



Job Title: Para Educator A, General: Secondary
Classification: Educational Support
Reports To: Building or Department Administrator

General Description: Under the direction of the Building Administrator and classroom teacher, is responsible for supporting the secondary educational process. This position may include, but not be limited to, the following performance responsibilities, qualifications, knowledge, skills and abilities.

Performance Responsibilities/Essential Functions:

1. Assists in the planning and implementation of programs related to students including, but not limited to, general education, special education and during related services.
2. Assists the teacher in classroom management.
3. Assists students in the special and general education classrooms, as assigned.
4. Supports students in the classroom or small groups.
5. Assists with collecting daily data and reports to special or general education teacher.
6. Maintains data collection charts on behavior, academics, etc. as requested by the teacher.
7. Implements behavior support plans with students under the direction of the teacher.
8. Assists with preparation, instructional and classroom material.
9. Participates in new learning as determined by the district/building.
10. Performs other duties as assigned.

Qualifications:

Education and Experience

1. High school diploma or equivalent.
2. Minimally, must meet Every Student Succeeds Act (ESSA) standards of:
 - a. AA Degree or higher, or
 - b. 72 quarter hours or 48 college semester credits of 100 or higher, or
 - c. Pass the Para-Pro Assessment via Educational Testing Services (ETS).
3. Must meet the Fundamental Course of Study (FCS) requirements, provided at time of hire.
4. Blood Borne Pathogen Training.
5. First Aid/CPR with AED certificate.

Knowledge, Skills, and Abilities

1. Knowledge of computer software.
2. Knowledge and application of safety procedures related to performance responsibilities.
3. Skills in classroom procedures.
4. Skills in scheduling.
5. Skills in organization, time management, flexibility and multitasking.
6. Skills in verbal and written communication.
7. Ability to work independently.

8. Ability to remain calm, flexible and work effectively under pressure.
9. Ability to maintain strict confidentiality of student information at all times, including on site, interdepartmentally, between buildings, and within the community.
10. Ability to take direction in a professional manner and follow through.
11. Ability to exercise sensitivity in dealing with individuals of diverse socio-economic backgrounds, cognitive and physical abilities as well as with individuals of diverse cultural and ethnic backgrounds.
12. Ability to maintain good working relations with co-workers, staff, students and community members.
13. Ability to follow SSD policies, procedures and protocols.
14. Ability to maintain a consistent presence at assigned work location and fulfill assigned hours.
15. Ability to provide a positive and service-oriented attitude to any and all staff, parent and community member.

Working Environment & Physical Requirements:

In terms of an 8-hour day, "Seldom" = 1-33%, "Occasionally" = 34-66%, "Frequently" = 67-100%
Seldom: sit/stand, carry up to 10lbs., push/pull, twist, bend, squat/crouch, perform repetitive arm/hand motion including fingering/pinching/gripping/keyboarding; Seldom/Occasionally: stoop, climb stairs, walk on uneven ground, reach above shoulder height; Occasionally/Frequently: lift up to 10 lbs., handle/grasp. Generally, the job requires 60-70% walking; 20-30% sitting and 10-20% standing.

This job description outlines the general nature and level of work performed by employees in this role. It is not intended to describe all duties, responsibilities, or qualifications. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

Revised: 03/2020, 12/2024 (ADA)