

Job Description

Position Title: Long-term Substitute Special Education Paraprofessional

Location: Early Childhood Special Education Center

Department: Special Education

Reports To: Building Principal

Term: Approx. December 3rd, 2025 – March 30th, 2026

Schedule: Monday-Thursday - 3 hours/day - 12:45pm-3:45pm

Salary: Salary is a set \$17.95/hr.

Date of last review: November 2025

SUMMARY: The Long-term Substitute Special Education Paraprofessional covers the absence of the Special Education Paraprofessional and will assist teachers at the preschool level within the classroom (Monday-Thursday). The Long-term Special Education Paraprofessional will assist learners with daily instructional and non-instructional activities, providing skills instruction and behavior reduction protocols to learners with disabilities under the supervision of the classroom teacher and special programs principal.

To Apply: Please complete the application and include up-to-date, relevant submissions of your resume, a letter of interest, and three professional references.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty and requirement satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required for the role. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

ESSENTIAL DUTIES AND RESPONSIBILITIES: *(Other duties may be assigned)*

Collaboration:

- Develops positive, effective working relationships with learners and staff.

Communication:

- Connects and shares ideas through appropriate/applicable formats to express thoughts and ideas with integrity.

Compassion:

- Understands the complexities of cultural and global issues and how they relate to employee and learners' experiences.
- Partners with others to resolve potential controversy and conflict through respectful discussion.
- Proactively seeks to understand the ideas, opinions, and skills of others.

Creativity:

- Connects with team members and shares ideas in an effort to improve the overall learner and employee experience.

Critical Thinking:

- Reasons, interprets, and analyzes information to generate new knowledge and understanding.

Reflection:

- Maintains communication with supervisor and director regarding general feedback, career advancement opportunities, and areas of growth opportunities.

Resilience:

- Maintains composure while dealing with stressful situations.
- Proactively seeks out resolutions and takes initiative to resolve knowledge gaps.

Responsibility:

- Provides skills instruction and behavior management strategies outlined in learner behavior plans or formal training to learners with disabilities, individually or in small groups, under the supervision of the classroom educator and special educator.
- Accurately collects observable behavior data including Antecedent-Behavior-Consequence, count, frequency, duration, latency, inter-response time, event, and interval-based recording.
- Constructs, copies and distributes and uses educational materials as instructed by special educator.
- Implements learners' positive behavior support plans with fidelity as specified by educators and support staff.
- Provides structure by consistently conducting daily lesson plans set up by educator.
- Provides supervision (examples: playground, cafeteria, recess, drop off/ pick up, study hall, bus duty) as directed by the building principal and supervisor.
- Accompanies learners on field trips to support safety, supervision, and to carry out plans and accommodations to enrich their experience.
- Assists in upholding and enforcing school rules and district policies and procedures.

PHYSICAL DEMANDS AND WORK ENVIRONMENT: *The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- While performing the essential duties and responsibilities of this role, the employee is regularly required to reach with hands and arms.
- While performing the essential duties and responsibilities of this role, the employee is regularly required to stand, walk, bend, talk, and hear.
- The specific vision abilities required for this role include close and peripheral vision.
- The employee may frequently lift up to ~25 pounds without assistance.
- The employee may occasionally lift up to ~50 pounds without assistance.
- The employee may have to push/pull up to ~120 pounds while performing the duties of the role.
- The employee may perform a two-person transport, restraint, or lift (with training provided).
- The employee may come in contact with bloodborne pathogens or other bodily fluids on rare occasions.
- The employee will work in an environment that has a quiet to loud noise level.

EDUCATION AND/OR EXPERIENCE:

- High School Diploma or General Education Degree (GED) equivalent
- Associate's Degree or higher is preferred.
- Experience working in a preschool setting is preferred.
- Experience working with complex behaviors is preferred.

LANGUAGE SKILLS:

- Ability to read, write, and comprehend simple instructions and short correspondences in the English language.
- Ability to communicate effectively verbally, expressively, and reactively.

OTHER SKILLS AND ABILITIES:

- Exercise confidentiality, discretion, and good judgement.
- Adhere to the assigned work schedule by maintaining regular and punctual attendance.

SUPERVISORY RESPONSIBILITIES:

- None.