

Instructional Intervention Assistant

DEPARTMENT:	Schools	REPORTS TO:	Principal
WORK SCHEDULE:	10 months	COMPENSATION:	Support Staff Salary Schedule
FULL/PART TIME:	Full time (6.25 hrs/day)	FLSA STATUS:	Non-exempt

Position Description

Implement student academic or behavior intervention programs and supports to help students develop skills necessary for learning. Assists staff with conducting screening and assessment procedures.

Task Title	Essential Job Functions	Percent of Time Spent
Instructional support	<ul style="list-style-type: none"> • Perform supportive instructional tasks under the direction of the certified instructional staff or therapist. • Monitor students during independent work activities and assist students as needed. • Implement instructional plans/programs to students in one-to-one or small group arrangements • Provide practice and reinforcement activities for students as follow-up to direct instruction provided by the certified teacher. • Provide direct instructional activities planned by the certified teacher, as follow-up to initial instruction. • Assist in preparation and adaptation of instructional materials. • Assume role of substitute teacher when certified teacher is absent. • Participate in individual student problem solving or IEP meetings as needed. • Assist instructional staff in evaluation activities and records management. • Assist in the transition planning for students transitioning into and out of the intervention program. 	40%
Student support	<ul style="list-style-type: none"> • Assist with the physical support and care of children when needed (e.g. toileting, diapering, feeding, positioning behavior support, transferring). • Assist with the implementation of special health, occupational, physical therapy plans. • Perform supportive behavior management tasks under the direction of the teacher. • Assist in implementing the behavior support plan as designed by the teacher including crisis prevention/intervention methods. • Inform teacher of behavioral and interpersonal concerns among students. • Provide emotional support and encouragement to students. • Treat all children with dignity, respect, and understanding of their cultural and socioeconomic backgrounds. 	40%

Task Title	Essential Job Functions	Percent of Time Spent
	<ul style="list-style-type: none"> • Help children become aware of themselves as members of a classroom group and school community. 	
Student Supervision	<ul style="list-style-type: none"> • Monitor the classroom when an emergency or other responsibility (i.e. evaluation staffing, IEP, observation) requires the teacher to be out of the classroom. • Assist in the supervision of early childhood special education students (KECC assignment only) throughout the school day (e.g. with classroom, loading/unloading of buses, playground, washroom, movement throughout the school building, and off-campus activities). 	10%
Professional Development & Meetings	<ul style="list-style-type: none"> • Participate in in-service training programs (minimum of 15 contact training hours during first year; 10 contact training hours in subsequent years) as directed by Principal, Program Coordinator or District Administration. • Obtain specialized training as needed for area of assignment or unusual need of assigned children (e.g. Braille, sign language). • Maintain current certification in child/adult CPR and training in emergency first aid as provided by district (KECC assignment only). • Participate in staff development activities, conferences, and workshops. • Attend scheduled staff meetings, department meetings, and program activities as required. 	5%
Recordkeeping	<ul style="list-style-type: none"> • Assist teachers with clerical duties related to the intervention program (e.g., inventory of materials). • Maintain records, notes, portfolios, and other information regarding the progress of children on the assigned caseload. • Maintain strict confidentiality with student information. 	3%
Communication & Collaboration	<ul style="list-style-type: none"> • Communicate regularly with school staff and other service providers working with the child/family. • Develop and maintain effective working relationships with all students, parents, staff, and volunteers. • Participate in parent conferences. • Positively develops cooperation of others. • Promote the school district's programs through public relations activities sponsored by the program. • Make recommendations for program improvements as needed. • Help the Principal and Program Coordinator develop/implement program improvement plans. 	2%

The intent of this job description is to provide a representative description of the types of duties and responsibilities required for this position. Employees may be asked to perform other job-related duties as assigned.

Supervisory Responsibilities

- **Supervisory Responsibility:** N/A, not responsible for supervising employees
- **Supervisory Activities:** None
- **Budget Signing Authority:** No budget signing authority
- **Decision-making Authority:** Decisions impact individual work/job tasks

Qualifications

Required

- **Education and Related Work Experience:** The following combinations meet the minimum requirements:
 - Two years of college (at least 60 college credit hours)/associate degree and 1 year of related work experience.
 - Bachelor's degree in early childhood education, special education, or a related field.
- **Certificates, Certifications, or Other Training:** CPR certification and training in emergency first aid required for Early Childhood special needs assignments.
- Valid driver's license to travel to program locations.
- Ability to lift and carry up to 75 pounds.

Preferred

- College coursework related to early childhood, education or special education
- Experience volunteering or working with children with disabilities or early childhood services/programs

Knowledge & Skills

Knowledge

- **Basic:**
 - Administrative: Administrative and office procedures, functions, and basic office tasks,
 - Safety/Security: Equipment, policies, and procedures for the protection of people, data, property, and the organization.
- **Intermediate:**
 - Education/Training: Principles and methods for curriculum and training design, teaching and instruction, and measuring training effects.
 - Computers/IT: Electronic equipment, and computer hardware and software, including assistive technology equipment as required to implement student IEPs.
 - Health Services: Treating and preventing disease, and improving and preserving physical and mental health and well-being.
 - Law/government: Relevant local, state, and national laws and government regulations including KSD Board of Education policy
- **Advanced:**
 - Customer and personal service: Principles and processes for providing customer and personal services.
- **Expert:**
 - N/A

Skills

Active learning, Active listening, Critical thinking, Learning strategies, Mathematics, Monitoring, Reading comprehension, Science, Speaking, Writing, Complex problem solving, Management of

financial resources, Management of material resources, Time management, Coordination, Instructing, Negotiation, Persuasion, Service orientation, Social perceptiveness, Judgment and decision making, Systems analysis, Systems evaluation, Equipment maintenance, Equipment selection, Operation and control, Operation monitoring, Operations analysis, Quality control analysis, Troubleshooting

Working Conditions

Physical Demands

Crawling, Crouching/Kneeling, Sitting, Standing, Walking, Balancing, Carrying/Lifting, Climbing, Finger Dexterity, Multi-limb coordination, Pulling/Pushing, Reaching, Repetitive motion, Hearing, Color Vision

Mental and Psychological Demands:

- blic criticism, occasionally requires extended periods of concentration on complex tasks).
- *High demands:* The job requires significant mental effort and involves high levels of stress (e.g., Frequent need to deal with difficult customers or manage emotions when interacting with others, often works under tight deadlines, exposure to public criticism, regularly requires extended periods of concentration on complex tasks).

Work Type/Physical Demands

- *Heavy work:* Heavy work: Exerting 50-100 pounds of force occasionally, and/or 25-50 pounds of force frequently, and/or 10-20 pounds of force constantly to move objects.

Working Environment

- *Everyday risk and discomfort level:* The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated. Occasional exposure to varying, inclement weather conditions.

EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

Last Updated: June 17, 2024