

Washington County Board of Education

Monitoring: Review: Annually	Descriptor Term: Special Education - Special Education Instructional Assistant	Descriptor Code: Enter Code	Issued Date: 05/29/2024
		Rescinds:	Issued:

Job Title:	SPED Instructional Assistant	Education:	Targeted job-related education that meets the organization's requirements
Department/Group:	Student Supports - Special Education	Certificates & Licenses:	Must have two years of college credit (48 semester credit hours from an accredited university, excluding remedial courses); an Associate's Degree from an accredited university; or a passing score on the Para-Pro exam. Must have or be willing to obtain First Aid and CPR certification
Location:	TBD	Required Testing:	Pre-employment Physical Exam
Level/Salary Range:	Support Salary Schedule (Asst. SPED)	Continuing Education/Training:	None Specified
HR Contact:	HR Director or HR Generalist	Position Type:	Full Time
Job Category:	Classified	Clearances:	Criminal Justice Fingerprint/Background Clearance Passing score on the Para-Pro exam in lieu of college credit
FLSA Status:	Non-Exempt		

Job Description

PURPOSE:

The role of 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 professionally licensed teacher in the supervision and instruction of students receiving support through an Individualized Education Plan (IEP). The SPED IA may provide support and services in the general education classroom, special education classroom, or during intervention.

Employees in this classification will receive a variety of assignments including classroom support, intervention delivery, support services, data collection support, lunchroom, playground, and related arts support, etc.

ESSENTIAL FUNCTIONS:

- Adapts classroom activities, assignments, and/or materials under the direction of the supervising teacher.
- Adapts classroom work in order to provide students with instructional materials that address individualized learning plans within established lesson plans.
- Administers classroom assignments, tests, homework assignments, make-up work, etc.
- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g. diapering, tube feeding, colostomy bags, medication, etc).
- Assists in completing all record keeping requirements.
- Assists in designing/utilizing appropriate materials for individual students in the general or special education classrooms.
- Assists in instructing children in health and personal habits, such as eating, resting, and toilet habits. (specifically Early Intervention)
- Assists in maintaining a safe work and play environment.
- Assists general and special education teachers in facilitating modifications and/or adaptations in the educational environment, instructional materials and/or equipment for special education students.
- Assists students, individually or in small groups, with lesson in order to practice and/or reinforce learning concepts and assist students in reaching academic goals and grade level standards.
- Assists students, under supervision of special education and/or general education teachers, in working toward meeting IEP objectives and goals.
- Assists teacher in maintaining a positive, orderly, and academically focused learning condition in the instructional environment.
- Assumes responsibility for knowing and following the safety rules and proper procedures associated with the responsibilities of the job.
- Assumes the responsibility of having regular and timely attendance.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the benefit of and in the best interest of students in the academic areas, athletics, special programs, extra-curricular activities, etc.
- Communicates with teachers as may be required to assist in evaluating progress and/or implement IEP objectives (where applicable).
- Discusses assigned duties with classroom teachers to coordinate instructional efforts.
- Dresses children and changes diapers as necessary.
- Employs and implements de-escalation/restraint strategies. Restraint training and certification is required.
- Employs special education strategies or techniques during instruction to improve the development of sensory and perceptual-motor skills, language, cognition, or memory as directed by supervising teacher.
- Follows all board policies, school system rules and administrative regulations.
- Fosters cooperative social behavior through activities and group projects to assist students in forming satisfying relationships with other students and adults.
- Implements IEPs that focus on improving areas of skill deficits.
- Implements self-care programs, including providing direct assistance to students (e.g., toileting, positioning, lifting feeding, etc.) as needed and under the direction of the supervising teacher.
- Implements, under the supervision of assigned teacher, instructional programs and lesson plans.
- Instructs and monitors students in the use and care of equipment and materials to prevent injuries and damage.
- Maintains a high level of personal integrity and a strong work ethic.
- Maintains classroom equipment, work areas, and manual and electronic files and records to ensure the

availability of items, provide written reference; and provide a safe learning environment.

- Maintains confidentiality relative to employee, student, and parent records/information and procedures according to legal and system guidelines such as the Employee Handbook.
- May be required to ride school bus with students to monitor health and safety needs of students, provide medical care of students as needed, monitor the conduct of students, maintain discipline and safety, prevent altercations between students and damage to the bus. Participates in school bus safety drills.
- Monitors and supervises individual and/or groups of students in a variety of settings (e.g. classroom, playground, field trips, library, cafeteria, bus loading/unloading, etc.).
- Observe students and/or parents to detect signs of ill health, problem situations, and other concerns that should be reported to the teacher.
- Participates in and completes required hours of professional learning/training. (e.g. child development, early childhood education, health/safety, de-escalation and restraint, CPR, intervention, etc.)
- Prepares lesson materials, exhibits, equipment, and demonstrations.
- Provides direct academic and social skills instruction and support within the classroom or in a small group.
- Reports immediately, as required by law or school policy, to the appropriate agency(ies) and/or the principal or other persons designated by the school system, incidents involving unlawful student possession of weapons or drugs or fighting on school property.
- Reports immediately, as required by law, to the appropriate agency(ies) and the principal or other persons designated by the school system, incidents of actual or suspected child abuse, actual or suspected child sexual abuse.
- Responds promptly and professionally to inquiries from a variety of sources (e.g. teachers, students, parents, administrators, boosters, etc.).
- Responds to emergency situations and safety concerns as necessary and direct to appropriate personnel for resolution.
- Supports implementation of a classroom management/discipline and individual student discipline plan ensuring safety at all times.
- Supports implementation of and continuously monitors behavioral intervention plans as relates to student needs.
- Utilizes positive behavioral supports as appropriate.
- Utilizes special education teaching tools, techniques, and equipment as directed by the supervising teacher.
- Works directly with students within general education and special education classrooms providing special assistance and/or instruction.

OTHER FUNCTIONS

- Performs other job-related duties as assigned.

WORK ENVIRONMENT

Physical Demands

The usual job demands heavy lifting over 60 lbs., occasionally (over 15% and up to 40 % of the time) within the classroom environment. Other physical demands that may be required are as follows:

- Pushing, pulling
- Climbing

- Stooping, kneeling
- Reaching
- Talking
- Hearing
- Seeing
- Assist students who may require extra support with their physical needs

Temperament (Personal Traits)

- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
- Adaptability to accepting responsibility for the direction, control, or planning of an activity.
- Adaptability to dealing with students, faculty, administration, and CO staff.
- Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

This job description will be reviewed periodically and at the end of the academic year. The description may be amended to determine viability.

Reviewed By:		Date:	
Approved By:		Date:	
Last Updated By:	Jacki Wolfe	Date:	05/29/2024