50 lbs., or the average weight of a child, if assigned to elementary grades, with frequent lifting and/or carrying of objects weighing up to 25 lbs. Other physical demands that may be required are as follows:

1. Pushing
2. Pulling
3. Climbing
4. Stooping
5. Kneeling
6. Crawling
7. Reaching
8. Talking
9. Hearing
10. Seeing

VOCATIONAL PREPARATION

The required vocational preparation may come from any of the following:

1. Vocational education
2. Apprentice training
3. On-the-job training
4. Essential experience

TEMPERAMENT (Personal traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity
3. Adaptability to generalizing, evaluations, or decisions based on sensory or judgmental criteria
4. Adaptability to dealing with students

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: Ability to understand instructions and underlying principles; ability to reason and make judgments
2. Verbal: Ability to understand meanings of words and ideas associated with them
3. Manual Dexterity: Ability to move the fingers and manipulate small objects with the fingers rapidly and accurately
4. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures
5. Color Discrimination: Ability to perceive or recognize similarities or differences in colors or shades or other values of the same color

WORK CONDITIONS

Normal working environment

TERMS OF EMPLOYMENT

1. 185-day contract
2. Teacher assistant salary scale

IMMEDIATE SUPERVISOR

Classroom teacher and/or principal

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

Adopted 07/01/93

Revised 11/2010

Revised 03/21/17

TITLE***TEACHER ASSISTANT - PRESCHOOL*****QUALIFICATIONS**

1. Minimum high school diploma or G.E.D.
2. Early childhood education experience (preference given for Child Development Associate certification or associate's degree in early childhood education or active pursuit of either)
3. Meets health and physical requirements
4. Nonviolent Crisis Intervention/Restraint Training

JOB GOAL

To aid preschool teachers

ESSENTIAL FUNCTIONS

1. Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students
2. Operates and cares for equipment used in the classroom for instructional purposes
3. Distributes and collects workbooks, paper, and other materials for instruction
4. Assists with supervision of students during emergency drills, assemblies, play periods, and field trips
5. Checks notebooks, corrects papers, and supervises testing and makeup work as assigned by the teacher
6. Works with individual students or small groups of students to reinforce learning of material or skills
7. Assumes responsibility for knowing and following the safety rules and proper procedures associated with the responsibilities of the job
8. Checks and records attendance
9. Arranges bulleting boards
10. Types and duplicates tests, worksheets, and supplementary materials
11. Assists in supervising children in lunchroom, playground, and loading buses
12. Assists the teacher in assimilating materials for class displays
13. Performs other duties as assigned

PHYSICAL DEMANDS

This job may require lifting of objects that exceed 50 lbs., or the average weight of a preschool child, with frequent lifting and/or carrying of objects weighing up to 25 lbs. Other physical demands that may be required are as follows:

1. Pushing
2. Pulling
3. Climbing
4. Stooping
5. Kneeling
6. Crawling
7. Reaching
8. Talking
9. Hearing

10. Seeing

VOCATIONAL PREPARATION

The required vocational preparation may come from any of the following:

1. Vocational education
2. Apprentice training
3. On-the-job training
4. Essential experience

TEMPERAMENT (Personal traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity
3. Adaptability to generalizing, evaluations, or decisions based on sensory or judgmental criteria
4. Adaptability to dealing with students

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: Ability to understand instructions and underlying principles; ability to reason and make judgments
2. Verbal: Ability to understand meanings of words and ideas associated with them
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4. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures
5. Color Discrimination: Ability to perceive or recognize similarities or differences in colors or shades or other values of the same color

WORK CONDITIONS

Normal working environment

TERMS OF EMPLOYMENT

1. 185-day contract; 5-hour workday
2. Teacher assistant salary scale prorated from 7.5-hour to 5-hour workday

IMMEDIATE SUPERVISOR

Classroom teacher and/or principal

GENERAL REQUIREMENTS

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Adopted 07/01/93

Revised 11/2010

Revised 03/21/17

TITLE***TEACHER ASSISTANT -
SPECIAL EDUCATION EXTENDED RESOURCE*****QUALIFICATIONS**

1. Minimum high school diploma or G.E.D.
2. 48 semester hours of college credit or score of 456 on ParaPro Assessment
3. Meets health and physical requirements
4. Nonviolent Crisis Intervention/Restraint Training

JOB GOAL

To assist teachers in giving specialized academic and physical training to students with disabilities

