



JOB TITLE	SPED ED Instructional Assistant
LOCATION	Spring Mill Elementary School
WORK SCHEDULE	Part Time, 6 hours/day
CALENDAR LENGTH	School Year, 185 Days
FLSA CLASSIFICATION	Non-exempt, hourly employee
HOURLY RATE	\$19.28 (\$21,480.80 Annually)
BENEFITS	Paid Illness and Personal Business days, Seven paid holidays, District contributions to VEBA and 401A retirement accounts

JOB DESCRIPTION:

The job of the Special Education Instructional Assistant was established for the purpose(s) of working with individual and/or small groups of students under the supervision of a certificated teacher in the supervision and instruction of students; assisting students by modeling the necessary skills to perform assignments; following educational and specific behavioral plans; and modeling appropriate behaviors and interactions with students and staff. Employees in this classification will receive a variety of assignments including classroom support, lunchroom, playground, etc.

ESSENTIAL FUNCTIONS:

- **Teacher support:** Assist teachers in classroom instruction by providing and preparing lesson materials, monitoring the students during their work and helping them in their learning where necessary.
- **Student Supervision:** Observe students' activities to ensure student safety and well-being and intervene when necessary.
- **Lesson materials:** Ensure that the necessary materials for teaching a class, such as visual aids, are prepared, up-to-date, and present in the instruction space.
- **School procedures:** Familiarity with the inner workings of school, such as the structure of the relevant education support and management, the policies, and the regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

- **Workplace sanitation:** The importance of a clean, sanitary workspace for example through use [Type here]

of hand disinfectant and sanitizer, in order to minimize infection risk between colleagues or when working with children.

- **Disability types:** The nature and types of disabilities affecting the human beings such as physical, cognitive, mental, sensory, emotional or developmental and the specific needs and access requirements of disabled people.
- **Learning difficulties:** The learning disorders some students face in an academic context, especially Specific Learning Difficulties such as dyslexia, dyscalculia, and concentration deficit disorders.
- **Common children's diseases:** The symptoms, characteristics, and treatment of diseases and disorders that often affect children, such as the measles, chickenpox, asthma, the mumps, and head lice.
- **Teamwork principles:** The cooperation between people characterized by a unified commitment to achieving a given goal, participating equally, maintaining open communication, facilitating effective usage of ideas etc.
- **Curriculum objectives:** The goals identified in curricula and defined learning outcomes.
- **First aid:** The emergency treatment given to a sick or injured person in the case of circulatory and/or respiratory failure, unconsciousness, wounds, bleeding, shock or poisoning.

EDUCATION:

- High School Diploma or GED.
- Must have passed paraprofessional exam, if less than 60 college credit hours.

PHYSICAL DEMANDS:

PHYSICAL REQUIREMENT	PERCENTAGE OF TIME
Ability to stand for extended periods of time	Very Frequent
Ability to lift 25 pounds	Often
Ability to carry 25 pounds	Occasional
Ability to work at a desk, conference table or in meetings of various configurations	Often
Ability to see for the purpose of reading rules and policies and other printed matter	Very Frequent
Ability to communicate so others will be able to clearly understand a normal conversation	Very Frequent
Ability to operate job-related equipment	Often
Ability to reach in all directions	Often

Seldom = Less than 25% /Occasional = 26 to 50% /Often = 51 to 75% /Very Frequent = Greater than 75%

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