

TITLE:	Instructional Aide	STATUS:	Non-Exempt (At-Will)
REPORTS TO:	Principal or Designee	TERMS:	179 Days
DEPARTMENT:	Assigned Campus	PAY GRADE:	PT1, PT2, PT3 or PT4

PRIMARY PURPOSE:

To provide a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resource materials.

QUALIFICATIONS:

Education/Certification:

High School diploma or GED

Valid Educational Aide Certificate issued by the State Board of Educator Certification

Must meet all highly qualified "Every Student Succeeds Act" (ESSA) requirements

Special Knowledge/Skills:

Ability to successfully interact with students, professional employees, parents, and district patrons

Ability to read and understand operating instructions and assist with the writing of reports

Bilingual desirable depending on campus programs and needs

Ability to work across multiple school settings

Ability to communicate effectively

Experience:

Technical knowledge of data processing systems

General computer skills/experience

Such additions and alternatives to the above qualifications as the Board of Trustees may find appropriate and acceptable

WORKING CONDITIONS:

Mental Demands/ Physical Demands/Environmental Factors:

Maintain emotional control under stress. Frequent standing, stooping, bending, kneeling, pushing and pulling; regular heavy lifting of students. The employee must maintain emotional and physical control under stress.

Biological exposure to bacteria and communicable diseases. Ability to lift and transport 40 pounds over a distance of 10 feet without assistance.

Essential Functions:

1. Assigned to and perform tasks under the general supervision of a certified teacher or program director. Some assignments require joint supervision with other aides.
2. Release the teacher from routine tasks and participate in selecting, planning, organizing, and evaluating. Provide assistance to teacher exercises as directed by the teacher.
3. Assist students with programmed or precise units of instruction and scores objective measurement instruments, assists in working with individual students and with groups.
4. Duplicate material; record grades and attendance; prepare instructional aids including displays and mock-ups; assist with play area activities; assist with operation and use of educational media; assist in teaching routines; work with individual students in drills and exercises.



5. Assist with the management of inventory documentation.
6. Promote and maintain high standards of safety and good housekeeping in all working conditions.
7. May assist with school level projects, such as lunchroom and recess supervision; bus loading and unloading; health screening, fund raising, conferencing with parents, extracurricular activities; and general office duties.
8. Demonstrates ethical behavior and confidentiality of information about students in the school environment and community.
9. Participates in in-service training programs as necessary to meet the needs of assigned students.

SPECIFIC MAJOR DUTIES AND RESPONSIBILITIES:

PT1 Pay Grade

(ICS) In-Class Support/Resource – Provide general, supportive, and specialized classroom services at the direction of the teacher by assisting special education students academically and behaviorally in the general education and/or special education setting. Assist with data collection to support student progress on the implementation of the IEP.

Instructional – Provide general, supportive, and specialized classroom services at the direction of the teacher by assisting individual students, recording performance scores, preparing instructional materials, and by assisting in instruction and activities with students with widely differing abilities.

Physical Education – Provide general, supportive, and specialized classroom services. Assist with physical education program.

PT2 Pay Grade

(EL) English Learners - Provide general, supportive, and specialized classroom services. Assist ELL and DL students in the classroom setting.

(ISS) In-School Suspension - Work with and supervise students in a controlled environment. Monitor and maintain appropriate student behavior in the center. Distribute assignments to students as necessary. Monitor completion of work and maintain a related list of work completed by students. Communicate with teachers and administrators concerning student behavior.

Mastery Learning Lab – Provide general, supportive, and specialized classroom services. Assist with computer instruction and specific course work.

Applied Skills – Work with individual students or small groups throughout the school day in the classroom and community environments to provide for the physical, behavioral, academic, and functional needs of elementary students. Assist in the implementation of classroom programs, including self-help skills, behavior management, and instruction. Assist in supervising students throughout the school day in the classroom and community environments. Keep the teacher informed of any special needs or concerns of individual students. Assist in keeping administrative records and preparing required reports. Assist with data collection to support student progress on the implementation of the IEP. Assist with behavioral interventions, social skills training, visual scheduling, and integration of academic skills in the general education and special education settings and with the use of assistive technology in all programs, as developed in the student's IEP.



Media Center – Ensure efficient operation of the Media Center, emphasizing the daily function and procedures of the Media Center as well as support services for the Campus Media Specialist.

(ECSE) Early Childhood Special Education – Work with individual students or small groups throughout the school day in the early childhood classroom to provide for the physical, behavioral, academic, and functional needs of students. Assist in the implementation of classroom programs, including self-help skills, behavior management, and instruction. Assist in supervising students throughout the school day in the classroom. Keep the teacher informed of any special needs or concerns of individual students. Assist in keeping administrative records and preparing required reports. Assist with data collection to support student progress on the implementation of the IEP. Assist with behavioral interventions, social skills training, visual scheduling, and integration of academic skills in the general education and special education settings and with the use of assistive technology, as developed in the student's IEP.