ESSENTIAL FUNCTIONS

1. Maintains student records
2. Performs instructional activities
3. Administers diagnostic tools
4. Prepares the classroom and organizes instructional materials and equipment
5. Monitors the classroom when the teacher must attend staffings, provides consultation, etc.
6. Attends in-service and faculty meetings when requested by principal or supervisor of special services
7. Adheres to the established work hours
8. Maintains confidential information in a professional manner
9. Performs other routinized duties as assigned by the building-level administrator, subject to approval of the supervisor of special services
10. Assists students with toileting, catheterization, feeding, and other self-help activities as required
11. Changes or helps spina bifida students
12. Supervises students on bus trips as required
13. Assists with bus duty
14. Assists with lunch duty
15. Assists with disabled students at lunch or in regular class
16. Helps with specific regular classes in which extended resource students are involved
17. Performs other duties as assigned

PHYSICAL DEMANDS

This job may require lifting of objects that exceed 50 lbs., or the average weight of a child, if assigned to elementary grades, with frequent lifting and/or carrying of objects weighing up to 25 lbs. Other physical demands that may be required are as follows:

1. Pushing
2. Pulling
3. Climbing
4. Stooping
5. Kneeling
6. Crawling

7. Reaching
8. Talking
9. Hearing
10. Seeing

VOCATIONAL PREPARATION

The required vocational preparation may come from any of the following:

1. Vocational education
2. Apprentice training
3. On-the-job training
4. Essential experience

TEMPERAMENT (Personal traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity
3. Adaptability to generalizing, evaluations, or decisions based on sensory or judgmental criteria
4. Adaptability to dealing with students

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

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WORK CONDITIONS

Normal working environment

TERMS OF EMPLOYMENT

1. 185-day contract
2. Teacher assistant salary scale

IMMEDIATE SUPERVISOR

Classroom teacher and/or principal and supervisor of special services

GENERAL REQUIREMENTS

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Adopted 07/01/93

Revised 11/2010

Revised 03/21/17

TITLE***TEACHER ASSISTANT -
ENGLISH AS A SECOND LANGUAGE (ESL)*****QUALIFICATIONS**

1. Minimum high school diploma or G.E.D.
2. 48 semester hours of college credit or score of 456 on ParaPro Assessment
3. Fluent in spoken and written Spanish and English
4. Conversational in Spanish preferred
5. Meets health and physical requirements
6. Nonviolent Crisis Intervention/Restraint Training

JOB GOAL

To enhance the learning experiences of limited English proficient students by providing additional vocabulary support, academic support, cultural support, and access to extracurricular activities, and to more fully engage families in their children's educational process

ESSENTIAL FUNCTIONS

1. Prepares daily lesson plans under supervision of the ESL teacher; makes instructional presentations
2. Conducts discussions, encourages practice, and corrects student work in a manner that promotes language competence
3. Cooperates with the ESL teacher in completing ESL forms
4. Assists teachers in administering and recording such assessment and achievement as recommended for ESL students
5. Seeks advice and assistance of ESL and classroom teachers to make changes in the instructional plan when evaluation indicates a need
6. Confers with the ESL and classroom teachers concerning individual student needs on a daily basis under the guidance of the ESL teacher
7. Adjusts instruction to objectives and individual student needs on a daily basis under the guidance of the ESL teacher
8. Provides individual students with positive and prompt feedback on their progress
9. Helps develop and use language resources to support and supplement instructional activities
10. Renews competence and keeps abreast of new knowledge, research, and practice in language instruction and applies this knowledge to improve the instructional program
11. Attends appropriate and required staff development to enhance instruction
12. Attends PTO/PTA open houses, conference nights, and other school-related events as needed to support limited English proficient students and families
13. Establishes positive rapport with students, parents, and school personnel
14. Sets high standards for student performance and achievement
15. Adheres to established laws, rules, and regulations of the school system and the ESL program
16. Works one-on-one and with small groups to remediate diagnosed weaknesses
17. Works to remove cultural barriers for limited-English students
18. Works to fully integrate limited-English students into all aspects of the extracurricular program;
19. Provides written and/or verbal vocabulary support with English language learner students
20. Assists in the planning and implementation of activities designed to increase parent participation in the education process

21. Performs other duties as assigned

PHYSICAL DEMANDS

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5. *Color Discrimination*: Ability to perceive or recognize similarities or differences in colors or shades or other values of the same color

WORK CONDITIONS

Normal working environment

TERMS OF EMPLOYMENT

1. 185-day contract
2. Teacher assistant salary scale

IMMEDIATE SUPERVISOR

ELL teacher and/or principal

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

Adopted 07/01/93

Revised 11/2010

Revised 06/2011

Revised 03/21/17