



Tolleson Union High School District #214
Instructional Assistant III

Purpose

The job of Instructional Assistant III is done for the purpose/s of assisting in the special health needs of severely disabled students; students ages 14 to 22 years old, under the supervision of a certificated teacher; observing and documenting student care.

Qualifications

Required:

1. Completed two years of college, 60 credits, an Associate degree or passed a ParaPro Assessment test with a state qualifying score of 459 or better.
2. Must possess and maintain a Department of Public Safety (DPS) Identity Verified Print (IVP) Fingerprint Clearance Card.
3. Possesses and maintains a First Aid, Cardiopulmonary Resuscitation (CPR) certification.
4. Ability to maintain appropriate interpersonal relations with students, parents, and other staff of the district.
5. Ability to take and follow directions.
6. Basic typing/keyboarding and clerical skills.

Preferred:

1. Bilingual in English or Spanish.

Essential Functions

1. Adapts classroom activities, assignments and/or materials under the direction of the teacher for the purpose of providing an opportunity for all special education students (ages 14 to 22 years old) to participate in classroom activities.
2. Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
3. Assists special education students (e.g., behavioral skills, daily living skills, writing, verbal skills, etc.) for the purpose of implementing goals and ensuring students success.
4. Assists special needs students one on one with classroom and daily living skills (e.g., meeting/delivering student to bus, toileting, diapering, feeding, changing, positioning, etc.) for the purpose of creating a positive plan of action to address specific student issues and allowing students to function in a school environment.
5. Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
6. Implements behavioral plans designed by IEP team for students for the purpose of assisting in meeting special education students needs and providing a consistent environment.

7. Implements daily living instructions assigned by a teacher for individuals or small groups (e.g., hand over hand cooking, arts, crafts, physical education, etc.) for the purpose of meeting learning goals, as described by an IEP and/or district benchmarks.
8. Maintains instructional materials and/or student files/records (e.g., adapting instructional materials, checking papers, attendance, laundry clothing, audio visual equipment, set up projects, behavior point sheets, etc.) for the purpose of ensuring availability of items and/or providing reliable information.
9. Monitors special education student(s) (e.g., physical education, locker room, classroom, field trips, overnight special events, etc.) for the purpose of providing a safe and positive learning environment.
10. Performs record keeping and clerical functions (e.g., correcting papers, copying, instructional materials, etc.) for the purpose of supporting the teacher in providing necessary records/materials.
11. Responds to emergency situations (e.g., injured student, fights, etc.) for the purpose of resolving immediate safety concerns.
12. Works closely with teachers and staff as appropriate for the purpose of assisting in evaluating special education student progress, implementing IEP objectives, and identifying resources available.
13. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes: instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule activities; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific abilities required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; providing information and/or advising others; and operating within a defined budget. There is some opportunity to significantly impact the Organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; frequent climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 10% sitting, 60% walking, and 30% standing. The job is performed under some hazardous conditions and in a clean atmosphere.

Reports to:	Campus Principal or Director of Exceptional Student Services
Terms of Employment:	Nine month, full-time
Evaluation:	This position is evaluated annually as outlined in Governing Board Policy
FLSA Status:	Non-Exempt
Salary:	Support Staff Salary Schedule, Grade 13
Board Approval:	5/28/2024 (Revised)