PT3 Pay Grade

(ACE) Adult Continuing Education - Work with adult students throughout the school day in a classroom or on a community job site to provide instruction on functional and/or employability skills for post secondary success. Assist in the implementation of classroom programs, including self-help skills, behavior management, and instruction. Keep the teacher informed of any special needs or concerns of individual students. Assist in keeping administrative records and preparing required reports. Assist with data collection to support student progress on the implementation of the IEP. Assist with behavioral interventions, social skills training, visual scheduling, and employability skills within the classroom and on the job site to ensure implementation of the student's IEP.

Instructional Technology - Supervise students in a technology lab and facilitate the instruction of technology applications and keyboarding curriculum. Assist teachers in integrating technology tools that support content objectives in all content areas. Model technology strategies for students, which integrate technology and content objectives.

STEM - Ensure efficient operation of the STEM lab, emphasizing the daily function and procedures of the STEM Lab as well as support services for the STEM Instructional Coach. Establish continuous network with campus, and community partnerships by recruiting parent volunteers, and collecting and organizing resources aligned with school needs for the STEM Lab. Provide general, supportive, and specialized classroom services at the direction of the teacher by assisting students academically and behaviorally in the general education setting. Creates, monitors, and provides communication strategies to effectively disseminate information regarding partnership successes and opportunities internally and externally via NCISD communication tools.

PT4 Pay Grade

(PACES) Positive Approach to Curriculum and Emotional Support - Work with individual students or small groups to conduct instructional exercises assigned by the teacher. Assist classroom teachers in providing additional support to meet the individual needs of students in the highly-structured special education learning environment. Assist the classroom teacher to provide for the physical, behavioral and instructional needs of students. Assist in the implementation of classroom programs, including self-help skills, behavior management, and instruction. Assist in supervising students throughout the school day, both inside and outside the classroom. Keep the teacher informed of any special needs or problems of individual students. Assist in keeping administrative records and preparing required reports. Assist with data collection to support student progress on the implementation of the IEP. Assist with behavioral interventions, social skills training, visual scheduling, and integration of academic skills in the



general education and special education settings and with the use of assistive technology, as developed in the student's IEP.

(PASS) Positive Approach to Student Success - Works with individual students or small groups of students to reinforce academic and/or behavior skills initially introduced and outlined in the student's IEP. Assist with data collection to support student progress on the implementation of the IEP. Alerts the special education case manager(s) to any changes or additional information about an individual student(s) needs. Performs assigned non-instructional classroom duties, such as snack time, toileting, and clothing routines to support the needs of students within the least restrictive environment. Perform assigned supervision of student(s) during unstructured activities as necessary to support the student(s) IEP and placement in the least restrictive environment.

(RISE) Reaching Independence in Structured Environment - Assist classroom teacher in providing additional support to meet the individual needs of elementary students in a highly-structured special education learning environment. Assist the classroom teacher to provide for the physical, behavioral and instructional needs of students. Assist in the implementation of classroom programs, including self-help skills, behavior management, and instruction. Assist in supervising students throughout the school day, both inside and outside the classroom. Keep the teacher informed of any special needs or problems of individual students. Assist in keeping administrative records and preparing required reports. Assist with data collection to support student progress on the implementation of the IEP. Assist with behavioral interventions, social skills training, visual scheduling, and integration of academic skills in the general education and special education settings and with the use of assistive technology, as developed in the student's IEP.

ASPIRE - Work with individual students or small groups throughout the school day in the classroom and community environments to provide for the physical, behavioral, academic, and functional needs of secondary students. Assist in the implementation of classroom programs, including self-help skills, behavior management, and instruction. Assist in supervising students throughout the school day in the classroom and community environments. Keep the teacher informed of any special needs or concerns of individual students. Assist in keeping administrative records and preparing required reports. Assist with data collection to support student progress on the implementation of the IEP. Assist with behavioral interventions, social skills training, visual scheduling, and integration of academic skills in the general education and special education settings and with the use of assistive technology, as developed in the student's IEP.

MTSS - Mentoring individual students or small groups throughout the school day in the classroom and school environments to provide for the social/emotional, behavioral, academic, and functional needs of students. Assists campus RTI/MTSS Specialist to ensure that support is provided to individual or small groups of students in managing their emotions, forming and maintaining healthy relationships, making good decisions, and coping with everyday social and academic challenges. Assists the classroom teacher with implementation of the behavioral, academic, and social/emotional interventions listed on the student's intervention plan as well as data collection and progress monitoring to provide information on the student's progress.

MTSS (Stronger Connection Grant) - This position supports the campus MTSS Instructional Coach. The specific duties of the paraprofessional consist of helping with the implementation of campus and classroom Tier 1 initiatives, assisting teachers with classroom management, modeling Tier 1 expectations across the campus, and providing support for projects identified by the Tier 1 team.



The above statements are intended to describe major job functions of this position and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required. The Superintendent or designee may assign additional duties when deemed appropriate.

Special Funding: If my position is funded by grants, federal funding, or other special funding, I understand that my employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable my employment is subject to termination or nonrenewal, as applicable.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, ability, and physical demands required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

I have read and understand the responsibilities and duties required for this position as outlined above. I understand the duties and can perform all essential job functions listed above.

Signature

Printed Name

Date